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

Directorate of Government Schools Reviews

Short Review Report

Al-Hoora Secondary Girls School
Al-Hoora – Capital Governorate
Kingdom of Bahrain

Date of Review: 27-29 November 2017
SG139-C3-R150

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 six 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

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

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

	1	Outstanding	2	Good	3	Satisfactory	4	Inadequate
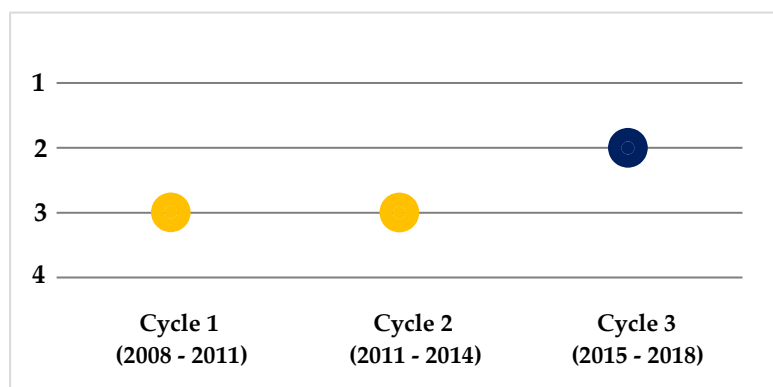
School Summary Report

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 'Good'**

Judgement justifications

- The school leadership is well aware of the aspects of schoolwork and improvement priorities through the thorough and accurate self-evaluation, which in turn has been built into the strategic plan according to clear performance indicators and systematic monitoring mechanisms.
- Students' high self-confidence and outstanding participation in school life are evident. Their ability to present their projects and products and to take responsibility for their own learning is high, as is their initiative in assuming leadership roles.

- The learning needs of the different categories of students are met by means of extracurricular activities, outstanding projects and programmes that significantly enrich their experiences, resulting in students' and parents' satisfaction with the school's provision.
- Effective teaching strategies and productive educational resources are used by most teachers. They maintain students' motivation through various encouragement methods which develop their sense of competitiveness and motivate them to learn and participate in an effective manner.

- Students' achievement of high pass and proficiency rates are consistent with their levels in most core and specialised subjects, except for the varying proficiency rates in science and mathematics in the technical and vocational education.

- Teachers use different assessment methods which contribute to meeting the needs of most students. However, the support provided to low-achieving students is affected by inconsistency in learning-time management, especially in some English lessons and in the feedback provided on written work.

Main positive features

- The school leadership is aware of the various schoolwork aspects and inspires the staff. This translates practically into a shared vision based on solid strategic planning and accurate self-evaluation.

- Students are very self-confident and significantly contribute to school life, demonstrating great ability to assume leadership roles and bear responsibility.

- The range of enrichment projects, programmes and extracurricular activities enhance students' experiences and meet their different learning needs effectively.

- Most teaching strategies are efficient and include different motivational methods, attracting students' attention towards learning, consolidated through the optimal utilisation of educational resources.

Recommendations

- Continue to develop teaching and learning by focusing further on:
    - learning time management
    - benefiting from assessment-for-learning results to support low-achieving students in lessons and written work, especially in English.

- Raise students' achievement levels in technical and vocational education in terms of proficiency rates, especially in science and mathematics.

- Address the shortfall in human resources, represented by senior teachers for the following Arabic, English, mathematics, commercial subjects and technical and vocational education.

☐ **Capacity to improve 'Outstanding'**

Judgement justifications

- The school has progressed in the aspects of students' personal

development, support and guidance, and leadership and management from

'Good' to 'Outstanding', and from 'Satisfactory' to 'Good' in the aspects of academic achievement and teaching and learning.

- The self-evaluation is comprehensive and accurate and its results are efficiently used in identifying development priorities and developing and rigorously monitoring the strategic and action plans.
- The school's management inspires its staff and motivates them to develop through encouraging their initiatives and raising their competencies by meeting their professional needs, especially the new comers, through the 'Keep an Eye on my Class' project. This is despite the shortage in the middle leadership in most academic departments.
- Most of the school's assessments of its performance, as provided in the self-evaluation form, are in line with the judgements reached by the review team, which shows the awareness and accurate perceptions of the school leadership.

Appendix: Characteristics of the school

Name of the school (Arabic)	الحورة الثانوية للبنات			
Name of the school (English)	Al-Hoora Secondary Girls			
Year of establishment	1963			
Address	Building 3728, Road 1862, Block 318			
Town / Village / Governorate	Al-Hoora/ Capital			
School's Contacts	17294003	17295203	**Fax**	17295203
School's e-mail	hoora.se.g@moe.gov.bh			
School's website	moe.gov.bh			
Age range of students	16-18 years			

	Primary	Middle	High
Grades (e.g. 1 to 12)	-	-	10-12

Number of students	Boys	-	Girls	271	Total	271

Students' social background	Most students are from middle income families

Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	4	5	5

Tracks	Grades	**Distribution of classes on Tracks**
	Grade 10	2 unified Tracks – 2 advanced technical system
	Grade 11	1 substitute 1 science , 2 commercial, 2 advanced technical and vocational
	Grade 12	1 substitute 1 science, 1 commercial, 1 substitute 2 literary, 2 advanced technical and vocational

Number of administrative staff	11 administrative and 8 technical
Number of teaching staff	94
Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic and English
Principal's tenure in the school	2 years

External assessment and examinations	• MoE examinations • BQA national examinations
Accreditation (if applicable)	-
Major recent changes in the school	• Appointing an Assistant Principal in school year 2016-2017.