

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



# **Schools Review Unit Review Report**

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

**Date of Review: 1-3 October 2012**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) 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 SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten 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 schools and kindergartens 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:

<b>Grade description</b>	<b>Interpretation</b>
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 eight 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

<b>School's name</b>		Al-Duraz Intermediate Girls School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1988											
<b>Age range of students</b>		13-15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		-				7-9				-			
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	747				<b>Total</b>	-			
<b>Students' social background</b>		Most students are from limited-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	7	7	8	-	-	-
<b>Town /Village</b>		Al-Duraz											
<b>Governorate</b>		Northern											
<b>Number of administrative staff</b>		17 administration, 4 technicians											
<b>Number of teaching staff</b>		69											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		One Year											
<b>External assessment and examinations</b>		MoE examinations, and national examinations of the NAQQAET.											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>	
		135				15			3			25	

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• Appointing a principal and an assistant principal in the academic year 2011-12</li><li>• Appointing an additional assistant principal this academic year</li><li>• Increasing the number of classrooms for Grades 8 and 9 this year</li><li>• Implementing a project of integrating special needs students during the previous academic year.</li></ul>
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## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	2	-	2
Students' personal development	-	2	-	2
The quality and effectiveness of teaching and learning	-	2	-	2
The quality of the curriculum implementation	-	2	-	2
The quality of support and guidance for students	-	2	-	2
The quality and effectiveness of leadership, management and governance	-	2	-	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### Grade: 2 Good

The school's performance improved from satisfactory in the previous review in 2009 to good in this review. It is judged to be good in all aspects of the review. The students achieve high levels in the national and MoE examinations. They achieve higher than age-related expectations and acquire basic skills well in core subjects, especially in Arabic, English and information technology. They also show self-confidence in most activities and work together in a healthy safe environment where mutual respect prevails. This is due to the efforts the school management exerts in inspiring its staff and providing them with an effective support that has a good impact on the various teaching and learning strategies, and the ideal deployment of the school's environment and resources. Students and parents are well satisfied with the school.

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

#### Grade: 2 Good

The school has good capacity to improve and develop, which is attributed to leadership that seeks development in all aspects, adopts the principle of shared decision-making and stresses the values of openness. It supports the administrative and teaching staff well. The school's strategic planning is based on sound self-evaluation, reinforcing the strengths and addressing the aspects that require development in the students' academic and personal development. Additionally, the school has introduced some improvements that are evident in the effective learning and teaching strategies used by most of the teachers and their continued support for different students. Classroom activities and extra-curricular activities serve students well, especially the students in the integration class. The school makes good use of its environment and educational resources, which increase the students' enthusiasm for learning.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 2 Good

Grade 9 students achieve levels that are well above the national average in Arabic and mathematics, while they achieve levels above the national average in science and English in 2010, 2011, and 2012. These results reflect the actual levels of the students' achievement in most lessons, especially in Arabic and English.

Students achieve high success results in the MoE examinations in the core subjects. The results range between 89% and 98% for the academic year 2011-12, the highest being in Arabic. These figures are in line with the high proficiency levels and reflect the actual levels achieved in most lessons and written work, particularly the lessons in Grade 9. This is attributed to the various teaching methods that offer students good learning opportunities.

Most students acquiring information technology skills such as composing emails and linguistic skills such as: reading aloud, writing compositions, speaking and usage of grammar rules. They also acquire rhetoric and descriptive writing skills in English, in addition to the skills in mathematics such as finding the coordinates and completing the arithmetic series in Grade 9. The students also acquire scientific skills, such as differentiating between acids and bases in Grade 8. This is due to the variety and effectiveness of the teaching and learning strategies applied.

Over the past three years, the students made progress in the core subjects, the least being in mathematics. The students' overall progress in most subjects is good, including written work, due to the quality of classroom activities and homework, which challenge students' abilities, and consider their different levels.

