



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

Directorate of Government Schools Reviews

Short Review Report

**Arad Intermediate Girls School
Arad – Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 23-25 April 2018
SG150-C3-R185**

Introduction

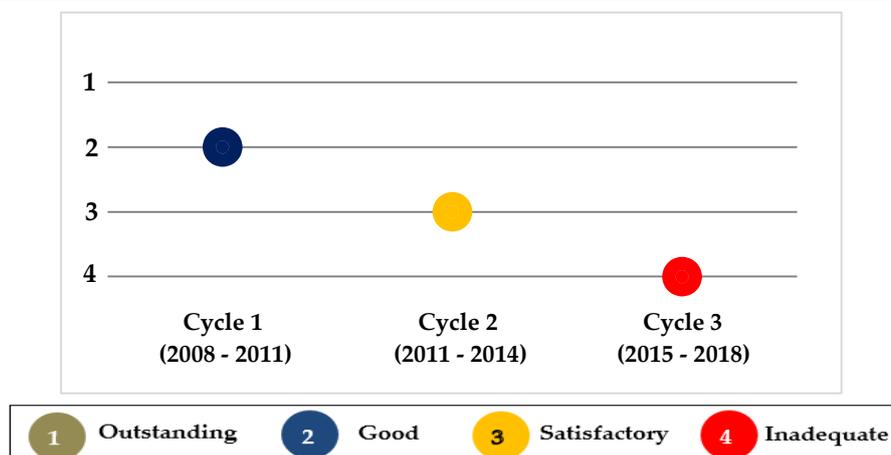
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	4	-	4
	Students' personal development	-	4	-	4
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	4	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school's performance has regressed from satisfactory to inadequate in all schoolwork aspects. • The self-evaluation lacks accuracy, and there is inconsistency in benefiting from its results in identifying improvement priorities and building school plans. The plans lack effectiveness in implementation and follow up mechanisms are weak. • Teaching and learning processes are weak in more than one third of the core subjects' lessons, with teachers being the centre of the learning process, low effectiveness of teaching and learning | <ul style="list-style-type: none"> • strategies used, and assessment methods being ineffective in meeting the learning needs of all categories of students. Management of learning time is poor. • Students' self-confidence is low, due to only a few opportunities provided for them to take responsibility for their own learning and assume leadership roles in the majority of lessons. • Students' basic skills are weak in most core subjects which negatively affects their standards in lessons, these being consistent with their low and very low proficiency rates in the majority of core |
|--|---|

subjects and the limited impact of the learning support provided to their different categories on their achievements and progress in and out of lessons and their written work.

- Students' behave well, with commitment to citizenship and Islamic

values. The support provided to students with disabilities is suitable. These elements have resulted in students and parents being satisfied with the school.

Main positive features

- Students' proper behaviour and their commitment to citizenship and Islamic values.
- The suitable support provided to students with disabilities.

Recommendations

- Intervention is required from the relevant parties at the Ministry of Education, to raise the school's overall performance through:
 - ensuring the stability of the school leadership
 - implementing an accurate and comprehensive self-evaluation and benefiting from its results in building the strategic plan based on developmental priorities, including clear performance indicators and accurate implementation and monitoring mechanisms
 - addressing the shortfall in human resources represented by a senior teacher for mathematics.
- Raise students' academic achievement and their acquisition of the basic skills in all subjects.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning processes, focussing on:
 - implementing effective teaching and learning strategies
 - using assessment for learning, and benefiting from its results in meeting the learning needs of students of different categories
 - classroom management, to ensure productivity
 - reinforcing students' self-confidence and providing them with opportunities to assume leadership roles and take responsibility for their own learning.
- Provide academic support to the different categories of students and assist them in lessons, school programmes and their written work.

□ Capacity to improve 'Inadequate'

Judgement justifications

- Despite the improvements made by the current senior leadership, such as strengthening relationships among the staff and improving students' behaviour, these are not sufficient to maintain the school's overall performance and this has led to the regression of performance in all work aspects.
- Although the senior leadership has suitable awareness of improvement priorities, the inconsistencies in the accuracy of the self-evaluation indicate discrepancies in the awareness of the middle management.
- The strategic plan and the departmental action plans are ineffective in achieving the desired improvement, with inconsistency and lack of clarity in the performance indicators and poor implementation and follow up mechanisms.
- Monitoring the impact of professional development programmes on the majority of teachers' performances is inadequate, which results in the teachers' low performance in the majority of lessons.
- The instability of the senior management, the lack of a senior teacher for mathematics, and the fact that senior teachers of most core subjects have only recently joined the school, represent significant challenges in managing the schoolwork.
- There is disparity between the school's judgements in the Self-Evaluation Form (SEF) with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	عراد الإعدادية للبنات													
Name of the school (English)	Arad Intermediate Girls													
Year of establishment	1995													
Address	Building 809, Road 4023, Block 240													
Town / Village / Governorate	Arad/ Al-Muharraq													
School's Contacts	17677489				Fax				17677036					
School's e-mail	arad.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		666		Total		666			
Students' social background	The majority of students are from middle-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	7	8	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative, 12 technical													
Number of teaching staff	82													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One semester													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations. BQA National Examinations. 													

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointment of the School Principal and Assistant Principal in September 2017. • Appointment of senior teachers for the Arabic, science and social studies departments in March 2018.