



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

Directorate of Government Schools Reviews

Short Review Report

**Qurtoba Intermediate Girls School
Bilad Al-Qadeem - Capital Governorate
Kingdom of Bahrain**

Date of Review: 30 September - 2 October 2013

SG119-C2-R120

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Qurtoba Intermediate Girls School															
School's type		Government															
Year of establishment		1983															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	-	Girls	530				Total	530							
Students' social background		Majority come from middle-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	-	-	-	-	-	-	6	6	6	-	-	-				
Town /Village		Bilad Al-Qadeem															
Governorate		Central															
Number of administrative staff		12 administrative and 3 technicians															
Number of teaching staff		58															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		6 years															
External assessment and examinations		MoE examinations and QQA National examinations															
Accreditation (if applicable)		-															
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		93				13				-				7			
Major recent changes in the school		<ul style="list-style-type: none"> • Appointments in 2012/13: <ul style="list-style-type: none"> – 3 teachers for English, Arabic and Islamic studies – 2 specialists for students with special learning needs and school activities. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	2	-	2
Students' personal development	-	2	-	2
The quality and effectiveness of teaching and learning	-	2	-	2
The quality of the curriculum implementation	-	2	-	2
The quality of support and guidance for students	-	2	-	2
The quality and effectiveness of leadership, management and governance	-	2	-	2

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 2 Good

Overall effectiveness is good, improved from satisfactory in the previous review of November 2009. The school work is characterised by an integrated system, rigorous work procedures, role distribution and follow-up on responsibilities. There is a comprehensive strategic plan, reflected in overall performance with school members involved in decision making, supported with inspiration and motivation. Varied teaching and learning strategies have a good impact on the quality of outcomes, especially in core subjects, except for English in grade 7. Students participate in varied extra-curricular activities and take responsibility in roles assigned to them with high self-confidence. However, support offered for low achieving students, consideration of differentiation during activities and on assigning homework, and making use of assessment results need improvement. Parents and students are well satisfied with the school's performance.

- How strong is the school's capacity to improve?**

Grade: 2 Good

Capacity to improve is good, raised from satisfactory in the previous review. The school enjoys administrative stability. Leadership is fully aware of the need for change and development. Points of strength and areas requiring improvement are well diagnosed as a result of rigorous and comprehensive self-assessment. The comprehensive strategic plan focuses on priorities and follows up on implementation, technically and practically, especially regarding teachers' sustained professional development programmes. This results in improving teaching and learning processes and overall teaching outcomes, enhancing students' positive behaviour and enriching their experience. Students participate in varied school activities and programmes which reflect the school's capacity to improve. Raising students' academic standards in English, especially for grade 7 students, remains a challenge.

The school's main strengths

- The leaderships' active role in using rigorous and accurate self-evaluation to develop the strategic plan, focusing on priorities, and clear understanding of roles and responsibilities
- Standard of Grade 9 students in lessons in all core subjects
- Students' mature behaviour, self-confidence and participation in school life, and their ability to take responsibility
- Diversity of teaching and learning strategies and extra-curricular activities, which enhance and enrich students' experience.

Recommendations

In order to improve, the school should:

- raise students' academic achievement in English
- further develop the teaching and learning strategies, to include:
 - making use of assessment results for learning
 - considering differentiation in activities and on assigning homework.
- offer more support for low achieving students.