



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

School Review Unit Review Report

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

Date Reviewed: 20 - 22 April 2009

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The School Review Unit

The School 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 drive up 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 five Reviewers. During the Review, Reviewers 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: 812

Age range: 6-15

Characteristics of the school

Al Dair Primary Intermediate Girls School is located in the Governorate of Muharraq and was established in 1972. The school caters for students ranging in age from 6 to 15 years old. Most students come from middle or good income families. The school has 68 teachers and 812 students. The students are distributed amongst 30 classes; 9 classes for the first cycle, 9 for the second cycle, and 12 for the third cycle. This is the second year for the principal of the school. The school is currently in the fourth year of His Majesty 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 Dair Primary Intermediate Girls School is satisfactory in general. It obtained a good level of satisfaction from students and their parents.

The students' academic achievement is variable though satisfactory overall. There is substantial progress in the pass and proficiency rates of students, particularly at the end of each cycle. However, progress in Arabic and English language is low. The students' general pass rates in exams have improved in the basic subjects since they joined the school. However, these pass rates in exams are higher than the actual levels of understanding and knowledge that the students show in some lessons and homework. The progress of outstanding and talented students is limited in many lessons because students' academic needs are not differentiated.

The students' personal development is good. Most students are punctual to school and lessons, and participate enthusiastically in school activities and events as well as in the students' council. There is mutual respect between the students and their teachers. Students feel safe and secure within the school. Opportunities were given in some of the good lessons to develop students' analytical thinking skills but these opportunities were not consistently provided in all lessons.

The teaching and learning process is satisfactory. Although the teachers have good subject knowledge, their teaching strategies are limited to dictation-based methods of teaching which do not capture the students' interest or challenge their abilities. In addition, individual differences between students are not taken into consideration in the provision of homework and some homework is assigned without guidance and direction. Use of e-learning strategies is limited.

The curriculum enhancement and enrichment is satisfactory. Students develop a sense of responsibility through their participation in national festivals, and a good sense of citizenship during morning assemblies. Teachers make good use of the classroom environment for extracurricular activities, mostly in the first cycle although less in the second and third cycles. In general, links between subjects and the enrichment of the curriculum is satisfactory.

The support and guidance for students is good. Some of the educational needs are identified by diagnostic tests in some subjects. The "CORT" programme has targeted and supported outstanding students. Information and communications such as SMS text messages are useful to students and parents. However measures to help students prepare for their next phase, especially in the second cycles, was not enough.

The quality of leadership and management is generally good. The school has a shared mission and vision statement. The self evaluation process makes the school aware of its strengths and weaknesses. There is a strategic plan that is focused on achievement, improvement and development of the school. Further, the school's management is responsive to the needs of the parents and the students as far as possible. Resources are effectively used in general, however, use of information technology is not used enough in lessons.

Does the school have the capacity to improve?

Grade: 2 (Good)

The capacity to improve is good. There are self evaluation mechanisms in place to identify strengths and areas that need improvement within the school. This is employed to raise the proficiency and pass rates of students, especially in the first and second cycles. The school management works to create and maintain an atmosphere of care and satisfaction for the school teachers and students, and the surrounding community. The school also has a strategic plan focusing on improvements. There have been many recent improvements in the school and the school buildings

The school's main strengths and areas for development

Main strengths

- Leadership and management.
- Students' personal development.
- Support given to students.
- High pass rates in Ministry exams.
- Use of school environment.

Areas for development

- Differentiation for teaching and learning.
- Higher order thinking skills.
- E- Learning.
- Induction programs for second cycle.
- Cross curricular links.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies by:
 - Focusing on the development of students' higher-order thinking skills.
 - Actively employing e-learning.
 - Providing more opportunities to form cross curricular links.
 - Spreading good practices.

- Develop and apply a clear school policy for lesson planning that takes individual differences between students into account to ensure their learning needs are met in each lesson.

- Improve induction programs, especially for second cycle to prepare them for the next phase of their education.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good