



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

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

**A'ali Primary Girls School  
A'ali - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 3-5 April 2017  
SG113-C3-R110**

## Introduction

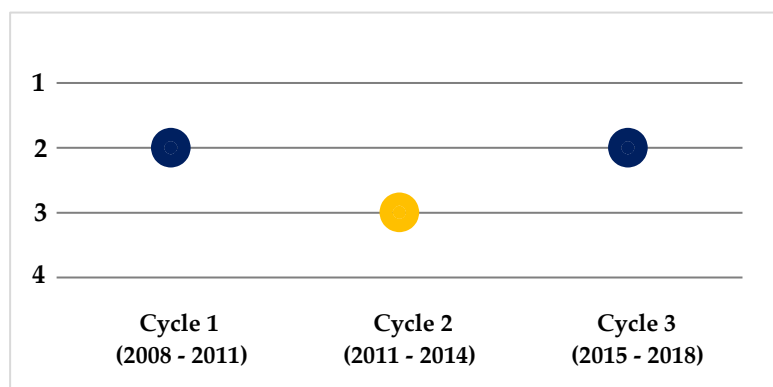
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	-	-	2
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	2	-	-	2
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	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

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## 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

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|--|--|
| <ul style="list-style-type: none"> <li>• The effective strategic planning that is based on comprehensive self-evaluation which is used for developing school work aspects. This has led to the improvement of the overall performance to outstanding in the aspects of personal development and support and guidance, and from satisfactory to good in the remaining aspects.</li> <li>• The school leadership inspires and motivates its members, leading to their will to develop.</li> <li>• The students are confident leaders, participating with great enthusiasm in school activities, working together in</li> </ul> | <p>harmony and demonstrating good behaviour.</p> <ul style="list-style-type: none"> <li>• The varied extracurricular activities are outstanding as they enhance students' experiences and develop their interests and preferences.</li> <li>• The personal and learning support and guidance provided to all groups of students in lessons and programmes shows in their progress, particularly those who are outstanding or have learning difficulties.</li> <li>• Special support and care is provided to students with disabilities.</li> <li>• Implementation of teaching and learning strategies is effective in the</li> </ul> |
|--|--|

good and outstanding lessons, which represent about two thirds of lessons and are student-centred. This shows positively in students' acquisition of basic skills, except for low achievers who acquire the basic skills inconsistently in English and science in

Cycle 2 due to the teachers' inconsistent management of learning time and erratic use of assessment results in supporting them in lessons and written work.

- Students and parents are satisfied with the school's provision.

## Main positive features

- The motivating school leadership and its ability to actively face challenges the school faces.
- Students' evident self-confidence, their enthusiastic contribution to school life, their great ability to assume leadership roles and bear responsibility, their good behaviour and excellent harmony among themselves.
- The excellent and effective activities and programmes that enhance students' experiences and support their different learning needs, and the special care provided to students with disabilities.

## Recommendations

- Maintain the school's efforts and ensure the stability of its senior management in order to improve its performance to outstanding level.
- Continue to develop teaching and learning strategies, to focus more on:
  - development of the basic skills, especially in English and science in Cycle 2
  - optimal investment of learning time in order to raise productivity
  - benefiting from effective assessment results to support low achieving students in lessons and written work.
- Address the shortage in human resources represented by two senior teachers, for science and mathematics.

### Capacity to improve 'Good'

## Judgement justifications

- The self-evaluation is accurate and comprehensive, and its results are used effectively in building the strategic plan. This includes clear performance

indicators and success criteria, contributing to the improvement of school work aspects to above expectation levels, the increase in

personal development, and the quality of support and guidance aspects to a degree that is well above expectations.

- The leadership is aware of the strengths and areas for development and makes an effective contribution by introducing important improvements that focus on elevating students' standards, developing teaching and learning processes, providing great care to different groups of students, developing their personal aspects and encouraging their participation in the various school and external programmes and activities.
- Despite its instability over previous years, the school leadership deals

effectively with the challenges it faces. It works on consolidating relationships, creating a positive atmosphere among its members, providing opportunities for developing their roles and assumption of responsibilities. This is enhanced through assigning competent teachers to perform the tasks of senior teachers, such as coordinators in the mathematics department.

- The judgements of the review team and the school's evaluation of its performance as provided in the self-evaluation form with regards to the review aspects, are consistent.

## Appendix: Characteristics of the school

Name of the school (Arabic)	عالي الابتدائية للبنات													
Name of the school (English)	A'ali Primary Girls													
Year of establishment	1988													
Address	Building 206 - Road 3607 - Block 736													
Town / Village / Governorate	A'ali/ Northern													
School's Contacts	17641931	17640259	Fax		17643386									
School's e-mail	aali.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	498			Total	498				
Students' social background	Most students belong to good income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	3	3	3	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	8 administrative and 8 technical													
Number of teaching staff	43													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One semester													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations in Cycle 2 in mathematics and Grade 6 English.</li> <li>• BQA national examination.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• New appointments in the school year 2016-2017 include: <ul style="list-style-type: none"> <li>- School Principal</li> <li>- 3 teachers: 1 for Arabic, 1 for English and 1 for science.</li> </ul> </li> </ul>