Students, regardless of their groups, achieve good progress, while the integrated students achieve excellent development because of the support provided, and the various teaching methods that suit their abilities. Most of the high- achievers make good progress during lessons due to the effectiveness of the challenging extra-curricular activities provided. Students with learning difficulties achieve the progress expected, due to the effectiveness of the programmes provided. The progress of the low-achieving students is not as good, due to the disparity in the support provided, especially in the satisfactory lessons.



## **□ How good is the students' personal development?**

### **Grade: 2 Good**

Rapport among students and their teachers is based on mutual respect, which is reflected in their good behaviour and their feeling of being safe and secure. Students work in harmony in groups during lessons, and in the different committees, such as the school broadcast committee, which helps enrich the morning assembly. They celebrate programmes such as World Elderly Day and participate well in the students' council, the library friends committee and other cultural events. They show self-confidence in classroom activities, such as having dialogue, asking questions, generating and explaining new ideas and justifying their answers. They also take responsibility in evaluating their own work. This helps increase their self-confidence and provides them with good opportunities to shoulder responsibility and take leadership roles, especially in collaborative work. The degree of self-confidence reflected outside lessons was not of the same level.

Most students are regular and punctual. They look after the school's property and their own belongings. This is due to their awareness and willingness to learn, in addition to the care and diligence shown by both the administrative and academic staff.

Most students show good understanding of the heritage of Bahrain, and the Islamic principles. They post national displays and visit places, such as AlKhamees Mosque. They also present some popular games and in Bahrain, participate in fairs and make pottery themselves, such as plates, vases, and trinkets.

## **The quality of provision**

### **□ How effective are teaching and learning?**

#### **Grade: 2 Good**

Most teachers present their lessons clearly, which indicates that they are well-versed in the subject. They provide various activities, simplify the information presented and answer students' questions well. They adhere to the lesson plans, which help students achieve their educational objectives.

Most teachers adopt effective learning and teaching strategies, such as collaborative learning, role-play, brainstorming, storytelling in both Arabic and English, investigative learning, and problem solving in science and mathematics. These methods help provide students with opportunities to discuss and engage in conversations in most lessons. The

teachers also make good use of resources, such as data shows, educational films, small materials and scientific equipment. This motivates students and helps engaging them in the learning process.

Teachers challenge students' abilities in most lessons through activities that take their different abilities into consideration, and develop their higher order thinking skills, such as deduction, analysis and critical thinking. Most students show an ability to communicate verbally and in writing, apply grammar rules during Arabic, and good reading aloud and writing in English, and show good reasoning and justification in science and mathematics.

Most teachers are able to achieve their lessons' objectives as a result of their effective classroom management, and the variety of activities that suit different abilities of the students. This motivates students to participate actively and provides them with sufficient support, especially the high-achieving students. The support provided to the low-achieving students is not as good.

Various assessment techniques that meet the students' different needs are applied, such as verbal, written, individual and group assessment. Teachers continuously check students' understanding of the lesson's objectives and how well they master the required competencies. The students are responsible for doing different types of homework and enrichment activities, in which their individual differences are considered, such as activity sheets, and remedial cards. The teachers follow up on these activities and regularly mark them. Immediate feedback is provided to students, especially in Arabic and mathematics, which contributes well to the progress of students.

### **□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?**

#### **Grade: 2 Good**

Students learn in an attractive conducive environment that has cultural murals around the school, with several educational corners in classes, and beautiful green spaces across the school. These enrich students' experience and motivate them towards learning.

Action plans on how to provide and enhance the curriculum include methods that can be used to overcome students' learning difficulties. This is represented by providing summaries, remedial programmes, which contribute well to the students' academic progress. The implementation of the curriculum enhances students' experience and understanding of their rights and responsibilities. In addition, it contributes to developing their positive behaviour and enables them to take responsibility through various events and extra-curricular activities such as the morning broadcast, field trips, committees, and school

councils. Signboards, like 'World National Environment Day' and 'My Homeland and Lovely Kingdom' promote activities well.

