



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

Directorate of Government Schools Reviews Short Review Report

**Al-Dair Primary Intermediate Girls School
Al-Dair - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 25–27 February 2013

SG048-C2-R082

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The 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 nine 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		Al-Dair Primary Intermediate Girls School												
School's type		Government												
Year of establishment		1972												
Age range of students		6-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-6				7-9				-				
Number of students		Boys	-	Girls		948			Total			948		
Students' social background		Most of the students belong to families with average incomes.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	4	3	3	3	3	4	4	4	-	-	-	
Town /Village		Al-Dair												
Governorate		Muharraq												
Number of administrative staff		19 administrative and 6 technicians												
Number of teaching staff		94												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		3 years												
External assessment and examinations		MoE and 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			
		53			46			8			66			
Major recent changes in the school		• The school joined the school improvement programme in the academic year 2012-2013.												

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	-	3
Students' personal development	3	3	-	3
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	3	3	-	3
The quality of support and guidance for students	3	3	-	3
The quality and effectiveness of leadership, management and governance	3	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

The school's performance has changed in the majority of aspect from good in the previous review in April 2009 to satisfactory. The school received satisfactory grades throughout, attributed to using self-evaluation alongside monitoring the impact of teachers' professional development programmes. There is variation in the effectiveness of teaching and learning processes, affecting the development of basic skills especially in English. Some teachers, alongside ineffective time management, do not effectively use assessment in lessons and do not provide sufficient educational support, especially for low achieving students. However, the development of students' experiences and their participation in curricular and extra-curricular activities is satisfactory. Most students feel psychologically secure and show respect to each other. The school administration ensures an appropriate social environment and supports good relations between its members, leading to students and parents' good satisfaction.

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

Grade: 3 Satisfactory

The schools capacity to develop and improve has changed from good in the previous review to satisfactory this time. The school has a strategic plan based on self-evaluation which focuses on priorities of school work, recognising areas of strength and those needing improvement. The school shows some improvements in educational practices through implementing induction programmes and extra-curricular activities targeting outstanding and talented students, alongside the effective use of teaching facilities such as the science lab and family education lab. However, one of the major challenges faced by the school is variation in following up and achieving objectives within departments. This results in variation in the teachers' performance, limits the support provided for students and affects students' progress in some lessons, especially low achieving students.

The school's main strengths

- Students feel secure and show respect to one another
- Induction of new students to help them settle easily and quickly
- Relationships between the school administration and teachers.

Recommendations

In order to improve, the school should:

- raise academic achievement by improving the quality of teaching and learning through:
 - using the findings of self-evaluation to meet students' differing learning needs
 - developing basic skills in core subjects, especially English and mathematics
 - providing support for low achieving students
 - managing time effectively during lessons.
- develop students' experiences and interests and support their participation in curricular and extra-curricular activities
- use the findings of self-evaluation to develop the different aspects of school work and monitor the impact of professional development programmes.