



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

# **School Review Unit Review Report**

**Isa Town Intermediate Girls School**  
Isa Town - Central Governorate  
Kingdom of Bahrain

**Date Reviewed:** 13-15 April 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: Female

Number of students: 709

Age range: 13- 15

### **Characteristics of the school**

Isa Town Intermediate Girls' School was founded in 1968 and is in the Central Governorate. Initially, it was both an intermediate and secondary school. In 2004 it was turned into an intermediate school. The school accepts students aged 13-15 years old. The school has a total number of 709 students enrolled. There are 24 classes in all with 8 classes for each level. Most students belong to socially stable families with a mid educational and financial status. However, a small group of students come from families with limited incomes. The principal is currently in her fifth year at the school and is supported by two assistant principals. There are 79 members of staff (administrative and teaching) in addition to a learning difficulties specialist and a nurse. Isa Town Intermediate Girls' School is part of His Majesty King Hamad's "Schools of the Future" project.

## Overall effectiveness

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

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

Isa Town Intermediate Girls' School's overall effectiveness is good. The school also obtained a good level of satisfaction from most students and their parents.

The students' level of achievement is good. Most students exhibit high levels of understanding and knowledge in most lessons, which is consistent with pass rates they attain in Ministry exams. Outside classes, students' level of achievement is good as a result of the programmes and activities provided to them that cater for the various needs of students.

Students' personal development is good. They have good relationships with their teachers based on trust as well as the ability to work as a team. This positively reflects in their personal development, in particular relating to respect for one another and their teachers, listening skills and good behaviour. Their participation in school programmes and activities demonstrates their positive attitude and range of experiences acquired. However, their ability to think analytically is only satisfactory due to limited opportunities to develop this skill.

The quality of the teaching and learning process is good. The teachers' good subject knowledge is reflected in lessons in the effective use of teaching strategies and practices that focus on students as the centre of the educational process. This has a direct impact on both their academic level of achievement and personal development. Lessons are enriched through homework and other activities. These are generally provided without differentiation so that often, students' different levels of ability are not taken into consideration.

The quality of curriculum presentation and enhancement is good. The school has created an environment that encourages learning. The different educational corners, clubs, the celebration of students' work, the provision of a variety of extracurricular activities that match students' needs, all contribute to improving their different skills including literacy in Arabic and English. However, links between subjects are not made consistently to present a coherent curriculum.

The support and guidance for students is good. Students receive support from all the school staff, other students, social worker and supervisors, who monitor students' academic and personal progress, particularly for the low achieving and the outstanding groups of students. The impact of support offered is good in the best lessons.

The effectiveness of leadership and management is good. There is a comprehensive strategic plan based on accurate and realistic assessment of the school's performance. This is clear from the vision and mission of the school, its' practices and range of programmes. The school administration has made solid efforts towards organizing and leading workshops and following up on the improvement of teachers and other staff and school resources, which is positively reflected in the improvement and in the performance of the school.

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

**Grade: 2 (Good)**

The school has a good capacity to improve. Staff are motivated and the school has made progress in the outcomes for students throughout the past three years. This is a result of comprehensive strategic planning, good use of accurate self-evaluation results to bring about the improvements to the school's environment. They are all fully aware of the main strengths and areas for development in the school and there is an absolute commitment to development and improvement and student achievement of high academic standards.

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

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### **Main strengths**

- Self -evaluation and strategic planning
- Teaching and learning strategies
- Basic skills in Arabic and English
- Differentiation for teaching and learning
- Use of school the environment

### **Areas for development**

- Higher order thinking skills
- Differentiation of teaching to meet individual learning needs
- Homework
- Cross curricular links

## What the school needs to do to improve

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### In order to improve further, the school should:

- Share good practice to improve teaching and learning strategies throughout the school that take in to consideration:
  - Improvement of student's analytical thinking skills.
  - Individual differences between students when planning for lessons and setting homework.
- Make sure the curriculum is presented to students in a coherent way by creating cross-curricular links.



## 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