The students' basic skills are developed through various activities that prepare students for the next educational phase. There is some integration across subjects and with real life situations referred to in most of them. This enables students to put the knowledge they have learned to good use, as was seen in problem-solving activities in mathematics. The school provides several extra-curricular activities which enhance and reinforce students' experiences, such as competitions like the 'Holy Quran, Sunna' and 'Model Journey'.

### **□ How well are students guided and supported?**

#### **Grade: 2 Good**

The school carries out an effective induction programme for new students and their parents. Such programmes contribute to students settling easily at school. There are also lectures and introductory workshops in collaboration with the school's Guidance Office, as well as with neighbouring schools.

The school endeavours to meet students' personal needs well through providing financial support and health care for special cases. Students with special needs receive great academic and personal support from the concerned specialists. This helps students to make good progress. Results of diagnostic tests are utilised well, a mental excellence programme 'The Horizons of Excellence' and others, target high-achieving and gifted students. Programmes for students with learning difficulties positively contribute to improving students' academic achievement. The school also provides supportive lessons for the small group of low-achieving students.

Both the school's social and administrative sections conduct guidance sessions to improve students' conduct, for example 'The Tender Word' programme. Most parents commend the school's regular commitment to updating them on their daughters' academic and personal progress. Different channels are used to fulfil that purpose such as the open day, parents meetings, office hours and correspondence.

The school's security and safety committee oversees buildings' and facilities' maintenance constantly, such as the school canteen and keeping the fire extinguishers' in good condition. It also trains students and staff on fire drill evacuation. Such practices create a healthy, safe and secure environment at school.

## **Leadership, management and governance**

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

### **Grade: 2 Good**

The school has vision and mission statements which focus on improvement. Its vision and mission are developed in a participatory manner and translated into objectives which are clearly reflected in students' academic achievement, their personal development, and in teachers' motivation and their acceptance to change and develop. The school strategic plan is based on a self-evaluation of every aspect of the school, according to the recommendations of its first review, which includes using accurate performance indicators from which action plans are set. The positive impact is clear and reflected in the teaching and learning processes.

The senior leadership inspires members of the administrative and academic staff through various motivation techniques, such as rewarding them, reinforcing interpersonal communication skills and by delegation of responsibilities according to competence. Delegated tasks to coordinators and confirmations about the role of the middle leadership in the main committees are appropriate. This has a positive impact on developing good teamwork. Several workshops are organised based on the needs of the school teacher as well as on lesson observations. Such workshops include 'Collaborative Learning', 'Teaching Academy for Learning', and 'Classroom Management', and targeted newly appointed teachers. Other examples are peer visits and external support by the Shared Improvement Programme team.

The school effectively utilises its educational resources. It provides an educational environment that motivates learning and contributes to developing students' experiences. Facilities including, science laboratories, the e-classroom and the learning resources centre are well deployed. The school seeks students' and parents' opinions via questionnaires and responds to some of their suggestions such as those related to the students' transportation, examination schedules and meals at the school canteen which is reflected in their satisfaction. The school effectively maintains good contact with the local community, represented in its cooperation with Budaiya Health Centre. It exchanges teaching expertise with other schools, which contributes to raising students' academic and personal achievement in addition to increasing their motivation to learn.

## **The school's main strengths**

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- Self-assessment, strategic planning, the school management role in inspiring the teaching and administrative staff and supporting them in implementing effective teaching and learning strategies
- The students' achievement of high levels in MoE examinations and levels above and well above the average in the national examinations
- The students' self-confidence and respect for one another in a safe, secure and healthy environment
- Effective deployment of the school environment and learning resources to enrich the school curriculum.

## Recommendations

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

- make use of the best practices at the school in order to develop the teaching and learning processes in order to include:
  - enabling students to make more links across subjects
  - offering more support for low achieving students.
- provide students with more opportunities, especially outside classes, to learn independently and take leading roles.