



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **School Review Unit Review Report**

**Al-Busiteen Intermediate Girls School**  
Al-Busiteen - Muharraaq Governorate  
Kingdom of Bahrain

**Date Reviewed: 30 March – 1 April 2009**

## Table of Contents

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<b>The School Review Unit .....</b>	<b>1</b>
<b>Introduction.....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve .....	4
<b>The school's main strengths and areas for development .....</b>	<b>5</b>
<b>What the school needs to do to improve.....</b>	<b>6</b>
<b>Overall judgement .....</b>	<b>7</b>

## The School Review Unit

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The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the review**

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

### **Information about the school**

Gender of students: Female

Number of students: 485

Age range: 13 – 15 years

### **Characteristics of the school**

Al-Busiteen Intermediate School for Girls is located in the Muharraq Governorate. It was founded in 1978 as a technical school for boys. In 2003 it was transformed in to a girls Intermediate school. The school takes in 13-15 year old students. Currently, there are 485 students on roll. Most of them belong to families of a mid economic and social background. The students are organised into 16 classes. There are a total of 51 members of staff in the school (administrative and teaching). A special education (learning difficulties) specialist was appointed along with a teaching technology specialist. The school is involved in a number of projects and programmes such as his Majesty the King Hamad Project of the Schools of the Future.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The effectiveness of Al-Busiteen Intermediate Girls School is satisfactory with some strengths. However, It obtained a good level of satisfaction from students and their parents.

Students' academic achievement is satisfactory. Students achieve variable pass rates in most subjects, with a decline in the pass rates in science and mathematics in 2008-2009. In lessons, there is a variation in student achievement, with a correlation between the students achieving best in good lessons. The students' standards and progress in lessons and in written work varied between good and satisfactory. However, the majority of the work set lacked differentiation and opportunities for challenge which was reflected in the students' achievement and progress in lessons. The students who are outstanding, talented or have learning difficulties achieve some progress in the special extracurricular programmes and in the outstanding and good lessons, however, the narrow range of strategies used, the insufficient support given in lessons and the lack of differentiation in class and homework limits their progress and their achievement in relation to their abilities.

The students' personal development in general is good. Most students attend school regularly, display enthusiasm and good behaviour inside and outside lessons and show respect for their teachers and their peers in accepting each others ideas. There are friendly relationships between students and most of the school's staff which is reflected in their feeling of safety and security. The school also provides opportunities to enhance and increase students' values and personal aspects and the ability to think analytically which is reflected in the students' confidence and leadership ability and bearing responsibility through their participation in committees and a variety of extra-curricular activities.

The teaching and learning process is satisfactory even though there is variability overall. Teachers have good subject knowledge and some of them use a variety of teaching strategies which challenge students' abilities and motivate them to participate and learn. However, these practices are not used to the same degree, especially in satisfactory lessons which are generally teacher centered. This does not encourage the students' enthusiasm and their participation in learning. There are few opportunities available for cooperative learning. Together, this all limits their acquisition of knowledge, understanding and basic skills. The assessment methods used were insufficient to meet individual needs and to plan for lessons and design homework and other activities, which hinders the achievement and progress of some students.

Curriculum enhancement and enrichment is satisfactory. Teaching resources and extracurricular activities support the educational process. Using cross curricular links to present a coherent curriculum is not consistent across the school. Further, some teachers do not ensure the development of students' basic skills in subjects such as mathematics and science, in addition to competency in the written expression and higher level thinking skills such as problem-solving.

The quality of support and guidance programmes is good. The school is diligent in providing induction programmes for students upon joining the school and provides advice and guidance to them when needed as well as meeting their personal and learning needs. The school also ensures that the school's staff and students are working in a safe and healthy environment. However, the educational support for students with learning difficulties is not sufficient to help them make the necessary progress. Despite this, there are remedial programmes and plans in place to raise the level of achievement of this group of students.

The effectiveness of leadership and management is good. The senior management of the school is energetic and has put in place, well thought through and ambitious plans for improvement to achieve its vision and mission. They also have the loyal participation of the teaching and administrative staff. There is professional development programme in place, but it has not yet had enough impact. The school consults the views of students and parents and the impact of this has brought about improvements in the school, especially with regards to achievement and the personal development of students.

**□ *Does the school have the capacity to improve?***

**Grade: 2 (Good)**

The school's capacity to improve is good. The school has good management processes in place, accurate self-evaluation and careful monitoring of the strategic plan. The school has very effective operational plans that address and follow up all of the work the school is involved in. There is a strong and shared commitment to the goals of the school. Over the last few years they have introduced improvements in both academic and personal support as well as the school environment. They have also involved parents and students in the process of developing the school. All of this reflects positively in the academic and personal development of the students.

## **The school's main strengths and areas for development**

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### **Main strengths**

- Development planning
- Self-evaluation
- The use and enrichment of the school environment.
- Communication with parents and students

### **Areas for development**

- Range of teaching and learning strategies
- Catering for individual differences
- Development of higher order thinking skills and providing challenge in lessons and homework.
- Cooperative learning.
- Exchanging experiences and good practices between teachers.
- Basic skills in the core subjects.
- Use of assessment methods.

## What the school needs to do to improve

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

- Improve teaching and learning by:
  - Developing higher-order thinking skills and challenging the abilities of students, both in lessons and homework.
  - Improving the exchange of educational experiences between teachers through a system to share best practice.
  - Implementing a strategy of cooperative learning in the lessons in a more efficient manner.
  - Planning for individual differences amongst students and providing appropriate support to them, especially gifted and talented and low achievers.
  
- Evaluate the impact of professional development programmes in the classrooms and measure their contribution in raising academic achievement and the development of basic skills especially in core subjects (Math, and Science).



## Overall judgements

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good