



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews Short Review Report

**Jidhafs Secondary Girls School
Jidhafs – Northern Governorate
Kingdom of Bahrain**

Date of Review: 1-3 April 2013

SG102-C2-R096

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The Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of nine reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Jidhafs Secondary Girls School												
School's type		Government												
Year of establishment		1980												
Age range of students		16-18 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		-				-				10-12				
Number of students		Boys	-		Girls	1053				Total	1053			
Students' social background		Most students come from low and middle-income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	10	11	10	
	Level 2: <u>Scientific Stream</u> : 5 chemistry and biology classes, 1 physics and mathematics class. <u>Literary Stream</u> : 2 language classes. <u>Commercial Stream</u> : 3 classes.													
	Level 3: <u>Scientific Stream</u> : 4 chemistry and biology classes, 1 physics and mathematics class. <u>Literary Stream</u> : 2 language classes. <u>Commercial Stream</u> : 3 classes.													
Town /Village		Jidhafs												
Governorate		Northern												
Number of administrative staff		17 administrative and 5 technicians												
Number of teaching staff		102												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		3 years												
External assessment and examinations		MoE examinations												
Accreditation (if applicable)		-												

Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented	Physical Disabilities	Learning Difficulties
	342	69	9	29
Major recent changes in the school	• The school joined a project aimed at extending the school day in the second semester of the past academic year 2011-2012 • Installing projectors in 16 classes in the second semester of the past academic year.			

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	2	2
Students' personal development	-	-	1	1
The quality and effectiveness of teaching and learning	-	-	2	2
The quality of the curriculum implementation	-	-	1	1
The quality of support and guidance for students	-	-	1	1
The quality and effectiveness of leadership, management and governance	-	-	1	1

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- ☐ **How effective is the school in meeting the needs of students and their parents?**

Grade: 2 Good

The school's performance has changed from satisfactory in the previous review in November 2009 to good this time, receiving good grades in academic achievement and teaching and learning. Planning is comprehensive, with the optimal use of accurate and constant self-evaluation using recommendations from the previous review; this reflects strongly in overall performance. Teachers adopt varied effective teaching strategies in most lessons, raising the level of students' achievement in academic subjects, especially Arabic, though some teachers' time management is less effective. Students work in an attractive environment, enriching the curriculum. They show self-confidence and ability to take responsibility and work independently inside and outside the classroom. Students' abilities are challenged and higher order thinking skills developed in highly productive lessons. Students express outstanding levels of satisfaction and parents express good levels.

- ☐ **How strong is the school's capacity to improve?**

Grade: 1 Outstanding

The school's capacity to improve has changed from satisfactory in the previous review to outstanding this time. The leadership team supports continuous improvement and keeps up with educational developments, working with high awareness and great enthusiasm to further improve strengths and address areas needing improvement. There is a comprehensive strategic plan, based on self-evaluation and the recommendations of the previous review. Improved learning outcomes are enhanced by strong support from teaching staff, who implement outstanding strategies which significantly improve students' academic levels, abilities and personal development. The school makes visible efforts to invest in an educationally motivating environment, including enrichment and entertainment centres such as the 'English Oration Centre' and 'Fitness Centre', whilst optimally using creativity centres and workshops, in addition to celebrating students' work which reinforces their affiliation with the school.

The school's main strengths

- Effective leadership which relies on comprehensive strategic planning and rigorous self-evaluation to provide quality educational practices
- Students' self-confident participation in school life and their ability to take responsibility and work independently in an educationally motivating environment which offers varied extra-curricular activities
- Students' standards of academic achievement, especially in Arabic
- Varied, effective teaching and learning strategies.

Recommendations

In order to improve, the school should:

- make use of the effective educational practices in the different areas of school work, especially within the Arabic department, to ensure continuous progress in performance and improving the teaching and learning processes further, to:
 - develop students' writing skills in English
 - support low achieving students
 - develop students' higher order thinking skills and challenge their abilities.