



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

# **School Review Unit**

## **Review Report**

**Zainab Intermediate Girls School**

Barbar / Northern Governorate

Kingdom of Bahrain

**Date reviewed: 24 March 2009**

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## The School Review Unit

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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:

<b>Grade description</b>	<b>Interpretation</b>
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**

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## **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: 586

Age range: 11 15 years

## **Characteristics of the school**

Zainab Intermediate Girls School, established in 1983-1984, is one of the Northern Governorate's schools. The school caters for students between the ages of 11-15 years. Most of the students are from middle-class social and economic backgrounds, and only a small number of the school's population is from low income or poor families. The school roll is 586 students and students are distributed between 19 classes. The total number of the administrative and teaching staff is 65. The school joined the project of His Majesty King Hamad's Schools of the Future" in the academic year 2006-2007.

## Overall effectiveness

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

#### **Grade: 2 (Good)**

Zainab Intermediate Girls School is a good school. Parents and students expressed their satisfaction with the education that the school provides.

Students' academic achievement is good. Students achieve good standards in their classwork and examinations. This is because of the good use and variety of learning strategies employed in class and the effectiveness of the analyses used to prepare remedial plans and programmes, specifically to help improve the performance of students at risk of underachieving. The school implements "the Elite program" for gifted and talented students of first intermediate level which has had a clear and positive impact on their standards of achievement

Students' personal development is good, overall. The school provides good opportunities for students to develop their self-confidence; take on responsibility through participation in various competitions, extra-curricular activities and clubs and the school broadcast. Students feel safe and secure in school, as a result of the peaceful and inspiring environment provided by the staff, which motivates students to learn. This has helped to improve their personal development, attendance and punctuality. However, opportunities for improving students' critical thinking skills were missed in most lessons.

Overall, teaching and learning are good. Most of the lessons observed during the review were good. This is a result of the teachers' good subject knowledge and their use of a variety of teaching methods that motivate learners. Students gain good skills, knowledge and understanding. Different methods of assessment are used to diagnose and meet students' educational needs.

The curriculum is presented in a good way. Various class and extra-curricular activities are available to students, to enrich and support learning. These activities help to enhance students' experiences, promote individual interests and inspire in them a sense of patriotism. There is some evidence of cross-curricular links between different subjects, however, this was only seen in a very few lessons.

Support and guidance are good. The school is keen to provide an induction programme for students on entry to the school. This happens by holding educational meetings at the start of each academic year. The school also provides good support to students through the social guidance and administrative staff; this support is particularly effective, especially when students encounter any problems.

The overall effectiveness of the leadership and management is good. This is because of the clear vision and mission of the school, which is focused on improvement and development, as well as the rigorous and regular evaluation of all school activities. The quality of the

school's self-evaluation is outstanding. The top and middle management teams motivate the teaching and administrative staff by providing a good professional development programme to help improve their working practices which has had a positive impact on improving teaching and raising students' achievement.

## Does the school have the capacity to improve?

### **Grade: 2 (Good)**

The school has good capacity to develop and improve. The principal's and the other staff focused on steadily improving results, developing assessment and setting out a strategic plan. They are building up progress already started. Since the principal has taken over, she has been striving to raise the level of students' academic attainment and the competency of the administrative and teaching staff through a professional development plan. The middle management team has worked hard to improve teaching and learning in the school, although they realize there is much work still to be done.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Leadership and management.
- Strategic planning.
- Self-evaluation.
- Standards in exams and lessons.
- Use of assessment.
- Meeting students personal and educational needs.
- Attendance and punctuality.
- Induction and transition programmes.
- Behaviour and relationship between students.
- Communication with parents.
- Development of citizenship.
- Extracurricular activities.
- Basic skills in Arabic and English and IT skills.

### **Areas for development**

- Higher order thinking skills.
- Collaborative learning.
- Cross curriculum links.

## **What the school needs to do to improve**

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In order to improve further, the school should:

- Develop and improve teaching and learning strategies to take into consideration the development of students' higher level thinking skills.
- Provide more opportunities for students to work together in pairs and groups.
- Consolidate the links between subjects in order to present a logical and coherent curriculum.

## Overall judgements

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