



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

Directorate of Government Schools Reviews Short Review Report

**Zainab Intermediate Girls School
Barbar - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 25-27 April 2016
SG031-C3-R065**

Introduction

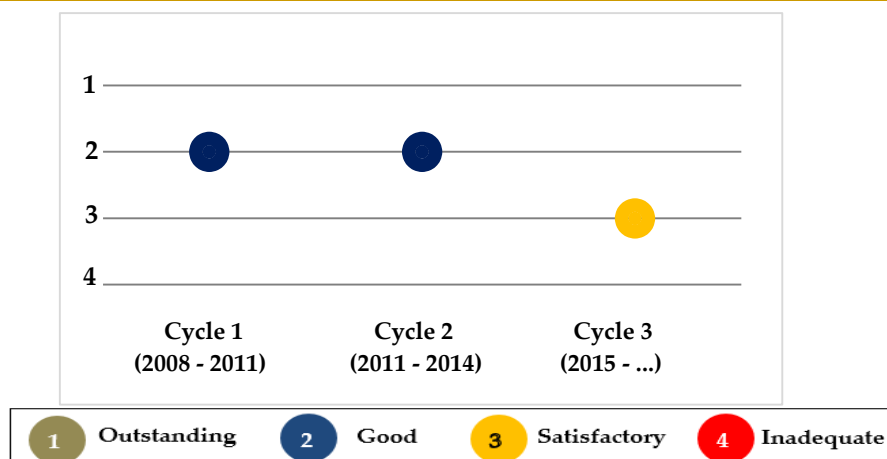
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities,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

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	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	-	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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



School Summary Report

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

- Judgments for most schoolwork aspects have changed from 'Good' to 'Satisfactory'. However, the school was graded 'Good' on students' personal development and students' support and guidance.
- Students achieve high pass rates in all core subjects. However, proficiency rates in most core subjects vary between high and average, top of which is Arabic in all grades but they decline significantly in English for Grade 8. Students' best standards are in Arabic and mathematics for Grade 7, but the remaining rates reflect only satisfactory standards in Grades 8 and 9, being affected by students' varied acquisition of basic skills especially in science and English.
- Most students are self-confident and able to assume responsibility when they take leadership roles in Students' Council and various school committees and activities. They are well-behaved and feel psychologically secure.
- The effectiveness of teaching and learning strategies varies due to the erratic use of the outcomes of assessments in meeting students'

different learning needs in satisfactory lessons; these form more than half the lessons. Time management and the support given to low achievers also vary. However, teaching and learning strategies are effectively used in 'Good' and 'Outstanding' lessons, and to a better extent in mathematics and Arabic lessons for Grade 7.

- The school meets students' various learning and personal needs outside classrooms by providing a wide variety of extra-curricular activities

that are in line with students' needs and interests. Great support is provided for students with special educational needs (SEN).

- The senior management applies the principles of partnership and team spirit. They are also keen on motivating the school's staff continuously, and communicate well with the community organisations to enhance students' experiences.
- Students and parents are satisfied with the school's provision.

Main positive features

- Students are well-behaved and work together effectively and in harmony. They also participate enthusiastically and confidently in the school life.
- Various extra-curricular activities are organised to meet students' interests and needs, and great support is provided for SEN students.
- The school interacts well with community organisations to enhance students' experiences.

Recommendations

- Raise students' standards and develop their basic skills, particularly in Grades 8 and 9 in science and English.
- Use teaching and learning strategies that are student-centered and focus on:
 - using of assessment results to meet students' learning needs in lessons, activities and homework
 - supporting of low achievers
 - productive time management in lessons.
- Follow up the impact of teachers' professional development programmes with greater accuracy in order to increase students' academic achievement.
- Address the shortage in human resources, mainly in senior teachers for English.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school assesses its situation and the quality of provision through various methods, using the cooperation of its staff and follow-up of its strategic plan to help maintain good students' personal development and quality of students' support and guidance aspects. However, these efforts do not achieve the same level of success in educational practices or in developing proficiency rates in most core subjects, especially in Grades 8 and 9.
- The performance of teaching staff varies in most departments, with the mathematics teachers and some Arabic teachers achieving the best outcomes.
- The school has some challenges, including instability of the senior management and shortage in middle management mainly in a senior teacher for the English department.
- There is disparity in the review team's judgments and the school's judgments of various work aspects and the overall effectiveness in the self-evaluation form (SEF).

Appendix: Characteristics of the school

Name of the school (Arabic)	زينب الإعدادية للبنات													
Name of the school (English)	Zainab Intermediate Girls													
Year of establishment	1983													
Address	Building 500 - Road 2417 - Block 524													
Town /Village / Governorate	Barbar - Northern													
School's Contacts	17691390				Fax		17690563							
School's e-mail	zainab.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		722		Total		722			
Students' social background	Most students come from average-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	7	7	-	-	-	
Number of administrative staff	19													
Number of teaching staff	65													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	1 Year													
External assessment and examinations	MoE examinations - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Appointment of a new Principal and Assistant Principal in the school year 2015-2016. • Appointment of a learning difficulties specialist in the school year 2014-2015. 													