



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

School Review Unit

Review Report

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

Date Reviewed: 23 – 25 March 2009

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The School Review Unit

The School 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 drive up 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: Female

Number of students: 1437

Age range: 13 – 15 years

Characteristics of the school

Yathreb Intermediate Girls School is located in the area of Hamad town, situated in the Northern Governorate of Bahrain. It was founded in 1995. The school accepts female students between the ages 13-15 years old and currently has 1,437 students enrolled. Based on the school's assessment, there are 289 outstanding students, 18 students with learning difficulties and 22 students that are gifted and talented. The students are distributed amongst 48 classrooms. The administrative and teaching team consists of 122 members. The school is one of the schools in His Majesty King Hamad's "Schools of the Future" project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Yathreb Intermediate Girls School is satisfactory and the level of satisfaction of students and parents is good.

In general, the students' level of academic achievement is satisfactory in spite of the fact that they achieve high success rates in exams. However, these success rates do not sufficiently reflect students' actual levels of proficiency and understanding during lessons where students have shown only satisfactory levels. In addition, their progress during lessons and written work was only satisfactory often due to the teaching methods which do not cater for students' individual differences.

The students' personal development is satisfactory. Most students attend school punctually. Also, students participate in a number of activities that support their personal development such as the broadcast committee, students' council, and other extracurricular school activities. In good lessons, students were given some opportunities to develop their self-confidence, take on responsibilities, work independently, and develop higher level thinking skills. However, in other classes, lessons do not provide such opportunities to the students due to the use of conventional teaching and learning methods. There are suitable measures in place to encourage and maintain satisfactory behaviour.

The teaching and learning process is generally satisfactory. In good lessons, teachers demonstrate good subject knowledge by applying effective teaching strategies where students acquire basic knowledge and skills. However, in most lessons, the teacher is the centre of the teaching and learning process and as a result of this, students do not participate and their capabilities are not sufficiently challenged. Homework is assigned to students in different subjects but mainly from the text books, without enrichment to the lessons. Furthermore, it does not cater for students' learning needs. Teachers use different assessment methods in lessons. However, in most lessons assessment information was not effectively used to plan for meeting students' learning needs.

The level of curriculum support and enrichment is satisfactory. The school develops a sense of citizenship through participation in national events and festivals and through lessons, in addition to raising awareness of the importance of school environment through the school community service. The curriculum is further enriched by the use of the school's environment which has educational displays in the corridors and classrooms. Some teachers

are able to create cross curricular links between subjects appropriately, but this is generally not planned. Teachers help students in acquiring the basic skills to a satisfactory level.

Support and guidance for students is satisfactory. The school has arrangements to settle new students in to school. This is mainly done by implementing induction programmes that prepare new students at the beginning of the academic year. Arrangements to help students' prepare for the secondary stage are limited but satisfactory, mainly consisting of satisfactory, lectures on the secondary stage study majors. Assessments are carried out to determine the students' learning needs and accordingly support is provided through some extracurricular programmes. However, support to students with special needs or low achieving students is not evident in some lessons. The school takes care to provide a healthy and safe environment for staff and students.

The quality of school leadership and management is good. The school has a clear vision and mission statement focusing on the provision of advanced and distinct educational services. In addition, there is a clear strategic plan to increase the teachers' competency levels, and increase the students' level of performance. The school has good self-assessment mechanisms and regularly evaluates activities and programmes. The leadership motivates the school staff which has reflected positively on their performance especially during good lessons. The school strives to assess teachers' training needs and provides them with the necessary professional development programmes and monitors teaching and learning. This has not yet had sufficient time to impact on classroom practice.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to develop and improve is good. There is a good leadership and management team committed to development and improvement. In addition, the school has systems to consistently follow up teaching and learning issues and give continuous support to the school's staff and students. In addition, the school has made other recent improvements such as the implementation of the community service programme which has helped towards improving the students' behaviour. The strategic planning and the accurate self evaluation reflected positively in the school's improving performance. This built on the school's accurate diagnosis of its current position.

The school's main strengths and areas for development

Main strengths

- Strategic Planning
- Induction programme.
- Extracurricular activities
- Use of environment.

Areas for development

- Differentiation for teaching and learning.
- Homework
- Cross curricular links
- Higher order thinking skills
- Use of assessment.

What the school needs to do to improve

In order to improve further, the school should:

- Improve teaching and learning by developing:
 - Collaborative learning.
 - Higher order thinking skills.
 - Differentiation for teaching and learning.
 - Opportunities to build logical cross curricular links.

- Implement an effective and comprehensive school policy that takes account of the individual differences amongst students in lessons and home work.

- Diversify methods of evaluation to check and ensure improvement in the academic achievement of students.

Overall judgements

Aspect	Grade
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	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good