



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

# **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

<b>Outstanding</b> 1	<b>Good</b> 2	<b>Satisfactory</b> 3	<b>Inadequate</b> 4
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Aspect	Grade				
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall	
Quality of outcomes	Students' academic achievement	-	3	-	3
	Students' personal development	-	2	-	2
Quality of processes	Teaching and learning	-	3	-	3
	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.



## School Summary Report

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### Percentile words used in relation to different judgements

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.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

### School's overall effectiveness 'Satisfactory'

#### Judgement justifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The leadership is aware of the school's current situation and circumstances. It</li> </ul> | <p>is adopting a teamwork and participatory decision-making policy while developing positive social relations. There is active communication with parents and community-based institutions.</p> <ul style="list-style-type: none"> <li>• Various programmes and multiple extra-curricular activities that match most students' interests and needs, and enhancing their experiences.</li> <li>• 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.</li> </ul> |
|---|--|

- 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

monitoring of the impact of professional development programmes on improving effectiveness of the educational process.

- 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	17420280	Fax		17420089									
School's e-mail	yathreb.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys	-	Girls	1125	Total	1125								
Students' social background	Most students belong to middle and good income families													
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	<ul style="list-style-type: none"> <li>• New appointments in school year 2015-2016, as follows: <ul style="list-style-type: none"> <li>- Principal</li> <li>- an Assistant Principal</li> <li>- 2 specialists for speech and learning difficulties</li> </ul> </li> </ul>													

	<ul style="list-style-type: none"><li>- 12 teachers (including 2 for Arabic, 2 for English and 3 for science).</li><li>• Developments in the school environment:<ul style="list-style-type: none"><li>- the number of classes changed to 37, from 42</li><li>- 3 classes (for inclusion, speech therapy and music) and, new health facilities have been added.</li></ul></li></ul>
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