



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

Directorate of Government Schools Reviews Short Review Report

**Al-Duraz Intermediate Girls School
Al-Duraz - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 22-24 November 2016
SG054-C3-R086**

Introduction

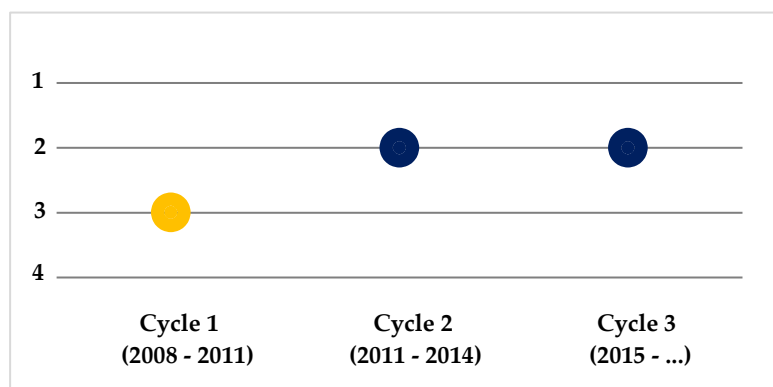
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	2	-	2
	Students' personal development	-	1	-	1
Quality of processes	Teaching and learning	-	2	-	2
	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		2			

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 'Good'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strategic planning is accurate, as well as the follow up of the operational plans that include clear performance indicators. • Students have high self-confidence and enthusiasm in school life. In lessons, they play active roles through flexible grouping in differentiated assessment activities and in effective school committees such as the Little Paramedic. • Students' behaviour is good, supported by their feeling of psychological security. • Positive relationships exist among the school staff, which contributes to the | <ul style="list-style-type: none"> • excellence of mentorship programmes, monitoring and addressing of students' issues, and the diversified effective of extra-curricular activities and programmes. • Excellent progress is achieved by the integration class and learning difficulties students through the support programmes provided for them. • Teachers' employ effective teaching and learning strategies in the good and outstanding lessons, using educational resources and various assessment techniques. However, in the satisfactory lessons teachers vary in |
|--|---|

their use of the benefits provided by assessment results in supporting low achievers, investing learning time, challenging students' abilities and developing their higher order thinking skills.

- Although the school monitors safety and security and communicates with

the relevant parties regarding the maintenance of the school building and facilities, the inadequacy of the science lab environment and the prominence of the iron sewer cover still affect students' safety and security.

- Students and parents are satisfied with the school's provision.

Main positive features

- Students' confident and enthusiastic participation in school life, their good behaviour and their feeling of psychological security.
- The positive atmosphere that contributes to the smooth workflow, the provision of outstanding mentorship programmes and the effective extracurricular activities that enhance students' experiences and interests.
- The evident progress achieved by the integration class and learning difficulties students through the programmes provided to them.

Recommendations

- Monitor the impact of professional development programmes on enhancing the teaching and learning processes by further focusing on:
 - benefiting from assessment results to support low achievers
 - challenging students' abilities and developing their higher order thinking skills in lessons
 - managing learning time in lessons in order to ensure their productivity.
- Further follow up the school's safety and security procedures through:
 - maintenance of the science lab so that the school can use it effectively
 - maintenance of the iron sewer cover.
- Address the shortage in human resources, represented by; a senior mathematics teacher.

Capacity to improve 'Good'

Judgement justifications

- The good levels and the positive aspects in schoolwork have been maintained. Of particular note are the

academic and personal support programmes provided for students, and improvement from 'Good' to

'Outstanding' in the students' personal development aspect.

- The self-evaluation process is accurate and comprehensive. The results are used effectively in determining improvement priorities and developing a realistic strategic plan with performance indicators and clear success standards that are accurately monitored with specific mechanisms.
- The senior leadership motivates the school's stakeholders and communicates positively with them. Staff are also encouraged to exchange and share expertise. This shows in staff

satisfaction and encourages them to actively participate in the development process. In turn, the senior leadership benefits from qualified staff in making up for the lack of a senior mathematics teacher.

- The school's evaluation of its performance in most schoolwork aspects, as provided in the self-evaluation form (SEF), is consistent with the judgments reached by the review team, while it is compatible in the aspect of students' personal development.

Appendix: Characteristics of the school

Name of the school (Arabic)	الدرّاز الإعدادية للبنات													
Name of the school (English)	Al-Duraz Intermediate Girls													
Year of establishment	1988													
Address	Building 191 - Road 4007 - Block 540													
Town / Village / Governorate	Al-Duraz/ Northern													
School's Contacts	17695580	17697811	Fax		17690648									
School's e-mail	alduraz.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys	-			Girls	667			Total	667				
Students' social background	Most students are from limited income backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	7	6	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13 administrative and 6 technicians													
Number of teaching staff	68													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
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	None