



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

# Directorate of Government Schools Reviews

## Short Review Report

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

**Date of Review: 30 September - 2 October 2013  
SG082-C2-R118**

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## Directorate of Government Schools Reviews

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The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

## Introduction

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 data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### Characteristics of the school

<b>School's name</b>		Al-Daih Primary Intermediate Girls School													
<b>School's type</b>		Government													
<b>Year of establishment</b>		1982													
<b>Age range of students</b>		6-15 years													
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>					
		1-6				7-9				-					
<b>Number of students</b>		<b>Boys</b>				<b>Girls</b>		839		<b>Total</b>		839			
<b>Students' social background</b>		Most students come from low income backgrounds													
<b>Classes per grade</b>		<b>Grade</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
		<b>Classes</b>		3	3	3	3	3	3	4	4	3	-	-	-
<b>Town /Village</b>		Al-Daih													
<b>Governorate</b>		Northern Governorate													
<b>Number of administrative staff</b>		16 administrative and 4 technicians													
<b>Number of teaching staff</b>		78													
<b>Curriculum</b>		Ministry of Education (MoE)													
<b>Main language(s) of instruction</b>		Arabic													
<b>Principal's tenure</b>		2 years													
<b>External assessment and examinations</b>		MoE Examinations and QQA National Examinations													
<b>Accreditation (if applicable)</b>		-													
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>		<b>Physical Disabilities</b>			<b>Learning Difficulties</b>				
		57				64		1			45				
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Introduction of the e-cumulative student record system during the second semester of 2012-13</li> <li>• Allocation of design and technology workshop during the previous school year.</li> </ul>													

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	2	-	2
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	2	2	-	2
The quality of the curriculum implementation	2	2	-	2
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	2	2	-	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### Grade: 2 Good

The school's effectiveness has changed from satisfactory in the November 2009 review to good this time. This is due to strategic planning based on comprehensive and accurate self-evaluation, setting school priorities and the recommendations of the previous review. Professional development programmes improve teaching and learning processes, reflecting positively on students' achievements particularly in English and mathematics and most class-teaching lessons. However, in the second cycle, students' acquisition of Arabic and scientific skills is slightly less, especially with low attaining students. Outstanding students show significant progress in intelligence and talent programmes, also in self-confidence and good behaviour. The school makes great efforts to enhance students' experiences and various interests, though they have less opportunity to develop their individual skills. Parents and students are well satisfied with the school's provision.

- How strong is the school's capacity to improve?**

#### Grade: 2 Good

The school's capacity to improve has changed from satisfactory to good. The leadership and management team believe in continuous improvement, seeking to enhance the school's strengths and address areas for improvement. There is a comprehensive strategic plan based on self-evaluation and the recommendations of the previous review. Educational practices have therefore improved, particularly in English, as a result of effective professional development programmes alongside internal training and discussion sessions. Teaching strategies now contribute effectively to students' academic achievement and personal development. Clear efforts are made to benefit from the school environment, seeking to make it a motivating learning backdrop for students and their parents. Students and parents' work is celebrated through the agriculture project in collaboration with the Youth Association for Environment, enhancing their belonging to the school.

## **The school's main strengths**

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- Effective and inspiring leadership in providing quality education, based on comprehensive strategic planning and accurate self-evaluation
- Students' contribution to school life, their self-confidence and assumption of responsibilities inside and outside classes
- Students' high level of standards in English and class-teaching
- The quality of the curriculum and use of various activities that address the majority of students' interests.

## Recommendations

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### **In order to improve, the school should:**

- build on the effective internal educational practices to maintain the progress in performance, according to the school development priorities, through the following:
  - development of Arabic and scientific skills in the second cycle
  - greater support for low attaining students
  - more opportunities for students to develop their individual work skills.