



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

Directorate of Government Schools Reviews

Short Review Report

A'ali Primary Girls School
A'ali - Central Governorate
Kingdom of Bahrain

Date of Review: 23-25 September 2013
SG113-C2-R115

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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 five 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 | | A'ali Primary Girls School | | | | | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | | | | | |
| Year of establishment | | 1987 | | | | | | | | | | | | | | | |
| Age range of students | | 6-12 years | | | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | | | | | |
| | | 1-6 | | | | - | | | | - | | | | | | | |
| Number of students | | Boys | - | Girls | 473 | | | | Total | 473 | | | | | | | |
| Students' social background | | Most students come from middle to high income families | | | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | Classes | 3 | 3 | 3 | 3 | 2 | 2 | - | - | - | - | - | - | | | | |
| Town /Village | | A'ali | | | | | | | | | | | | | | | |
| Governorate | | Central | | | | | | | | | | | | | | | |
| Number of administrative staff | | 11 | | | | | | | | | | | | | | | |
| Number of teaching staff | | 45 | | | | | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | | | | | |
| Principal's tenure | | 3 weeks | | | | | | | | | | | | | | | |
| External assessment and examinations | | MoE English examinations for Grade 6 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 | | | |
| | | 199 | | | | 18 | | | | 1 | | | | 30 | | | |
| Major recent changes in the school | | <ul style="list-style-type: none"> Appointing a new principal at the beginning of the current academic year 2013-2014 Completing the installation of smart boards in all classrooms in June 2013. | | | | | | | | | | | | | | | |

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 | 3 | - | - | 3 |
| The quality and effectiveness of teaching and learning | 3 | - | - | 3 |
| The quality of the curriculum implementation | 3 | - | - | 3 |
| The quality of support and guidance for students | 3 | - | - | 3 |
| 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 is satisfactory, down from good in the November 2009 review. Satisfactory levels apply in all aspects. The strategic plan is based on self-evaluation covering only some aspects of the school's work. Implementation and follow-up of action plans varies, as does the impact of training programmes on the effectiveness of teaching practices. Support for different categories of students inside and outside the classroom varies. Assessment and time management are insufficient, affecting students' performance and progress especially in cycle one and in English in both cycles. However, students with learning difficulties progress well outside the classroom. Students in general demonstrate awareness of their rights and responsibilities, attributed to support programs promoting good behaviour. The school communicates with parents, especially when students face problems. Both students and parents are well-satisfied with the school.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory this time. This is attributed to variation in self-evaluation and strategic planning procedures. Senior leadership is aware of the school's strengths and areas for improvement, addressed in its plan with programmes and activities aimed at improving performance. However, implementation varies in most aspects of school work, especially students' academic achievement and personal development and the effectiveness of teaching and learning. The school maintains effective procedures to follow up on students' personal problems and behaviour, continuing to support their commitment to Islamic values and their pride in national identity. The environment supports their learning and enriches their experiences, ensuring their security and safety well. This contributes to the school's capacity to improve and develop adequately.

The school's main strengths

- The progress achieved by students with learning difficulties outside the lessons
- Students' awareness and sense of responsibility inside and outside lessons, as well as their understanding of their rights and responsibilities
- Communication with parents and the support provided for students when they have problems.

Recommendations

In order to improve, the school should:

- ensure that self-evaluation is rigorous and comprehensive, and develop implementation and follow-up mechanisms with regard to strategic and action plans
- raise students' academic achievement and develop their basic skills in core subjects, especially in the first cycle and in English in both cycles
- develop teaching and learning to ensure:
 - the effective use of assessment and its results in lesson planning and homework assignments
 - educational support for all categories of students, especially in lessons
 - more effective class management to ensure that the objectives of lessons are achieved.