



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

School Review Unit

Review Report

Halima Al Sadia Intermediate Girls School

Al Suqaya -Capital Governorate

Kingdom of Bahrain

Date reviewed: 3-5 November 2008

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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 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

This Review was conducted over three days, by a team of four Reviewers led by a Lead Reviewer.

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: 433

Age range: 13-15 years

Characteristics of the school

Halima Al Sadia intermediate school for girls is one of the Capital governorate's schools and was established in 1984. The age range in the school is from 13 to 15 years. Most of the 433 students live in areas near school. Most students come from middle-income backgrounds. They are distributed across 15 classes: six for grade 1, five for grade 2 and four for grade 3.

Overall effectiveness

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

Grade: 2 (Good)

The school performs well and provides a good, and in some aspects outstanding, service that is much appreciated by students and parents.

The students' rates of academic achievement are generally good. A diverse range of teaching strategies is used and teachers pay good attention to students' individual differences when giving them tasks, especially in the good and outstanding lessons. Students make good progress relative to their ability.

The school provides students with good opportunities to develop their self-confidence and take on responsibilities. These skills are developed through extracurricular activities as well as in good classroom activities. The school's administrative and teaching staff have a good understanding of their students' age-group, which helps to create an environment of harmony and mutual respect in which students thrive.

The quality of teaching and learning is good in general. Most of the 40 observed lessons were good. Teachers knew their subject well, using a range of teaching strategies which led to engaging students' interest and motivating them to learn. Appropriate attention was paid to linking the gaining of knowledge with the gaining of skills and to ensuring that students used language correctly when reading and writing. Students are given opportunities to work together and develop their analytical thinking in good classroom activities.

The curriculum is presented well. Many extracurricular activities enhance students' experiences and interests and develop their understanding of their rights and responsibilities as members of society. Students are involved in tasks that raise their sense of responsibility and self-confidence. The school and classroom environments are used effectively to celebrate students' work in a manner that enriches the curriculum.

Students receive a good level of support and guidance from teachers. The school ensures that grade 1 intermediate students are prepared well through an integrated induction programme. Personal and educational needs are evaluated and met effectively. Individual cases are followed up appropriately and gifted students, and those with lower ability, are supported and nurtured.

Students are given good support in classroom activities that take into account their different academic levels.

Leadership and management in general are outstanding. The school's comprehensive strategic plan has clear objectives. Staff display an exceptional team spirit and work together particularly well to achieve these objectives. The school carefully monitors and evaluates its work which is positively reflected on school performance.

Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has outstanding capacity to develop and improve. The school principal has brought about significant, quality improvement to the school. Her leadership of an expert and talented group of staff continues to move the school forward. A strong culture of self-evaluation exists among teachers.

The school's main strengths and areas for development

Main strengths:

- Leadership and management.
- Progress and achievement.
- Transition programmes.
- Evaluation and meeting of students personal and academic needs.
- Behaviour in classes and around school and motivation for learning.
- School environment.

Areas for development:

- Analytical thinking skills.
- Links across the curriculum.
- Differentiation.

What the school needs to do to improve

In order to improve further, the school should:

- Draw on the expertise of the best teachers in the school to develop teaching and learning strategies that take into consideration students' individual differences in the planning of lessons and homework.
- Develop better links across subjects to ensure that the curriculum is presented in an integrated way.

Overall judgement

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	1: Outstanding
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	1: Outstanding