هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

Al-Dair Primary Intermediate Girls School
Al-Dair - Al-Muharraq Governorate
Kingdom of Bahrain

Date of Review: 24-26 April 2017
SG048-C3-R118

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight 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 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		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	2	-	2
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	2	2	-	2
	Students' support and guidance	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	2	-	2
Capacity to improve		2			
The school's overall effectiveness		2			

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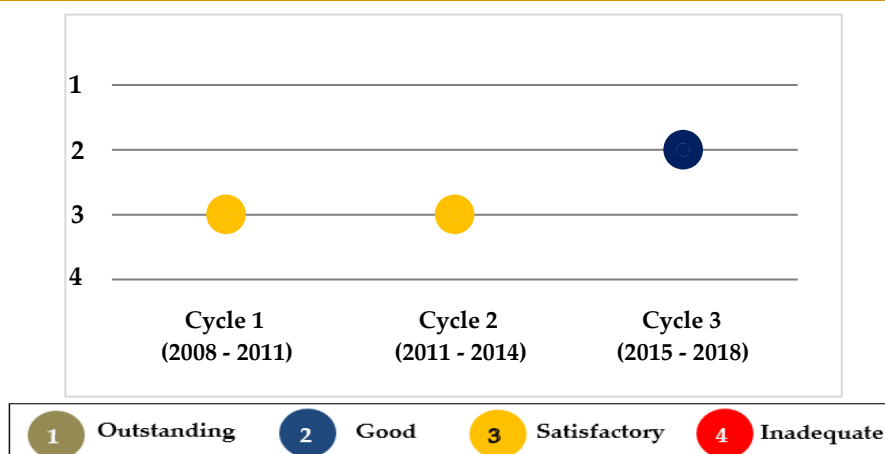
School Summary Report

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

- The school leadership is fully aware of all aspects of the school work and manages them according to an administrative and technical management system with a clear vision supported by comprehensive and thorough self-evaluation processes that contribute to the building of school plans. These focus on development priorities and the quality of implementation and monitoring, which has led to improvement in the overall school effectiveness and raised it from satisfactory level in the previous review to good in the current.

- Teachers' implementation of teaching strategies and methods are effective in the good and outstanding lessons, which form two-thirds of the lessons, and are appropriately implemented in the remaining lessons, though they are affected by the disparity in the support provided for low-achieving students. This is due to the inconsistent use of assessment results in meeting students' learning needs in lessons and written work.

- Students' acquisition of basic skills is good, with high success rates in both Primary and Intermediate stages. Proficiency rates are high to very high,

particularly in Primary. These rates reflect students' standards in the good and outstanding lessons in most core subjects, with the exception of English in the Primary Stage which are mostly satisfactory. There is also inconsistency in students' skills in some subjects in the Intermediate Stage.

- Most students can assume responsibility and take leadership roles. They participate confidently and enthusiastically in the lessons and in the various extracurricular activities that enrich their experiences, with commitment to positive behaviour and citizenship values.

- Support programmes have a remarkable impact on the progress of the gifted and talented students, those with learning difficulties and students with disabilities.

- Effective orientation programmes are provided for students when they join the school. Continuous communication with local community institutions enriches students' experiences. Students and their parents are satisfied with the school's provision.

Main positive features

- The awareness of the school leadership, which shows in the accurate and comprehensive processes of strategic planning and inspiration of the staff to keep pace with change. This results in the development of the school performance.

- The students' commitment to positive behaviour, their sense of psychological security, their high self-confidence, and their participation in school life with great enthusiasm and harmony.

- The effectiveness of the support programmes offered to the different categories of students, meeting the academic needs of the outstanding and gifted students as well as students with learning difficulties and those with disabilities.

- The outstanding orientation of students when they join the school, and their preparation for the next stage of their education.

Recommendations

- Develop teaching and learning strategies to greater extent, with more focus on:
    - students' acquisition of skills in the core subjects in the Intermediate Stage
    - use of assessment results in meeting the learning needs of low achieving students, and supporting them in lessons and written work.

- Monitor the impact of professional development programmes on teachers' performance in lessons, particularly in English in the Primary Stage.

- Address the shortage in human resources, represented by senior teachers for Arabic, English and mathematics.

☐ **Capacity to improve 'Good'**

Judgement justifications

- The school has achieved progress in its overall performance and in all work aspects, from satisfactory to good.
- The leadership is aware of the school's strengths and areas for improvement, with an emphasis on working positively and sharing a clear vision, and sound strategic planning based on accurate and comprehensive self-evaluation.
- Teaching is effective in most academic departments, despite the shortage in senior teachers for mathematics, Arabic and English.

- The students achieve good standards in more than two thirds of the lessons, mostly in the first cycle, while their standards are inconsistent in a minority of lessons.
- The students' personal development reflects their awareness and ability to assume responsibility for their own learning.
- The school's judgements in the self-evaluation form are highly consistent with the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	الدير الابتدائية الإعدادية للبنات												
Name of the school (English)	Al-Dair Primary Intermediate Girls												
Year of establishment	1972												
Address	Building 244 - Rayya Road - Block 233												
Town / Village / Governorate	Al Dair/ Al-Muharraq												
School's Contacts	17320360			**Fax**				17330118					
School's e-mail	aldair.in.g@moe.gov.bh												
School's website	-												
Age range of students	6-15 years												
Grades (e.g. 1 to 12)	**Primary**				**Middle**				**High**				
	1-6				7-9				-				
Number of students	**Boys**	-		**Girls**	1088			**Total**	1088				
Students' social background	Most are from low to average income families												
Classes per grade	**Grade**	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	3	4	5	4	5	-	-	-
Tracks	**Grades**	**Distribution of classes on Tracks**											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	15 administrative and 6 technical												
Number of teaching staff	87												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	8 Months												

External assessment and examinations	• MoE examinations. • BQA national examinations.
Accreditation (if applicable)	-

Major recent changes in the school	• Appointments in the academic year 2015-2016:
	  - School Principal
	  - Assistant Principal.