



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

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

**A'ali Intermediate Girls School
A'ali - Central Governorate
Kingdom of Bahrain**

**Date of Review: 31 March - 2 April 2014
SG126-C2-R169**

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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 seven 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		A'ali Intermediate Girls School															
School's type		Government															
Year of establishment		1982															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	-	Girls	602				Total	602							
Students' social background		Most students come from middle-income families.															
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12		
		Classes		-	-	-	-	-	-	6	6	6	-	-	-		
Town /Village		A'ali															
Governorate		Central															
Number of administrative staff		9															
Number of teaching staff		54															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 years															
External assessment and examinations		MoE examinations, QQA national examinations.															
Accreditation (if applicable)		-															
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		144				80				2				34			
Major recent changes in the school		<ul style="list-style-type: none"> New appointments in 2013-2014: <ul style="list-style-type: none"> - assistant principal - 5 new teachers: 2 for mathematics, 1 for science, 1 for Arabic, 1 for Islamic studies. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	3	-	3
Students' personal development	-	3	-	3
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	3	-	3
The quality of support and guidance for students	-	3	-	3
The quality and effectiveness of leadership, management and governance	-	3	-	3

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: 3 Satisfactory

Overall performance remains satisfactory, as in the May 2010 review. Students' academic achievement and teaching and learning remain satisfactory. Other aspects have regressed from good to satisfactory. This is attributed to many factors, mainly insufficient procedures of setting and implementing the strategic plan, students' inconsistent acquisition of basic skills in most subjects, and erratic support in and out of lessons, especially to low achievers. The impact of professional development programmes on most teachers' performance is inconsistent, with assessment techniques not always being used effectively to meet students' educational needs in lessons and written work. Time management, opportunities to develop students' self-confidence and enable them to take responsibility are inconsistent. Most students' standards in Arabic, respect for each other, and working together in and outside lessons are good. Parents and students are satisfied with the school's provision.

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

Grade: 3 Satisfactory

The capacity to improve and develop has changed from good to satisfactory this time. Reasons include limited use of self-evaluation results in setting the strategic plan and negatively affects determining work priorities accurately, and procedures implementation. The school maintains appropriate performance in some educational practices, through their efforts in providing professional development programmes for teachers, particularly new ones, and creating a sense of harmony among students while maintaining a safe and healthy environment. However, the school could not maintain its good performance in other aspects. Challenges include raising students' academic achievement, enabling them to master basic skills and overcome individual problems. The school has taken some actions to overcome obstacles, resulting in students' behaviour improvement; nevertheless, their academic attainment and progress are still an issue.

The school's main strengths

- Students' high standards in Arabic
- Students' working together in harmony, and their respect for each other in and out of lessons.

Recommendations

In order to improve, the school should:

- develop and follow up the implementation of the strategic plan based on self-evaluation results, to include clear performance indicators and specific work priorities
- raise students' academic achievement, enabling them to acquire the basic skills in most subjects
- follow up the impact of professional development programmes in order to develop teaching and learning strategies, to include:
 - effective use of assessment results to meet students' different learning needs
 - effective and productive time management
 - enhancing students' self-confidence and providing them with opportunities to take responsibility
 - challenging students' abilities in lessons and in their written work.
- support students in and out of lessons, especially low achievers.