



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

# **Directorate of Government Schools Reviews Short Review Report**

**Aali Intermediate Boys School  
Aali - Central  
Kingdom of Bahrain**

**Date of Review: 13-15 May 2013**

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## The Directorate of Government Schools Reviews

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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 and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for government 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:

<b>Grade description</b>	<b>Interpretation</b>
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 six 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

<b>School's name</b>	Aali Intermediate Boys School												
<b>School's type</b>	Government												
<b>Year of establishment</b>	1976												
<b>Age range of students</b>	13 – 15 years												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	-				7- 9				-				
<b>Number of students</b>	<b>Boys</b>	580	<b>Girls</b>	-				<b>Total</b>	580				
<b>Students' social background</b>	Most students are from low and average income families.												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	6	5	7	-	-	-
<b>Town /Village</b>	Aali												
<b>Governorate</b>	Central												
<b>Number of administrative staff</b>	13												
<b>Number of teaching staff</b>	46												
<b>Curriculum</b>	Ministry of Education (MoE)												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	2 years												
<b>External assessment and examinations</b>	MoE and QQA national examinations												
<b>Accreditation (if applicable)</b>	-												
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>					
	106	22			1			26					
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>A new principal was appointed in 2010-2011.</li> </ul>												

## Table of review judgements awarded

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

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### **Grade: 2 Good**

Overall performance has changed in all respects from inadequate in the previous review in 2010 to good this time, after one monitoring visit which showed sufficient progress. This is attributed to several factors, including strategic planning based on accurate and comprehensive self-evaluation and from the recommendations of the previous review and monitoring visit which have informed improvements priorities. Professional development programmes to improve teaching and learning, centred around the students, have positively reflected in good lessons such as Arabic, mathematics and most other lessons in the third intermediate. English is less successful. Students receive effective support when they have problems, resulting in evident self-confidence and good behaviour. Great efforts have been made to enrich students' talents, experiences and different interests, generally with parents' participation. The school achieves good satisfaction from parents and students.

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

#### **Grade: 2 Good**

The school's capacity to improve has changed from inadequate in the previous review to good this time, despite challenges in not having an assistant principal and some senior teachers. The strategic plan is comprehensive, contains clear performance indicators and focuses on improvement priorities resulting from rigorous self-evaluation and using the 'the outstanding Bahraini school model' to monitor and follow-up levels of provision and activities. Strategies are implemented in an atmosphere of cooperation and encouraging positive initiative, and using the school environment and extra-curricular activities to enrich students' learning. All this contributes significantly to improving the overall performance of the school, mainly the students' personal development and the education support provided to all categories of students, particularly those with learning difficulties.

## **The school's main strengths**

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- Strategic planning, critical self-evaluation and parents' participation
- Variety of effective and motivating teaching and learning strategies.
- Students' contribution to school life
- Enrichment of the curriculum with a variety of extra-curricula activities that meet students' different interests and talents.

## Recommendations

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### **In order to improve, the school should:**

- develop students basic skills in English
- benefit from good practices to raise students' academic achievement, by:
  - developing students' independent learning skills
  - supporting all categories of students and enriching their experience with differentiated homework
  - managing classes effectively.