



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

Schools Review Unit Review Report

**Al Khaleej Al Arabi Intermediate Girls School
Riffa - Central Governorate
Kingdom of Bahrain**

Date Reviewed: 18 - 20 October 2010

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The Schools Review Unit

The Schools 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 raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
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

Scope of the Review

This Review was conducted over three days, by a team of six Reviewers. During the Review, the team 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: Girls

Number of students: 640

Age range: 13 - 15 years

Characteristics of the school

Al Khaleej Al Arabi Intermediate Girls School is one of the Central Governorate schools in East Riffa and was founded in 2007 as an intermediate school. It had previously been a primary school for nearly 30 years. The age range in the school is from 13 to 15 years, and the number of students is 640. Most students come from high and middle-income families. The school categorises 8 of its students as talented and creative, 63 as outstanding and 19 as students with learning difficulties. Students are distributed in 22 classes; seven classes for the first intermediate level, eight for the second level and seven for the third. The principal is in her first year at school. The number of administrative and teaching staff is 73; 53 of which are teachers. The school is implementing King Hamad's Schools of the Future Project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Al Khaleej Al Arabi Intermediate Girls School is satisfactory. Whilst satisfaction of students is good, for parents it is satisfactory.

The students' academic achievement is satisfactory. Students achieve high pass rates in most of the subjects. Proficiency levels in primary subjects vary and students' performance in lessons ranged between satisfactory and good. Students achieve satisfactory progress in most subjects. However, the students make slow progress in third intermediate grade, especially in English; additionally their progress in written work is inconsistent. Students achieve satisfactory levels that are commensurate with their abilities in most subjects because of the consideration given to individual differences amongst the student groups by asking questions and providing them with written assignments. High and low attaining students also make effective progress because of the programmes given to them by the special educational needs specialist.

The students' personal development is satisfactory. Most students attend school regularly and punctually and participate effectively in practical lessons such as: the agricultural, typing, ceramics, art and computer activities; however, participation in two thirds of the lessons was only satisfactory as the teacher was the centre of the educational process in most of these lessons. A few students are given the opportunities to develop self-confidence through taking leadership roles and responsibilities by participating in committees. The students' abilities in analytical thinking are developed to a better extent in good lessons, especially in mathematics and science by giving them the opportunity to analyse and get results. Students share harmonious relationships between one another and with their teachers and most of them show awareness and responsibility in their behaviour.

The effectiveness of the teaching and learning processes is satisfactory. Teachers are familiar with the study material and this is reflected in their professional practice. The best teaching consists of different strategies such as investigation, brainstorming and problem solving. However this good practice is only happening in a minority of lessons whilst the majority of lessons are only satisfactory because they are taught with minimal interaction between students and teachers other than teachers' oral questions to individual students in lesson. A few teachers use collaborative learning strategies in lessons; however, the impact on helping students to learn from each other and work together is limited because of poor planning

regarding distributing roles and assigning responsibilities. Several lessons were observed which were well organised and productive; here the quality of time management resulted in students achieving clear progress. Students are given homework from the course book in addition to enrichment activities; however, homework tasks are not matched to the students' different abilities. The lesson objectives are usually achieved in most lessons through both verbal questions and written activities, but not enough consideration is given to the learning needs of all students.

The quality of curriculum implementation is satisfactory. The students' sense of citizenship is promoted by having them participate in national events and field visits. A few students develop their understanding of rights and responsibilities by assuming positions of responsibility, such as participating in school committees. Curriculum provision is promoting most students acquiring basic skills in several subjects. However, in the second and third intermediate grades their levels in basic skills of Arabic, especially in composition, and in mathematics with regard to advanced arithmetic operations are limited. The school organises a series of extra-curricular activities but these only enrich students' experiences in a very limited way. The school uses its environment in a suitable manner to enrich the curriculum by encouraging the students to take good care of the educational facilities and to enhance them with colourful wall displays.

The quality of student guidance and support is satisfactory. The induction of new students is good. Students are well prepared for their next stage of education. The students' personal needs are diagnosed and well met, and their educational needs are addressed through providing specialist support for students with learning difficulties; the support provided in lessons varies, however. The school provides advice and guidance for students through individual and group meetings and lectures. Although the school communicates with parents in a number of ways and these are popular with parents, they are not given regular reports to inform them of their daughters' progress. The school assesses risks regularly and takes the necessary measures to provide a safe and secure environment for its staff and students.

The effectiveness and quality of leadership and management are satisfactory. The school has a vision and mission that focus on achievement. The school successfully completed its previous strategic plan and is currently implementing a new one which will extend over three years, which is based on the findings of the self-evaluation procedures which encompass all of the performance aspects. The self-evaluation committee monitors and follows up with most events and educational programmes in order to spot aspects of strength and those that need further development at the school. The school management inspires its administrative and teaching staff and spreads the spirit of enthusiasm and motivation among them and puts effort in their professional development through exchange visits, lectures and workshops; however, their impact on educational practices is not

followed up sufficiently. The school uses its facilities and resources in a varied manner to enhance teaching and learning. It is responsive to the opinions of parents and the local community and this is reflected positively in their overall satisfaction.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to develop and improve is satisfactory as the school works on investing all efforts from all members of the learning community in order to carry out the priorities set out in the strategic plan which is based on an accurate self-evaluation. The review team endorsed the plan's priorities, namely, utilising a variety of teaching strategies. Some of the most important and recent improvements were represented in managerial organisation, delegation of responsibilities and the promotion of the school environment which is inspiring and well cared for by the students.

The school's main strengths and areas for development

Main Strengths

- School vision and mission
- Comprehensive self-evaluation
- Inspiring and motivating the teaching and administrative staff at school
- Achieving high pass rates in the final examinations by most students
- Making progress in good lessons by most students
- Developing students' awareness and their feeling of responsibility
- Enabling students to acquire skills in some of the subjects such as English and science
- Time and class management
- Inducting students in a manner that helps them settle into the school quickly
- Providing advice and guidance for students when needed
- Following up with safety and security measures.

Areas for development

- Variety in teaching and learning strategies
- Achieving levels that are commensurate with students' abilities
- Acquiring basic skills in Arabic and mathematics
- The variation between the general pass rates and students levels inside classes
- Developing analytical thinking skills to a greater extent
- Challenging students' abilities
- Considering individual differences

- Supporting students with special educational needs in lessons
- Reflecting the impact of professional development programmes in lessons.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies, so as to include:
 - Providing students with more opportunities to develop analytical thinking
 - Providing opportunities to challenge students' abilities in lessons
 - Considering individual differences in lessons, written activities and homework
 - Using collaborative learning
 - Using various assessment methods in lessons to meet students educational needs and following-up with their progress
 - Teaching students composition skills in Arabic and advanced arithmetic skills in mathematics.

- Follow-up with the impact of professional development on class practices

- Get students to participate inside and outside of class to ensure the enrichment of their experiences and interests and the strengthening of their self-confidence.

Overall judgements

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