



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 13-15 March 2017
SG148-C3-R105

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the Education & 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

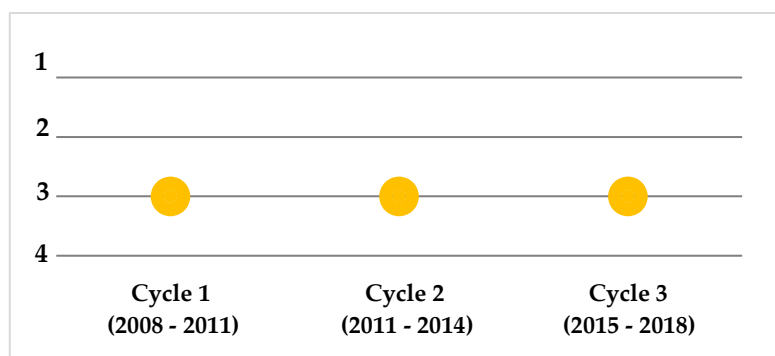
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	3	-	3
	Students' personal development	-	3	-	3
Quality of processes	Teaching and learning	-	3	-	3
	Students' support and guidance	-	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

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 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The inconsistency of the self-evaluation has led in turn to inconsistent identification of development priorities and building of the strategic and action plans, with adequate performance indicators. • Students' standards and their acquisition of basic skills vary, especially in English and science. • There is harmony between students and few behavioural problems. However, they are inconsistent in their participation in lessons and the variety of support programmes that enhance students' experiences and meet their | <ul style="list-style-type: none"> • learning needs except for programmes provided for low achievers which are less effective. Students demonstrate appropriate self-confidence and ability to bear responsibility. • The use of teaching and learning strategies is appropriate, as is the utilisation of learning time in more than half of the lessons, though this is less evident in English lessons. • Assessment methods used in the majority of lessons vary and their results are inconsistently used in meeting students' learning needs. |
|---|--|

- Support for students' personal needs, morally and financially, and assisting disabled students and cases of illness, is effective.
- The leadership constantly motivates the staff and actively communicates with community institutions and parents, gaining their satisfaction of its provision.

Main positive features

- Students' positive behaviour, their awareness of national and community values and their sense of psychological security.
- The effective communication with parents and the local community.
- Meeting the personal needs of students and supporting students with disabilities.

Recommendations

- Implement more accurate and comprehensive self-evaluation and benefit from its results to build the strategic and action plans, with clear performance indicators and rigorous monitoring mechanisms.
- Raise students' standards and basic skills, especially in English and science.
- Monitor the impact of teachers' professional development programmes on the development of more effective teaching and learning strategies that focus on:
 - benefiting from assessment results in meeting the needs of all categories of students
 - managing learning time
 - providing more opportunities for students to participate in lessons and assume leadership roles.
- Enhance students' experiences and meet their learning needs in the school support programmes, especially low achievers.
- Address the shortage in human resources represented by two senior teachers, for mathematics and science.

Capacity to improve 'Satisfactory'

Judgement justifications

- The inconsistency in strategic planning reflects only satisfactorily on school work aspects, especially those related to monitoring the impact of apprenticeship programmes on improvement of the learning process and raising students' academic achievement, which is affected

- by the inconsistency in determining development priorities.
- The school adequately encounters the challenges it faces, namely:
 - inconsistent implementation of teaching and learning strategies by teachers, though better performance is noted in the Arabic and mathematics departments
 - students' inconsistent acquisition of basic skills, especially in English and science
 - shortage of senior teachers for the mathematics and science departments.
 - The school has introduced evident improvements to students' personal development, such as enhancing their positive behaviour and meeting their personal needs, in addition to effectively supporting students with disabilities and cases of illness.
 - The school's evaluation, as provided in the self-evaluation form, is inconsistent with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	القيروان الإعدادية للبنات												
Name of the school (English)	Al-Qayrawan Intermediate Girls												
Year of establishment	1991												
Address	Building 3132 - Road 1451 - Block 1214												
Town / Village / Governorate	Hamad Town/ Northern												
School's Contacts	17442023				Fax				17440204				
School's e-mail	alqairawan.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	871			Total	871			
Students' social background	Most students are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	10	9	9	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	16 administrative and 20 technical												
Number of teaching staff	80												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	2 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	<ul style="list-style-type: none"> Appointing a Principal and Deputy Principal in school year 2014-2015. Appointing two new teachers, in mathematics and English departments, in school year 2016-2017. 												