



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 11-13 December 2017
SG082-C3-R154**

Introduction

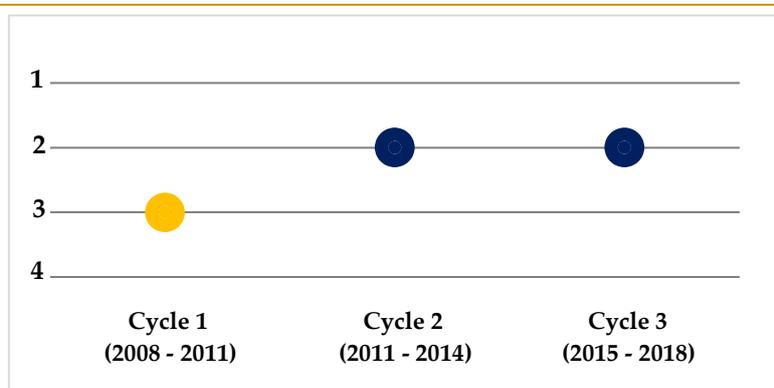
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	2	2	-	2
	Students' personal development	1	1	-	1
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 effectiveness of strategic planning processes, including the accurate self-evaluation and the school plans based on this, has contributed to the improvement of the personal development aspect to outstanding level, while maintaining the good level for overall effectiveness and the other review aspects.
- The effectiveness of teaching in the good and outstanding lessons, being almost two-thirds of the lessons, accounts for students' achievement of above-expected levels, particularly in class teaching where they achieve excellent levels and skills. However, monitoring the impact of professional development programmes on the performance of some teachers in the satisfactory lessons, such as some of the English and mathematics lessons in the Intermediate Stage, is only adequate due to the inconsistent use of assessment results in supporting students, especially the low achievers.
- Students have remarkable enthusiasm, communicate effectively in school activities, assume leadership roles with great confidence, and behave well.
- The school enhances and enriches students' experiences according to their interests through various extracurricular

activities and outstanding communication with the local community.

- Outstanding support is provided to students with disabilities, enabling them

to keep up with their colleagues in learning, but the support provided to students with learning difficulties and low achievers in their respective programmes is less evident.

Main positive features

- The effectiveness of self-evaluation and strategic planning, and the school's outstanding communication with the local community to enrich students' experiences.
- Class teaching students' outstanding levels and basic skills.
- Students' noticeable enthusiasm to contribute to school life with great confidence and ability to bear responsibility and communicate with each other, and their high morals.
- The variety of extracurricular activities that enhance students' experiences, and the outstanding support provided to students with disabilities.

Recommendations

- Monitor the impact of professional development programmes on teachers' performance to ensure the excellence of teaching, particularly in the Intermediate Stage, by focussing more on:
 - students' levels and skills in English and mathematics, especially the low-achievers
 - using assessment results to meet students' academic needs and challenge their abilities.
- Further develop the support programmes provided to students with learning difficulties and low achievers.
- Address the shortfall in human resources; represented by a senior mathematics teacher and a learning resources centre specialist.

□ Capacity to improve 'Good'

Judgement justifications

- The middle and higher leadership are aware of the strengths and areas for development, as a result of the accurate and comprehensive self-evaluation that

is used in developing the strategic and action plans according to improvement priorities. This shows in the improvement in the personal

development aspect to the outstanding level and maintaining the good levels of other aspects in general.

- The school is able to effectively encounter the challenges it faces by:
 - allocating a shaded area of its grounds to play sports, to compensate for the lack of a gymnasium
 - preparing a second line of leadership to assume responsibilities, such as assigning a

teacher to perform coordination tasks on behalf of the senior mathematics teacher and allowing the learning resources centre technician to undertake the duties of the specialist.

- The school's assessments of its situation as provided in the Self-Evaluation Form (SEF) match the judgements reached by the review team in the aspect of personal development, but with a one point difference in the rest of the aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	الديه الابتدائية الإعدادية للبنات												
Name of the school (English)	Al-Daih Primary Intermediate Girls												
Year of establishment	1982												
Address	Building 324, Road 1410, Block 414												
Town / Village / Governorate	Al-Daih/ Capital												
School's Contacts	17551938				Fax		17550486						
School's e-mail	aldaih.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		813		Total		813		
Students' social background	Most students come from average income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	2	3	3	3	3	3	4	4	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	19												
Number of teaching staff	87												
Curriculum	Ministry of Education (MoE)												

Main language(s) of instruction	Arabic
Principal's tenure in the school	4 years
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in Cycle 3, Cycle 2 mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointing a senior English teacher in school year 2016-2017. • Appointing 5 new teachers in school year 2017-2018; 2 for English, 1 for mathematics, 1 for Arabic and 1 for computers.