



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

# Directorate of Government Schools Reviews Short Review Report

**Confidential**

**Al-Qayrawan Intermediate Girls School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 13-15 May 2013**

SG148-C2-R112

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## The Directorate of Government Schools Reviews

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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:

<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-Qayrawan Intermediate Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1991															
<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>	859				<b>Total</b>	859							
<b>Students' social background</b>		Most students belong to average 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>	-	-	-	-	-	-	10	9	10	-	-	-				
<b>Town /Village</b>		Hamad Town															
<b>Governorate</b>		Northern															
<b>Number of administrative staff</b>		12 administrative, 16 technicians															
<b>Number of teaching staff</b>		83															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		8 years															
<b>External assessment and examinations</b>		MoE examinations and QQA national examinations															
<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>			
		109				45				2				39			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Appointments in 2011-12: <ul style="list-style-type: none"> <li>– a second assistant principal</li> <li>– 4 social councillors</li> <li>– 12 new teachers, 5 in core subjects.</li> </ul> </li> </ul>															

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

### 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: 3 Satisfactory

The school's overall effectiveness is satisfactory and in line with the judgement in the previous review conducted in March 2010. This is due to various reasons, such as: less than effective use of self-evaluation results in setting its strategic plan; inconsistent teaching and learning; weak use of assessment results and classroom management. Support for low achievers and the varied proficiency rates achieved by most students in core subjects are no better than satisfactory. In English and science, students' skills are the weakest.

The school has focused on the previous review recommendations and the performance appraisal outcomes to encourage staff towards improvement, It has effectively strengthened its links with the local community, met students' personal needs, supported them with problems they face and carried out projects such as 'Behaviour for Learning'. All of this, has driven the school to vary its extra-curricular activities, improve students' behaviour, and the school's environment. Students and their parents are quite satisfied with the school services.

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

#### Grade: 3 Satisfactory

The school's capacity to improve has changed from good to satisfactory. Despite the senior management's awareness of the school's situation, the analyses of the comprehensive self-evaluation based on its strategic planning and the recommendations of the previous review report, priorities have not effectively been set. The school still faces some challenges in teaching basic skills, particularly in English and science due to the lack of senior teachers. The school has made some progress in students' personal development and in some other educational practices. It has also succeeded in addressing some individual students' discipline issues. Discipline is better, but remains as constraint that slows down the progress made by the school.

## The school's main strengths

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- Senior leadership's encouragement of the staff, and the school's effective links with local community
- Meeting students' personal needs and supporting them when they face problems
- The school's environment that enriches students' experience and meets their different interests with extra-curricular activities.

## Recommendations

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

- raise students' academic achievement, and develop their basic skills in English and science
- implement more effective teaching and learning strategies to include:
  - using assessment results in lesson planning so as to meet students' learning needs
  - supporting low achievers
  - managing classes effectively to ensure achieving learning objectives.
- make use of self-evaluation outcomes to complete the strategic plan, organise priorities and set procedures to improve the school's performance
- meet the shortage in human resources represented in senior teachers for mathematics and science, and a specialist for educational need students.