



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

Schools Review Unit Review Report

**Al Qayrawan Intermediate Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

Date Reviewed: 29-31 March 2010

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The Schools Review Unit

The Schools 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 raise 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 seven 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: 1004

Age range: 13-15 years

Characteristics of the school

Al Qayrawan Intermediate Girls School is one of the Northern Governorate schools, in Hamad Town, and was founded in 1991. The age range in the school is from 13 to 15 years, and there are 1004 students. Most students come from middle-income families. The school categorises 67 of its students as talented and creative, 176 as outstanding and 30 as having learning difficulties. Students are distributed across 31 classes: 10 classes for the first intermediate grade, 10 classes for the second and 11 classes for the third. The headmistress is in her fifth year at the school. There are 108 staff in total, of whom 83 are teachers. There are no senior teachers for Mathematics and Science and no technician for the Learning Resources Centre. The school is part of King Hamad's Schools of the Future project and is one of the schools participating in the UNISCO project for preserving national heritage.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Al Qayrawan Intermediate Girls School is satisfactory and its leadership and management are good. Students and their parents are satisfied with the school.

Students' academic achievement is satisfactory. Most students achieve high pass rates in the ministry examination in most core subjects and lower rates in school examinations. The actual performance of students in lessons does not match these high rates. Over three consecutive years, students' pass rates in general were stable in most core subjects while being slightly low in Mathematics. Some students make suitable progress in good lessons, regardless of their level of ability. In the satisfactory lessons, where there is a lack of variety in teaching methods and written work, students make less progress.

Students' personal development is satisfactory. Most students attend regularly and punctually, with few students being late after breaks. Some students participate effectively and enthusiastically in extra-curricular activities that meet their needs and interests. The school encourages some students to take leading roles and responsibilities outside lessons, which helps develop their self-confidence; this is in contrast with what happens in some lessons, where the teaching methods do not foster personal development. Students' analytical thinking skills are developed by their participation in exhibitions and science competitions but these skills are not adequately developed in most lessons. Students respect their classmates and teachers, feel secure in the school and show awareness and responsibility toward the school environment.

The quality of teaching and learning is satisfactory. Some teachers show their subject knowledge in the use of varied teaching methods and strategies. Most of them, however, adopt a lecturing style of teaching that does not motivate students to participate. Students acquire appropriate skills and knowledge in the core subjects through class activities. Most teachers manage their lessons effectively and learning goals are generally achieved in a timely way. Students' abilities are not challenged regularly enough and some students make greater progress than others. Students are given some opportunities to work cooperatively in groups but these opportunities are not sufficiently planned. Homework for students is usually referred to in lesson plans and most of it is corrected but teachers do not always give feedback. The homework does not usually take into consideration students' individual

differences, which limits the benefit students gain from it. Some teachers use varied assessment methods but most of them depend on oral assessment, which makes diagnosing and meeting the educational needs of students difficult and inaccurate.

The quality of curriculum enrichment and delivery is satisfactory. Students' sense of citizenship is developed and their understanding of their rights and duties is enhanced through the morning assembly and their participation in national festivals and field visits. The curriculum is enriched with a range of extra-curricular activities and opportunities for students to join a number of programmes and committees and participate in many indoor and outdoor competitions. These extra-curricular activities, however, are not sufficiently comprehensive and varied to enhance most students' experiences and interests. In good, and some satisfactory, lessons the curriculum is taught in a way that helps students to acquire basic skills; students' mastery of these skills is apparent in those lessons.

The quality of support and guidance for students is satisfactory. The school inducts new students adequately but their induction to their next educational stage is limited to providing them with the necessary skills. The school diagnoses and meets effectively the personal needs of students. It also gauges students' educational needs through diagnostic tests at the beginning of the school year and uses the results to monitor students falling behind during lessons. The school communicates with parents through many channels but does not inform them regularly about their daughters' academic progress. The school ensures that its staff works in a safe and healthy environment; matters relating to safety and security are monitored by a school health and safety committee.

The effectiveness of leadership and management is good. The school has a clear vision and mission that were drafted cooperatively by members of its strategic planning team. The principles of the vision and mission are clearly reflected in the school's plans and programmes. The school is aware of its strengths and areas for development and takes appropriate account of them in setting its strategic plan. It has clear self-evaluation mechanisms that focus on the quality of teaching and learning, students' academic achievement, and their personal development. The school makes great efforts to raise the professional competency of teachers through training workshops, the benefits of which can be seen in teachers taking the initiative in preparing working papers and educational packages. The school uses its educational resources and most of its facilities well to serve the educational process but it does not make enough use of the learning resources centre or use the e-classroom enough. The school seeks and listens to the opinions of students and their parents.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to improve and develop. It works to unify efforts and create harmony among all staff in order to implement the priorities of its comprehensive strategic plan. The plan is based on an analysis of the school situation and is based on accurate self-evaluation. The school has clear follow up mechanisms for the plan. It has focused on varying the teaching strategies used, which has helped bring about progress in the academic achievement and personal development of students and increased the desire of most teachers to develop. This approach has contributed to improvements in the school's overall performance. The school's managers work hard with staff to strengthen students' spirit of citizenship. The school faces challenges such as the shortage of senior teachers for Mathematics and Science. The school's self-evaluation results matched the findings of this Review in most aspects.

The school's main strengths and areas for development

Main Strengths

- The school's vision and mission
- Self-evaluation
- Inspiration and motivation of staff
- Pass rates in ministry examinations
- Skills in core subjects
- Induction programmes
- Advice and guidance
- Safety and security
- Meeting personal needs.

Areas for development

- Learning and teaching strategies
- Developing analytical thinking skills
- Challenging students' abilities
- Considering individual differences
- Homework
- Benefiting from evaluation
- Students' participation in school life.

What the school needs to do to improve

In order to improve further, the school should:

- Develop learning and teaching strategies to include:
 - Benefiting from competent teachers' skills and experience
 - Providing more opportunities for developing analytical thinking skills
 - Considering individual differences in lessons, activities and homework
 - Providing more opportunities for cooperative learning.
- Make better use of assessment to meet students' needs and monitor their progression
- Ensure students participate more inside and outside lessons
- Fill the vacancies for Mathematics and Science senior teachers and a technician for the learning resources centre.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
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 delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good