



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

School Review Unit

Review Report

Zanoobia Intermediate Girls School
Al-Muharraq- Muharraq 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 ways.
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 five 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: Girls

Number of students: 819

Age range: 12-15 years

Characteristics of the school

Zanoobia Intermediate School for Girls is located in the city of Muharraq in the Muharraq Governorate. It was founded in 1969. It caters for students who live in nearby housing complexes. The number of students on roll is 819, distributed among 25 classes. Most of the students are from a mid economic environment backgrounds. The total teaching staff is 66. The school has classified 372 students as talented and creative. The school is part of King Hamad Schools of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Zanoobia Intermediate School for Girls has satisfactory overall effectiveness with a number of strengths. Parents and students are satisfied with the overall performance of the school.

Students' achievement is satisfactory overall. The pass rate in Ministry exams indicates the high level of success of the majority of students in most subjects. This does not reflect actual standards during lessons, except in good and outstanding lessons. There is progress in most subjects, where lessons are good as well as in some of the satisfactory lessons. However, students' progress in written work is insufficient.

The school takes good care of students and consequently their personal development is good. They are polite, behave well and attend school punctually. They have opportunities to participate in school life through various extracurricular programmes and activities which match their interests and learning needs. These opportunities interest and excite students and encourage them to take on responsibility and work collaboratively, for example on various student committees. Students feel safe in school. They also show mutual respect to each other and towards their teachers.

The effectiveness of teaching and learning is variable but satisfactory overall. The senior management team has organised a programme of professional development to improve the quality of teaching, but this has not yet had enough impact on performance in the classrooms. Especially for teachers who are new to the school. Teachers work hard, but many lessons are largely teacher led where students do not have sufficient opportunities to participate enough in their own learning or to work collaboratively. There are still too many lessons where the teacher teaches the same lesson to all ability groups without differentiating the approach or tasks. As a result, the higher ability students are not challenged enough and the less able students struggle to understand and keep up. This approach to teaching and learning limits the progress of some ability groups. A few teachers use a good variety of assessment strategies, although these practices are not used systematically enough. Too often, teachers rely solely on a question and answer technique to check knowledge and progress and do not use assessment information to improve achievement.

The quality of curriculum provision and enrichment is good. In particular, the school has created a rich and stimulating environment for learning which adds to students' educational

experience. Life skills are developed well through numerous extracurricular activities such as the school broadcast, prefect duties and involvement in external activities.

The school supports and guides students well. There are good induction programmes to help new students settle into school. The school supports students when any problems arise and provides effective advice and guidance. There is good support to meet personal and learning needs both inside and outside of lessons. The school closely monitors health and safety issues to ensure that the school is a safe place for learning.

Leadership and management of the school are good. The new school vision focuses on academic achievement and this has been translated into a strategic plan based on self-evaluation results. As yet, there has not been enough time or rigorous monitoring of the quality of teaching to bring about a step change in classroom practices. The management has developed the school environment well, and this serves to motivate staff and students. The school uses its resources well and responds to the views of parents and students.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. There have been improvements in the students' personal development, the school environment and the range of extracurricular activities. There is a shared vision and a strategic plan based on self-evaluation that focuses on academic achievement. There is determined leadership and a professional development plan in place to improve practices in the classroom. Transforming the quality of teaching and learning represents the biggest challenge for the management.

The school's main strengths and areas for development

Main strengths

- Bright and stimulating environment for learning.
- Students' behaviour and personal development.
- Leadership and management.
- Results in Ministry exams.

Areas for development

- Range of teaching and learning strategies.
- Differentiation in teaching and learning.
- Use of assessment.
- Collaborative learning.

What the school needs to do to improve

In order to improve further, the school should:

- Use a range of teaching strategies which
 - Take account of students' different abilities
 - Challenge students and develop their higher thinking skills.
 - Provide enough opportunities for students to work together and learn from each other.

- Use a variety of assessment methods in lessons and provide good quality feedback to students that helps them to know how to improve and increase their academic achievement.

- Plan systematic visits between teachers to share best practices.

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	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good