



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

School Review Unit Review Report

Duraz Intermediate Girls School
Duraz - Northern 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: Female

Number of students: 618

Age range: 13- 15 years

Characteristics of the school

Al Duraz Intermediate Girls School is in the Northern Governorate and was established in 1988. It is one of the schools in His Majesty King Hamad "Schools of the future project". It caters for students aged 12 to 14 years. There are 19 classes and the total number of students is 618. The majority of students come from middle social and modest economic backgrounds. 7 students are categorized by the school as gifted and talented, and 4 have physical disabilities. 200 students are classed as outstanding and 9 students have learning difficulties. The school principal is in her fifth year in post while the number of teachers is 53.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Duraz Intermediate Girls' School is satisfactory overall. The students' and their parents' levels of satisfaction are good.

The students' academic achievement is satisfactory in contrast with their final high results and proficiency rates. The high pass rates are not always reflected in students' actual levels of achievement in lessons. Their progress in lessons and homework is generally satisfactory although there are variations because individual differences are not sufficiently taken into account. This often affects the potential progress of some ability groups, for example, students with special needs.

The students' personal development is satisfactory. Most students are polite, respect their teachers and each other and behave responsibly and with self-confidence. They are able to take on responsibility and participate in school activities but there is less active participation in lessons because teachers do not provide them with enough suitable opportunities for collaborative or independent learning. Opportunities for discussion or for developing their critical thinking skills are few, except in some of the good lessons.

The teaching and learning process is satisfactory overall but teaching performance varies between lessons. Good lessons are well-planned, involve students in learning and achieve the lesson's goals. However, in most lessons, traditional teaching strategies are used and these lack variety and do not consider individual differences. In addition, the lack of clear assessment procedures to diagnose students' learning needs, often results in the failure to meet the needs of the full range of students, although students in the middle ability range are well catered for.

The quality of curriculum presentation and enrichment is satisfactory in general. The curriculum is enriched and enhanced by extracurricular activities such as competitions although programmes and activities to develop citizenship are relatively few. The school environment is not fully used to enhance learning.

The students' support and guidance are satisfactory. The school helps new students to settle in school through some induction programmes which include, field visits to their schools, and an introduction to rules and systems. They also prepare them for the next phase of education through introducing some advisory lectures. Students' personal needs are being met and they are offered advice when they face some problems in school. However,

individual differences are not fully catered for except in the good lessons. The school takes measures to ensure the health and safety of students.

The leadership and management are satisfactory. The school has a three-year strategic plan built on the results of the school's self-evaluation results. The plan focuses on improving teaching and learning and raising standards. However, the plan is not regularly monitored. The school strives to provide the necessary professional training programmes for the teachers but the impact of these programmes is not consistently clear. The school seeks the views of students and their parents and responds within its means.

□ *Does the school have the capacity to improve?*

Grade: 3 (Satisfactory)

The School has satisfactory capacity to improve. The leadership has played a critical role in recent school improvement and is developing strategic planning to bring about further improvement and raise standards, based on information from a self evaluation exercise. The school principal has effectively built a team which is focused on supporting and monitoring this process and evaluating performance and this is beginning to have impact.

The school's main strengths and areas for development

Main strengths

- Extracurricular activities
- Communications with parents
- Relationship between students.
- Behaviour
- Standards in Ministry exams

Areas for development

- Strategic Planning
- Range of teaching and learning strategies
- Differentiation for teaching and learning
- Use of assessment
- Higher order thinking skills
- Development of citizenship

What the school needs to do to improve

In order to improve further, the school should:

- Improve teaching and learning by:
 - Employ a variety of strategies to motivate involve students such as collaborative learning.
 - Identify and disseminate good practices in the school.
 - Improve higher-order thinking skills.
 - Improve reading and speaking skills in English.
 - Ensure that there is a policy for taking account of individual differences and that this is applied in school in lessons, activities and homework.
 - Ensure that assessment information is used to plan learning

- Improve self evaluation by:
 - Developing robust systems for monitoring and evaluating and use the outcomes to focus the strategic plan on improvement priorities

- Promote the citizenship skills through:
 - Providing a wider range of opportunities for students to take leadership roles and to take on responsibility.

Overall judgements

| Aspect | Grade |
|--|------------------------|
| The school's overall effectiveness | 3: Satisfactory |
| The school's capacity to improve | 3: Satisfactory |
| Students' academic achievement | 3: Satisfactory |
| Students' progress in their personal development | 3: Satisfactory |
| 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 | 3: Satisfactory |
| The quality and effectiveness of leadership and management | 3: Satisfactory |