



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

Directorate of Government Schools Reviews

Short Review Report

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

**Date of Review: 1-3 October 2018
SG164-C3-R191**

Introduction

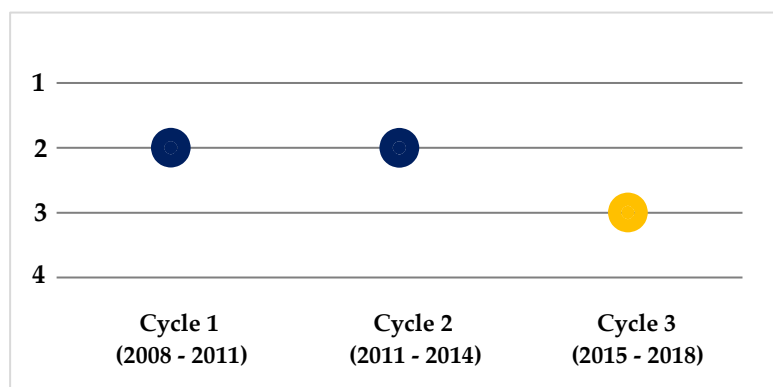
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		2			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The school's performance has changed in the aspects of students' academic achievement and teaching and learning, from good to satisfactory. • The self-evaluation is accurate and comprehensive, and schoolwork priorities are identified according to clear work mechanisms. • Teaching and learning strategies are inconsistently used. Their effectiveness is adequate in the majority of lessons across the core subjects. However, inconsistencies are found in: managing learning time, challenging abilities and benefiting from assessment results to | <ul style="list-style-type: none"> meet the different academic needs of students, especially the low achieving, in lessons and their written work. This has led to inconsistency in enabling students to develop their basic skills in subjects, particularly in English and science where their skills are poor. • Most students are able to bear responsibility and assume leadership roles. They participate confidently and enthusiastically in lessons and various extracurricular activities and behave well. • The school provides most students of different academic categories, as well |
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as physically challenged students, with support programmes.

- The school actively communicates with the local community, and stimulates

parents' participation in school life which enhances their satisfaction with the school's provision.

Main positive features

- The accuracy and comprehensiveness of the self-evaluation linking it to ongoing planning, which enhances the team spirit between the administrative and teaching staff. Links with the local community through a variety of community programmes are effective.
- Students' self-confidence, their ability to assume leadership roles and bear responsibility, their enthusiastic participation in school life, and their good conduct and harmony when working together.
- The quality of support and assistance programmes provided to most students of the different categories.

Recommendations

- Ensure the stability of teachers in school and address the shortfall in human resources, represented by a senior teacher for class teaching and a learning resources centre specialist, in order to strengthen the school's performance.
- Monitor the impact of professional competency programmes on the development of teaching and learning strategies, focussing on:
 - developing students' basic skills in English and science
 - further managing learning time to raise productivity
 - benefiting from assessment results to support the low achievers and assist them in lessons and in their written work
 - challenging students' abilities in lessons.

Capacity to improve 'Good'

Judgement justifications

- The self-evaluation is accurate and realistic. It focuses on development priorities to update plans according to clear performance indicators and implementation and monitoring mechanisms. The school is fully aware of its strengths and areas for improvement.
- The middle leaders, namely the senior teachers for Arabic, English,

mathematics and science departments, are only recently appointed.

- Students' attainment in school and ministerial examinations is good and so is their standards in half of the lessons observed.
- The quality of students' personal development and the effectiveness of support programmes provided to most of them are good.

- The school is capable of encountering the challenges it faces, namely:
 - The variation in the effectiveness of teaching and learning. This is being achieved by addressing the shortfall in teachers in class teaching for some grades by assigning other teachers within the specialty to take over their tasks.
 - The frequent change of teachers, which influences the effectiveness of raising the professional competency of some of them.
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- The achievement of several improvements in some of the school work aspects, such as enhancing the school environment to make it more appealing and organising students' dismissal.
 - The school's evaluations of its situation as provided in the Self-Evaluation Form (SEF) are consistent with the judgements reached by the review team in most of the review aspects and identical to the team's judgement in the aspect of leadership, management and governance.

Appendix: Characteristics of the school

Name of the school (Arabic)	النويدرات الابتدائية للبنات													
Name of the school (English)	Al-Nowaidrat Primary Girls													
Year of establishment	1970													
Address	Building 1242, Road 4457, Block 644													
Town / Village / Governorate	Al-Nowaidrat / Capital													
School's Contacts	17700295	17701253	Fax		17700482									
School's e-mail	nowaidrat.pr.g@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	-			Girls	710			Total	710				
Students' social background	Most students are from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	16 administrative and 3 technical													
Number of teaching staff	66													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One and a half years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in school year 2018-2019: <ul style="list-style-type: none"> - A senior teacher for each of the following core departments: Arabic, English, science and mathematics. - 17 teachers, including 3 for class teaching, 3 for Arabic, 2 for English, 1 for science and 1 for mathematics.