

Directorate of Government Schools Reviews Short Review Report

Yathreb Intermediate Girls School Hamad Town – Northern Governorate Kingdom of Bahrain

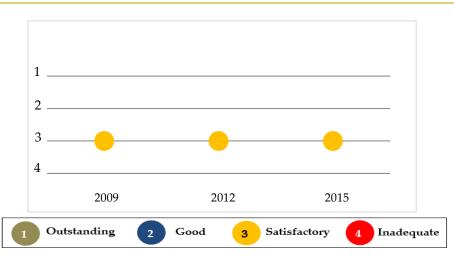
Date of Review: 2-4 November 2015 SG069-C3-R032

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements								
Outstanding 1	3	Inadeo	Inadequate					
	Grade							
	Elementary / Primary	Middle/ Intermediate	High / Secondary	Overall				
Quality of outcomes	Students' academic achievement	-	3	-	3			
Quality of outcomes	Students' personal development	- 2		-	2			
Quality of processes	-	3 -		3				
Quality of processes	Students' support and guidance	-	2	-	2			
Quality assurance of outcomes and processes	Leadership, management and governance	- 2		-	2			
Capacity to improve			2					
The school's overall effectiveness			3					

The chart demonstrates the school's overall effectiveness throughout the review cycles.



Grade	Relative words used	Interpretation				
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.				
	The vast majority	Indicates an amount that exceeds most.				
Good	Most	Indicates an amount that exceeds majority.				
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.				
	Minority / Few	Indicates less than average.				
Inadequate	Limited	Indicates less than minority.				
	Very limited	Indicates scarcity/rarity.				
None In		Indicates unavailability/nothing.				

Percentile words used in relation to different judgements

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- The school's performance in students' personal development, support and guidance and leadership and management aspects has improved from 'Satisfactory' to 'Good', though the capacity to improve, academic achievement and teaching and learning have had the same performance as they are in the previous review.
- Students' standards in lessons vary. They are good in science while adequate in other core subjects, with mathematics being poorest. Proficiency rates are also inconsistent.
- The leadership is aware of the school's current situation and circumstances. It

is adopting a teamwork and participatory decision-making policy while developing positive social relations. There is active communication with parents and community-based institutions.

- Various programmes and multiple extra-curricular activities that match most students' interests and needs, and enhancing their experiences.
- Students enthusiastically and confidently participate in school life and their relationships with each other are harmonious. They have the ability to undertake leadership roles, particularly outside lessons.

• Use of appropriate teaching and learning strategies in most core subjects, however, these are affected by most teachers' time management, their varied consideration of students' individual differences and their employment of assessment techniques that support students, particularly low-achievers.

• Students and parents are satisfied with the school's provision.

Main positive features

- The school leadership's awareness of strengths and areas for improvement.
- The social relations prevailing in the school and the effective and active communication with parents and community-based institutions.
- The various programmes that enhance most students' experiences and the variety of extra-curricular activities that match students' interests and needs.
- The harmony among students and their confident and enthusiastic participation in school life.

Recommendations

- Raise students' academic achievement and develop their basic skills in core subjects, particularly mathematics.
- Utilise the self-assessment results and monitor the impact of professional development programmes on the development of teaching and learning processes, to include:
 - classroom time management to ensure better productivity
 - effective use of assessment to support students, particularly the low-achievers
 - considering individual differences in lessons and on assigning homework.
- Fill the shortage in human resources, particularly senior teachers for mathematics and science, and a learning resources specialist.

□ Capacity to improve 'Good'

Judgement justifications

• Self-assessment is comprehensive, covering all aspects of the school's work. Its results are utilised in setting the school's strategic plan and determining work development priorities. The action programmes of the strategic plan have a good impact on most aspects reviewed, with the exception of academic achievement and teaching and learning which are still 'Satisfactory'. This is due to students' standards in basic skills and monitoringoftheimpactofprofessionaldevelopmentprogrammesonimprovingeffectivenessoftheeducationalprocess.

• The leadership is aware of the school's strengths and areas for improvement, and its success in facing challenges. These particularly relate to the shortage in senior mathematics and science teachers and a learning resources specialist. An additional

challenge is the increasing number of students with learning difficulties.

- Students' progress in passing rates, in all core subjects, has improved – with the exception of mathematics – over three consecutive school years.
- There is a high level of consistency between the review team's judgments and the school's own assessment of its performance in the self-assessment form.

Appendix: Characteristics of the school

Name of the school (Arabic)		يثرب الإعدادية للبنات											
Name of the school (English)		Yathreb Intermediate Girls											
Year of establishment			1995										
Address			Building 3974 – Road 1061 – Complex 1210										
Town /Village / Governorate			Hamad Town/ Northern Governorate										
School's Contacts		17420096 1742			20280 Fax				17420089				
School's e-mail			yathreb.in.g@moe.gov.bh										
School's website	-												
Age range of students	13-15 years												
			Primary			Middle				High			
Grades (e.g. 1 to 12)					7-9					_			
Number of students		Boys -		Girls 1125		Total		1125					
Students' social backg	round	Most students belong to middle and good income families								lies			
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	13	12	12	-	-	-
Number of administrative staff		14 administrative and 20 technicians											
Number of teaching staff		121											
Curriculum			Ministry of Education (MoE)										
Main language(s) of instruction			Arabic										
Principal's tenure in the school			Two months										
External assessment and examinations			MoE examinations, QQA National Examinations										
Accreditation (if applicable)													
Major recent changes in the school		 New appointments in school year 2015-2016, as follows: Principal an Assistant Principal 2 specialists for speech and learning difficulties 											

 12 teachers (including 2 for Arabic, 2 for English and 3 for science). 		
• Developments in the school environment:		
- the number of classes changed to 37, from 42		
- 3 classes (for inclusion, speech therapy and music)		
and, new health facilities have been added.		