



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Zannoobia Intermediate Girls School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 October 2015
SG071-C3-R028**

Introduction

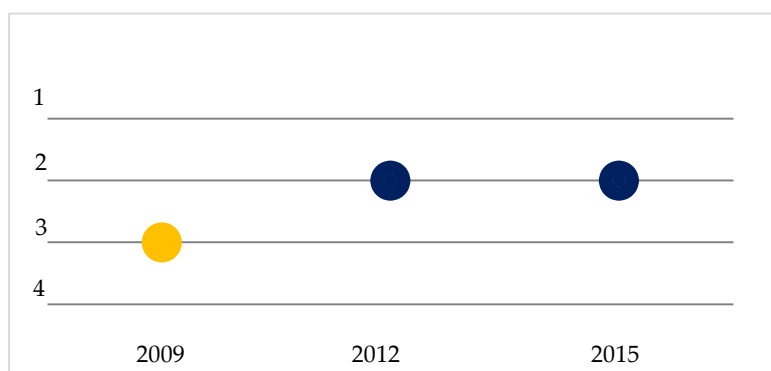
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, 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 | Good | 2 | Satisfactory | 3 | Inadequate | 4 |
|--------------------|----------|-------------|----------|---------------------|----------|-------------------|----------|

| Aspect | | Grade | | | |
|---|---------------------------------------|----------------------|-----------------------|------------------|---------|
| | | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Quality of outcomes | Students' academic achievement | - | 2 | - | 2 |
| | Students' personal development | - | 1 | - | 1 |
| Quality of processes | Teaching and learning | - | 2 | - | 2 |
| | Students' support and guidance | - | 1 | - | 1 |
| Quality assurance of outcomes and processes | Leadership, management and governance | - | 1 | - | 1 |
| Capacity to improve | | 1 | | | |
| The school's overall effectiveness | | 2 | | | |

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 'Good'

Judgement justifications

- Senior leadership provides awareness and inspiration to school staff and students. The school prepares leaders, in order to achieve the school's ambitious vision and excellence, by effective strategic planning and a rigorous and comprehensive work system.
- Students achieve high pass rates in all core subjects except for mathematics in Grade 9. Their high proficiency rates match their pass rates in most core subjects, reflecting their levels in most written work and in outstanding and good lessons; these account for almost three quarters of all lessons. The majority of which were in science and Arabic lessons in Grade 9.
- Students' acquisition of scientific skills and knowledge is outstanding and acquisition of Arabic linguistics skills is good. The acquisition of arithmetic and geometric skills varies, particularly in Grade 7, as is English language skills.
- Students participate in lessons with notable enthusiasm and high confidence. They assume leadership roles remarkably in Students Council, display outstanding conduct and harmony in working together, and

demonstrate exemplary self-learning abilities.

- Most teachers employ various teaching and learning strategies and methods effectively, utilising the learning resources available at the school such as presentation equipment. They employ various assessment techniques, the results of which are utilised to meet the various educational needs of most students, particularly the outstanding and average achievers.
- Diversified, enhancing and enriching written activities are utilised,

particularly in science. However, the accuracy of correction and provision of feedback and follow-up varies in some notebooks, particularly in English.

- The school provides a wide range of outstanding programmes and a variety of extra-curricular activities, which match students' interests and meet their personal and learning needs.
- Students and parents' are satisfied with the school's provision.

Main positive features

- Strategic planning reflects senior leadership's awareness and developmental thinking, providing outstanding inspiration and motivation to administrative and teaching staff alike. This supports their hard work and continuous efforts.
- Students' participation in school life is harmonious and friendly, showing high enthusiasm and self-confidence, which encourages self-learning.
- Most teachers implement effective teaching and learning strategies and assessment techniques. These contribute to students' achievement of high pass rates that match with their proficiency levels and reflect their abilities in most core subjects, particularly in science and Arabic.
- Outstanding guidance programmes and the provision of a wide range of extra-curricular activities that enhance students' various experiences and interests.

Recommendations

- Benefit from outstanding and good practices, particularly those used in the science and Arabic departments, to continue the improvement of teaching and learning processes, with particular focus on:
 - developing basic skills in English and mathematics
 - supporting low achieving students in lessons
 - regularly monitoring the content of students' work.
- Fill the shortage in human resources represented by senior teachers for the core subjects of mathematics, science and English, with due consideration for students' density in classes, particularly in the wooden portable cabins.

□ Capacity to improve 'Outstanding'

Judgement justifications

- There is clear understanding of the vision by school staff, students and stakeholders. This drives accurate and comprehensive self-evaluation and the use of its results in setting work development priorities and developing strategic and action plans.
 - Staff show high levels of job satisfaction and a strong sense of belonging to the school, due to senior leadership's developmental thinking, great inspirational role and building leaders from teachers and students.
 - Students' excellent progress in all three levels in terms of pass rates in all core subjects over the years.
 - There is consistency in outstanding aspects of the school, which are in line with students' personal development and the outstanding support and guidance programmes. Excellence shows in the school's leadership team
- and its success in overcoming several challenges, including:
- the school's old building, large numbers of wooden portable classrooms, and the increasing density of students
 - students' diversely cultural backgrounds.
 - the shortage in human resources represented by senior teachers for mathematics, science and English
 - annual turnover of some members of the school's administrative and teaching staff.
- There is consistency between the judgments reached by the review team and the school's own evaluation of its performance in most aspects as stated in the self-evaluation form.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|--------------------------------------|--|----------|-----|---|----------|---|------|----|-------|----|------|----|----|--|
| Name of the school (Arabic) | زنوبيا الإعدادية للبنات | | | | | | | | | | | | | |
| Name of the school (English) | Zannoobia Intermediate Girls School | | | | | | | | | | | | | |
| Year of establishment | 1969 | | | | | | | | | | | | | |
| Address | Building 43 - Road 201 - Block 202 | | | | | | | | | | | | | |
| Town /Village / Governorate | Al-Muharraq/ Al-Muharraq | | | | | | | | | | | | | |
| School's Contacts | 17323725 | 17322403 | Fax | | 17334529 | | | | | | | | | |
| School's e-mail | zanubeya.in.g@moe.gov.bh | | | | | | | | | | | | | |
| School's website | zanobia.wordpress.com | | | | | | | | | | | | | |
| Age range of students | 13-15 years | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | |
| | - | | | | 7-9 | | | | - | | | | | |
| Number of students | Boys | | - | | Girls | | 1043 | | Total | | 1043 | | | |
| Students' social background | Most students belong to average and low income families | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Classes | - | - | - | - | - | - | 11 | 10 | 10 | - | - | - | |
| Number of administrative staff | 20 administrative and 16 technicians | | | | | | | | | | | | | |
| Number of teaching staff | 95 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 5 years | | | | | | | | | | | | | |
| External assessment and examinations | MoE and QQA National Examinations | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> New appointments in the school year 2014-2015: <ul style="list-style-type: none"> 2 Assistant Principals head of Administrative and Financial affairs 12 teachers of core subjects (4 for Arabic, 3 for science, 5 for English). Implementation of the Digital Empowerment Project at the beginning of the school year 2015-2016. | | | | | | | | | | | | | |