



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 7-9 October 2013

SG174-C2-R122

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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 eight 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		Um Kalthoum Intermediate Girls School												
School's type		Government												
Year of establishment		1966												
Age range of students		13-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		-				7-9				-				
Number of students		Boys	-	Girls	816				Total	816				
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	-	-	-	-	-	-	8	9	9	-	-	-
Town /Village		Isa Town												
Governorate		Central												
Number of administrative staff		16 administrative and 9 technicians												
Number of teaching staff		76												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		2 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			
		179	55				10				47			
Major recent changes in the school		<ul style="list-style-type: none"> Appointing a principal and an assistant principal in 2013-2014. 												

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	-	1	-	1
The quality of support and guidance for students	-	1	-	1
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, matching the judgement of May 2010. The school is judged good in most aspects, with outstanding in curriculum enrichment and support and guidance. The school applies rigorous self-evaluation to strategic planning, contributing to effective teaching and learning strategies and enabling students to achieve good progress in most lessons and written work. However, proficiency of basic skills in English is insufficient. In a few lessons, teachers' performance is inconsistent in terms of managing time, developing students' personalities and supporting low achieving students. The school has advice and guidance programmes, enriching students' educational experience with a wide range of extra-curricular activities. Academic and personal development are accurately monitored. This all impacts positively on the school's outcomes. Students and parents are very satisfied with the school's provision.

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

Grade: 2 Good

Capacity to improve is good, down from outstanding. Despite this the leadership team is fully aware of the school's strengths and areas needing improvement, based on the results of rigorous self-evaluation in building the strategic plan. The school makes huge efforts to implement development projects, especially in terms of enriching the students' educational experiences, improving educational practices in classrooms, and building leadership teams comprising students and teachers. However, challenges faced by the school, such as the instability of senior leadership, regression in students' proficiency level in basic English skills and the variation in teachers' performance in a few lessons slows down its progress.

The school's main strengths

- The progress achieved by students in most lessons and in written work, and use of varied, effective, teaching and learning strategies
- Comprehensive self-evaluation used in strategic planning, based on priorities of school work
- The wide range of extra-curricular activities to enrich students' experience and meet their varied interests
- Outstanding monitoring of students' progress, academically and personally, and the effectiveness of support and guidance programmes which positively impact on students' personal development.

Recommendations

In order to improve, the school should:

- raise students' performance in basic English skills
- further develop teaching and learning processes, while focussing more on:
 - supporting low achieving students
 - providing students with more opportunities to take responsibility and leadership roles
 - making best use of time to ensure that the highest levels of productivity are achieved.