



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

**Ghazi Al-Qosaibi Secondary Girls School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 29-31 October 2018
SG208-C3-R198**

Introduction

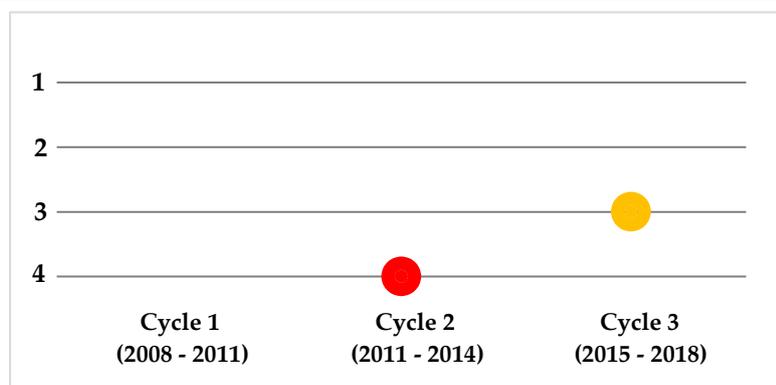
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	-	3	3
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		2			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance has improved from inadequate to satisfactory level in the academic achievement and teaching and learning aspects, and to good level in personal development, support and guidance and leadership and management aspects. • The self-evaluation is accurate and inclusive, and its results are used to build school plans according to improvement priorities. • Students achieve inconsistent proficiency rates in the majority of subjects, especially in mathematics and specialised literary subjects, reflecting | <p>their inconsistent standards in the majority of lessons. These low rates indicate students' standards in some English lessons in the literary track, which are affected by their poor skills.</p> <ul style="list-style-type: none"> • Use of teaching and learning strategies by teachers is inconsistent in more than half of the lessons, as is their utilisation of learning time and benefiting from assessment results in meeting students' learning needs, especially low achievers, and challenging students' abilities. • Students participate in the extracurricular activities with enthusiasm and high confidence. They |
|---|--|

are able to assume leadership roles, though this is affected by only inconsistent opportunities being provided to them.

- Students' positive behaviour, enhanced by the various support

programmes provided to all of them, make them feel psychologically safe. This shows in students' and parents' satisfaction with the school's provision.

Main positive features

- The professional awareness of the school leadership and its ability to translate the school's vision into action. This is supported by its approach to working according to an organisational culture, procedural manuals, clear monitoring mechanisms and a strategic plan that is based on accurate and comprehensive self-evaluation.
- Most students' commitment to positive behaviour, the harmony among them and their confident and enthusiastic contribution to school life.
- The utilisation of the school environment and facilities in the extracurricular activities that enhance students' experiences, interests and preferences.
- The effective academic and personal support programmes provided to all groups of students.

Recommendations

- Raise students' academic achievement, especially in mathematics and specialised literary subjects, and develop their basic skills in English in the literary track.
- Develop teaching and learning processes, focussing more on:
 - effective teaching and learning strategies, in which students are the core of the learning process and are provided with sufficient opportunities to assume leadership roles
 - effective management of learning time
 - benefiting from assessment results in supporting all groups of students, especially low achievers
 - challenging students' abilities and considering differentiation in the learning activities, both in lessons and written work.

□ Capacity to improve 'Good'

Judgement justifications

- The school leadership's awareness is evident in its accurate and comprehensive evaluation of the school's situation. The evaluation

results are used in developing the strategic plan, which is implemented and monitored through clear systematic work mechanisms, resulting in the improvement of all schoolwork aspects.

- The review team judgments match the school assessment in the self-evaluation form (SEF) regarding its overall effectiveness, academic achievement and teaching and learning. The review team judgements are consistent with the school assessment on the remaining aspects.
- The school meets the challenges it encounters with clear actions, embodied in:
 - the effective support programmes, especially for

students failing subjects, which contributes to their passing

- the effective planning to ease workflows in light of the difficulty in mobility between the school's educational facilities
 - The utilisation of the school environment, taking advantage of its halls, aisles and facilities to enrich students' experiences and resolve their problems.
- Although there is a diversity of professional development programmes their impact on teachers' performance in lessons and on raising students' academic levels is inconsistent.

Appendix: Characteristics of the school

Name of the school (Arabic)	غازي القصيبي الثانوية للبنات												
Name of the school (English)	Ghazi Al-Qosaibi Secondary Girls												
Year of establishment	2013												
Address	Building 550, Road 508, Block 1205												
Town / Village / Governorate	Hamad Town/ Northern												
School's Contacts	17009495				Fax		17009492						
School's e-mail	ghazi.sc.g@moe.gov.bh												
School's website	-												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys		-		Girls		1,241		Total		1,241		
Students' social background	Most students are from average income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	14	13	13
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10 14	13 for unified track and 1 for advanced technical and vocational track											
	Grade 11 13	3 first substitute science, 1 second substitute science, 1 first substitute literary, 3 second substitute literary and 5 commercial											
	Grade 12 13	3 first substitute science, 1 second substitute science, 1 first substitute literary, 3 second substitute literary and 5 commercial											
Number of administrative staff	24 administrative and 14 technical												
Number of teaching staff	148												
Curriculum	MoE												

Main language(s) of instruction	Arabic and English
Principal's tenure in the school	3 years
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Updates in the current school year 2018-2019: <ul style="list-style-type: none"> - appointing an Assistant Principal - appointing 2 senior teachers, for mathematics and social studies departments - appointing 11 teachers, including 5 for English, 1 for physics, 3 for commercial subjects - appointing 2 social counsellors - opening 1 class for advanced technical and vocational education.