



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

Directorate of Government Schools Reviews Short Review Report

**Um Kalthoom Intermediate Girls School
Isa Town – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 20-22 November 2017
SG174-C3-R148**

Introduction

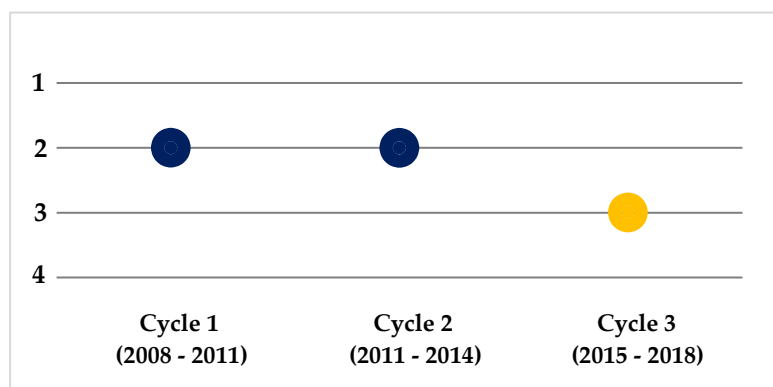
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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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	-	3	-	3
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

- The school leadership's awareness of the school's strengths and areas for development is inconsistent, due to the inconsistency of the self-evaluation processes, effectiveness of the strategic planning, and monitoring of the implementation quality. This has resulted in the decline of most schoolwork aspects from 'Good' to 'Satisfactory'.
- Students' acquisition of the basic skills varies, the best being in English which shows in their progress in these lessons. Proficiency rates are inconsistent with the high pass rates in mathematics and science, but are in line in Arabic.
- The teaching and learning strategies applied are inconsistent in terms of the use of assessment techniques that contribute to meeting students' academic needs, learning-time management, development of students' higher order thinking skills, and challenging their abilities.
- Students are well behaved, take responsibility and participate enthusiastically and with high self-confidence in the various activities offered by the school. This enables the

school to gain students' and parents' satisfaction.

- The academic support and guidance offered to students of all categories in

lessons and programmes are uneven, resulting in the regression of this aspect from 'Outstanding' to 'Satisfactory'.

Main positive features

- Students' good behaviour, their awareness, self-confidence and ability to take on responsibility.
- Students' progress in English lessons.
- Effective extracurricular activities that meet students' different needs.

Recommendations

- Carry out a more accurate and realistic self-evaluation and benefit from its results in developing the strategic plan, focusing clearly on development priorities and monitoring the quality of its implementation.
- Raise students' academic achievement, especially in science and mathematics.
- Monitor the impact of teachers' professional development programmes on the employment of teaching and learning strategies that focus on:
 - use of effective assessment techniques in lessons and written works
 - classroom management, to ensure productivity
 - developing higher order thinking skills and challenging students' abilities.
- Meet students' academic needs, especially for low achievers and those with learning difficulties.
- Address the shortfall in human resources represented by two senior teachers for the science and mathematics departments.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Inconsistency in strategic planning, including self-evaluation, is reflected in most of the satisfactory judgement of most of school aspects. This negatively influences development priorities, especially for students' academic

achievement in science and mathematics which needs attention. However, the school gives significant attention to students' personal development, which shows positively in their awareness and behaviour.

Students are making good progress in English lessons.

- The school's evaluation as provided in the Self-Evaluation Form (SEF) is inconsistent with the judgements reached by the review team.
- There is variation in the effectiveness of teaching and learning processes, despite the stability of most teaching staff members and the localisation of their professional development.

- The leadership is inconsistent in facing the challenges represented by the lack of senior teachers in the mathematics and science departments and the consequent impact of this on monitoring the effectiveness of the educational processes and students' achievement levels.

Appendix: Characteristics of the school

Name of the school (Arabic)	أم كلثوم الإعدادية للبنات													
Name of the school (English)	Um Kalthoom Intermediate Girls													
Year of establishment	1966													
Address	Building 816, Road 1525, Block 815													
Town / Village / Governorate	Isa Town/ Capital													
School's Contacts	17622639				Fax		17622742							
School's e-mail	umkulthomom.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		853		Total		853			
Students' social background	Most students come from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	8	9	9	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	12 administrative and 14 technicians													
Number of teaching staff	83													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													

External assessment and examinations	-
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in 2016-2017: <ul style="list-style-type: none"> - Senior teacher of English. - Learning difficulties specialist.