



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

# **Directorate of Government Schools Reviews Short Review Report**

**Duraz Intermediate Boys School  
Duraz - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 29 February – 2 March 2016  
SG136-C3-R048**

## Introduction

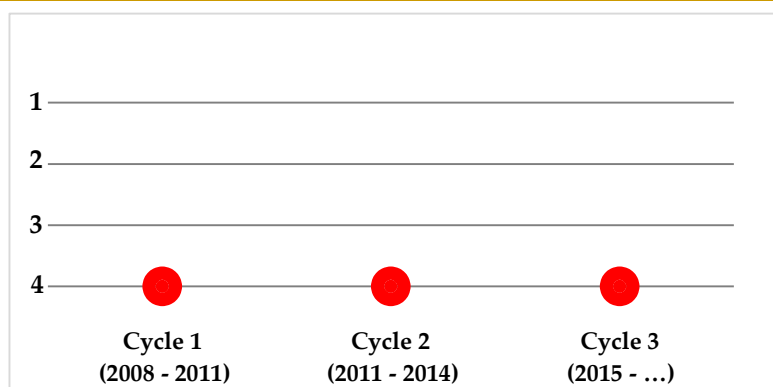
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	4	-	4
	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		4			

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



1	Outstanding	2	Good	3	Satisfactory	4	Inadequate
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# School Summary Report

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## 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 'Inadequate'

#### Judgement justifications

- There has been a decline in students' progress in lessons and written work, with poor acquisition of basic skills, particularly in English where they are in line with the low proficiency rates. Generally, students' proficiency rates are low in most subjects, though standards are better in most of the 'MoE' examinations. Conversely, the school achieved a remarkable improvement in personal development that made this aspect 'Satisfactory'. Other aspects of the school remain the same.
- Variance is noted in the use of self-evaluation outcomes and shaping developmental priorities in terms of setting up the strategic plan, which focuses on improving students' behaviour, in particular.
- Though teaching techniques vary, teaching and learning processes are adequate in the majority of lessons. This adequately contributes to the motivation and enthusiasm towards learning of the majority of students. However, classroom and time management influence students' productivity in some lessons.
- The effectiveness of assessment techniques is inconsistent, as is the use of their outcomes in providing support

and guidance to students and meeting their different learning needs in lessons and written work, particularly in English.

- Most students are self-confident and are able to assume responsibilities adequately. This applies to most lessons as well as the extra-curricular activities, various school programmes and events that help develop their experience in various ways.
- The impact of students' learning support and guidance programmes is satisfactorily, reflected in the progress

of the various categories of students. This impact is higher on special needs and inclusion-class students. However, the impact does not reflect well on low achievers' progress, particularly in lessons.

- Senior leadership encourages positive relationships among teachers and motivates them to work as a team. Communication with the local community and parents is constructive. This contributes to managing the daily school activities and gains parents' satisfaction.

### **Main positive features**

- Relationships among the school's staff are reflected in their motivation towards development and improvement.
- The variety of extra-curricular activities, the school programmes and the enthusiastic and confident participation of most students.
- The progress made by inclusion-class students and those with special needs.

### **Recommendations**

- Make greater use of the self-evaluation outcomes in developing the school's overall performance.
- Promote students' academic achievement and focus on raising their levels of acquisition of basic skills in core subjects, particularly in English.
- Follow-up on the impact of teachers' competency development programmes to improve teaching and learning strategies to a greater extent, focusing on the following:
  - using of effective assessment methods in addressing students' learning needs
  - supporting low-achievers
  - optimal use of time management in order to raise students' productivity in lessons.
- Address the shortage in human resources, mainly in senior teachers for English and mathematics.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- The impact of self-evaluation processes and strategic planning is inconsistent, though satisfactory in most school aspects with the exception of students' standards, which are inadequate in most subjects.
- As recommended in the previous QQA report, the school has introduced adequate improvements in some school aspects, especially relating to students' personal development and their behaviour, in particular.
- The impact of teachers' career development programmes in developing their performance in lessons is inconsistent, particularly in English.
- The school's overall performance is affected by the shortage in human resources, mainly in senior teachers for English and mathematics and a second social worker.
- The school's judgments of some schoolwork aspects in the Self Evaluation Form (SEF) vary from the judgments reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الدرّاز الإعدادية للبنين													
Name of the school (English)	Duraz Intermediate Boys													
Year of establishment	1977													
Address	Building 159 - Road 3 - Block 542													
Town / Village / Governorate	Duraz/ Northern													
School's Contacts	17278999	17873333	Fax		17690423									
School's e-mail	alduraz.in.b@moe.gov.bh													
School's website	www.education.gov.bh													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys	938			Girls	-			Total	938				
Students' social background														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	10	9	9	-	-	-	
Number of administrative staff	10 and 6 technicians													
Number of teaching staff	88													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	MoE examinations - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Demolition of two academic buildings due to cracks in the buildings, which were beyond repair. They are replaced by portable cabins as classrooms.</li> </ul>													