



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

Schools Review Unit Review Report

**Al Daih Primary-Intermediate Girls School
Al Daih – Northern Governorate
Kingdom of Bahrain**

Dates Reviewed: 16 – 18 November 2009

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The Schools Review Unit

The Schools 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 raise 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.
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 eight 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: 858

Age range: 6 – 15 years

Characteristics of the school

Al Diah Primary-Intermediate Girls School, founded in 1982, is one of the Northern Governorate's schools. Most students belong to middle-income families and stable social backgrounds. The age range is from 6 to 15 years. There are 858 students in the school, divided among 29 classes: 10 for the first cycle, 8 for the second and 11 for the third. The Principal has been with this school for three years. There are 89 teaching and administrative staff. The school has classified 321 students as outstanding, 32 as gifted and talented and 67 as having learning difficulties. The school is part of King Hamad's Schools of the Future Project. The school lacks some facilities, such as a sports hall.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Al Diah Primary-Intermediate Girls School is satisfactory. The school gains a good level of satisfaction from students and their parents.

Students' academic achievement is satisfactory overall. Students make satisfactory progress in their academic achievement. The teaching methods used cater for individual differences in only a small way and different ability groups make only satisfactory progress. Students' attainment in lessons varies according to the teaching strategies used, particularly in English where it is low, notably at the end of the second and third cycles. Students with special educational needs make good progress in their academic achievement, at levels appropriate to their abilities.

Students' personal development is satisfactory. Students contribute to different school activities that help them effectively to develop their self-confidence. They take on responsibility through tasks assigned to them and by volunteering for leading roles. These qualities are less well developed in lessons, where students are given insufficient opportunities to develop their self-confidence and take on responsibility. Students did not have enough opportunities to develop their analytical thinking skills, except in a few observed lessons. Students are well-mannered and respect their teachers and each other. This creates a warm and friendly atmosphere.

The quality of teaching and learning processes is satisfactory overall although the quality is inconsistent in terms of teaching performance in a single department or across various departments. This inconsistency is reflected in the variation of students' academic achievement. Some teachers employ varied teaching and learning strategies that help motivate students and challenge their abilities to achieve the expected progress. In some satisfactory lessons, however, insufficient consideration is given to students' individual differences and students are often just recipients of information. Some lessons are based on oral assessment that merely measures simple thinking skills and which does not give a clear indicator of how students have achieved the lesson's objectives. In the good lessons, various assessment activities contribute to helping students achieve the lesson's objectives and this reflects positively on their academic achievement.

The quality of provision and the enrichment of the curriculum are good. The curriculum is enriched and enhanced through a number of classroom and extra-curricular activities that develop students' different experiences and interests. This is clearly manifested in students' work, which is displayed in the corridors and classrooms, and in the high positions obtained by students in competitions and activities. Students develop a sense of good citizenship that they show in their politeness and cooperation with each other in various situations. Teachers present the curriculum in a way that appropriately helps students acquire the basic skills, particularly in Arabic reading and writing, Mathematics and IT. Basic skills in English are developed less well. Some lessons fail to make appropriate links between subjects, especially in the first cycle.

The quality of support and guidance for students is satisfactory. The school makes efforts to meet students' personal and educational needs by offering extra lessons for various academic abilities, although there is less support given during lessons, where individual differences are not always considered sufficiently. The school provides appropriate induction programmes to help students settle into the school at the beginning of the academic year but prepares students for the next phase of their education less well, particularly in grade 6. The school ensures that staff and students work in a healthy and safe environment. Students' route through the school's back gate is a risk; however, the Principal is following up this matter with the authorities.

The quality of leadership and management is satisfactory. The school has a clear vision and mission statement that focuses on applying new teaching strategies and employing IT. Its implementation of this vision in practice is satisfactory. The school assesses most aspects of its work, including its strategic plan and various departmental plans, but sets no clear performance indicators to follow up and monitor teachers performance in lessons. Resources, including finance, accommodation and learning resources, are effectively and efficiently used in some lessons. The school seeks the opinions of students and their parents and attempts to meet their requests if possible.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. Improvements have been made to the school environment and in the range of extra-curricular activities designed to support the curriculum and engage students according to their different abilities. Students with learning difficulties have made progress in their academic attainment as a result of the school's support and guidance. Although its self-evaluation and strategic planning are satisfactory,

the school still faces challenges, such as the variation in teaching across different departments, which in turn affects students' academic achievement and personal development. This problem is particularly evident in the teaching of English language and students' academic achievement in this subject.

The school's main strengths and areas for development

Main Strengths

- Extra-curricular activities
- Progress by students with learning difficulties
- Meeting students' personal needs
- Students' behaviour

Areas for development

- Individual differences
- Basic skills in English
- Link across subjects in the first cycle
- Assessment methods in lessons
- Performance indicators

What the school needs to do to improve

In order to improve further, the school should:

- Develop the teaching and learning strategies taking the following into consideration:
 - Take individual differences into account when planning lessons and homework
 - Develop students' basic skills in English language
 - Develop students' analytical thinking skills
 - Linking between subjects in the first cycle
 - Employ various assessment methods in classrooms and make use of results when planning lessons
- Develop a strategic plan based on self-evaluation results that includes clear and measurable performance indicators
- Evaluate professional development programmes and monitor teachers' performance during lessons.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: satisfactory
The school's capacity to improve	3:satisfactory
Students' academic achievement	3: satisfactory
Students' progress in their personal development	3:satisfactory
The quality and effectiveness of teaching and learning	3: satisfactory
The quality of the curriculum delivery	2: good
The quality of guidance and support for students	3: satisfactory
The quality and effectiveness of leadership and management	3:satisfactory