



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

**Directorate of Government Schools
Reviews
Short Review Report**

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

Date of Review: 3-5 March 2014

SG150-C2-R155

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	4
Review judgements	5
Overall effectiveness	5
The school's main strengths	6
Recommendations	7

Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 six 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

School's name		Arad Intermediate Girls School															
School's type		Government															
Year of establishment		1995															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	-	Girls	474				Total	474							
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	-	-	-	-	-	-	6	6	4	-	-	-				
Town /Village		Arad															
Governorate		Al-Muharraq															
Number of administrative staff		13 administrative, 8 technicians															
Number of teaching staff		57															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		1 year															
External assessment and examinations		MoE examinations and QQA national examinations															
Accreditation (if applicable)		-															
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		84				150				2				29 and 9 in integration class			

Major recent changes in the school	<ul style="list-style-type: none">• Major changes in 2012-2013:<ul style="list-style-type: none">- reducing the number of classes from 22 to 14 because 302 students transferred to Al-Hidd Intermediate Girls School- establishing a French department.• Appointing school principal in 2013-2014• The number of students increased to 474 this year, leading to opening two additional classes• Appointing 19 new teachers, most of them in core subjects.
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	3	-	3
Students' personal development	-	2	-	2
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	2	-	2
The quality of support and guidance for students	-	2	-	2
The quality and effectiveness of leadership, management and governance	-	3	-	3

Key:

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

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Overall effectiveness has changed from good in the May 2010 review to satisfactory this time, as students' achievement is satisfactory in about half of the lessons observed. This is attributed to varied acquisition of basic skills, disparity in the effectiveness of teaching strategies, ineffective time-management in some lessons and limited use of assessment results in guiding teaching to meet students' needs, especially low achievers. The school maintains its good performance in personal development, quality of support programmes and curriculum enrichment. Students work together in harmony and confidently and enthusiastically participate in school life. The school makes efforts to provide extra-curricular activities, utilise the school environment to improve learning, and provide support for students when they face problems, which is praised by most students and parents.

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

Grade: 3 Satisfactory

The school's capacity to improve and develop has changed from good in the previous review to satisfactory this time, despite leadership's awareness of the school's strengths and areas for improvement. Strategic planning based on rigorous self-evaluation, enabled the school to maintain the quality of some aspects of school work, such as students' personal development, their participation in school life, in committees, and in extra-curricular activities and provision of support and guidance programmes. Challenges remain in the instability of senior leadership, lack of middle leadership in the mathematics and science departments, variation in monitoring the impact of professional development programmes on teacher's performance, including a significant number of new teachers especially in core subjects. This all affects outcomes and limits the school's capacity to improve.

The school's main strengths

- Students' harmony with each other, their high self-esteem and enthusiastic participation in school life
- The implementation of extra-curricular activities and use of the school environment to enrich the curriculum
- The sensitive support provided for students when they face problems.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and enable them to acquire the basic skills in core subjects
- use student-centred teaching and learning strategies, with focus on:
 - using effective assessment to diagnose and meet students' learning needs
 - supporting low achieving students
 - improving time-management to increase the productivity of lessons.
- monitor the impact of professional development programmes on teachers' performance, especially those who are new to the school
- fill the shortage in human resources, mainly senior teachers in the mathematics and science departments.