



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-Duraz Primary Girls School
Al-Duraz - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 9 - 11 December 2013
SG137-C2-R141**

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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 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

School's name		Al-Duraz Primary Girls School															
School's type		Government															
Year of establishment		1967															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	848				Total	848							
Students' social background		Most students come from limited and middle-income families.															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	4	4	4	5	5	4	-	-	-	-	-	-				
Town /Village		Al-Duraz															
Governorate		Northern															
Number of administrative staff		15 administrative and 5 technicians															
Number of teaching staff		66															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		one year															
External assessment and examinations		MoE English examinations for Grade 6 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			
		223				40				1				34			
Major recent changes in the school		<ul style="list-style-type: none"> • New appointments during the past academic year 2012-2013: <ul style="list-style-type: none"> – new school Principal and two Assistant Principals – senior teachers for English, mathematics and Islamic education – Learning difficulties specialist. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

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: 2 Good

The school has benefitted from the recommendations of the previous review, improving performance to outstanding in most aspects. Overall effectiveness has changed from satisfactory in 2010 to good this time. Rigorous self-evaluation in developing and monitoring plans is used to improve teaching and learning. This reflects good students' academic achievement in Arabic and English and satisfactorily in mathematics and science, less so in the latter as low achieving students need more support in science and mathematics lessons. Students demonstrate remarkable self-confidence, ability to take responsibility and pride in Bahraini identity. Both academic and personal support programmes are outstanding. The curriculum is supported by several extra-curricular programmes and activities and the leadership focuses on development priorities and monitors performance closely, resulting in high levels of satisfaction by students and parents.

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

Grade: 1 Outstanding

The school's capacity to improve has changed from satisfactory in the previous review to outstanding this time. This is attributed to effective organisation of work, prioritisation, delegation of responsibility and the use of rigorous self-evaluation in all aspects of school work in developing school plans. The plans are monitored closely and updated based on new developments, resulting in improved teaching and learning and good progress in students' achievement. The school's leadership makes clear efforts to unify the vision and direction of school members in order to improve the school's overall performance. This reflects outstandingly in most aspects of school work, especially in students' personal development and active participation in school activities and programmes.

The school's main strengths

- Effective leadership, and clear plans based on rigorous self-evaluation and the principle of participatory decision-making, have contributed to guiding all school members toward improvement and development
- Students' confident and enthusiastic participation in school life and their pride in the Bahraini identity and Islamic values
- Students' achievement levels, especially in Arabic and English
- Activities and programmes which support the curriculum and enrich students' experiences, as well as linking between subjects to provide a logical and coherent curriculum for students
- The academic and personal support programmes provided to students.

Recommendations

In order to improve, the school should:

- benefit from the outstanding practices in the Arabic and English departments, further developing the teaching and learning processes to:
 - improve students' skills in science
 - use assessment in lessons and written work to meet students' educational needs, especially low achieving students.