



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Andalus Primary Girls School
East Riffa - Southern Governorate
Kingdom of Bahrain**

Date of Review: 17-19 October 2016

SG131-C3-R074

Introduction

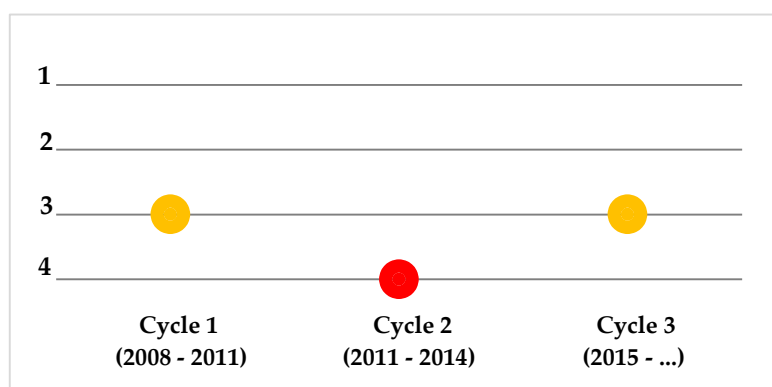
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance has improved from 'Inadequate' to 'Satisfactory' in most aspects, while maintaining the satisfactory level of the students' personal development aspect. • The self-evaluation is inconsistent regarding all school work aspects and the use of its results varies in preparing the strategic plan, especially with regard to the development of educational situations and raising students' academic achievement. • Students' acquisition of the basic skills in most core subjects is satisfactory, with improvements seen in class teaching and mathematics lessons. | <p>However, acquisition in science and English skills is lower.</p> <ul style="list-style-type: none"> • Use of assessment methods and using their results to support all categories of students is inconsistent, particularly for low achievers. • Classroom management is appropriate, despite inconsistent time management and provision of opportunities for students to participate in educational activities, assume leadership roles and promote their self-confidence inside lessons. • Students behave well, with apparent harmony among them in lessons and |
|---|--|

- | | |
|---|---|
| <p>school events and their awareness of Bahrain's culture, heritage and values.</p> <ul style="list-style-type: none"> • Good support and guidance is provided to students with learning | <p>difficulties through the various programmes.</p> <ul style="list-style-type: none"> • Students and their parents are satisfied with the school's provision. |
|---|---|

Main positive features

- The positive relationships and harmony between the students and their good behaviour.
- The progress of students with learning difficulties in the special education programmes.

Recommendations

- Implement a more accurate and comprehensive self-evaluation and benefit from its results in preparing a strategic plan, with clear performance indicators and rigorous monitoring mechanisms.
- Raise students' progress in lessons and their acquisition of basic skills in core subjects, especially in science and English.
- Further monitor the impact of professional development programmes on the development of teaching and learning strategies, to ensure that:
 - Using assessment results for learning-assessment to meet students' different needs
 - learning time in lessons is managed appropriately
 - more opportunities are provided to students to enhance their self-confidence and ability to assume responsibility in lessons
 - students of different categories are supported educationally, especially the low achievers.
- Address the shortage in human resources represented in senior teachers for Arabic, English, mathematics and science and a second learning difficulties specialist.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • Strategic planning is inconsistent but reflects satisfactorily on schoolwork aspects, especially with regard to the | <p>development priorities of academic achievement and monitoring the impact of the professional development</p> |
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programmes on improving the teaching process.

- The school has introduced some improvements that adequately contributed to meeting teachers' professional needs and motivating them to further improve their performance. The school has also introduced improvements to its environment.
- The school faces a number of challenges, namely:
 - the shortage in human resources represented in senior teachers for core subjects
 - the presence of some unspecialised teachers
 - students' density is disproportionate to the school's capacity in terms of sufficient facilities

- the diversity of student categories, including those with learning difficulties, with disabilities including speech disability, and non-native speakers of Arabic
- the turnover of teachers during the academic year, including a complete change in the science department
- the capacity of the learning difficulties programme. There is only one learning difficulties specialist, so the programme cannot meet the needs of all students so does not include everyone.
- There is inconsistency between the school's evaluation of its performance stated in in the self-evaluation form (SEF) and the judgements reached by the review team, which were satisfactory in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	الأندلس الابتدائية للبنات												
Name of the school (English)	Al-Andalus Primary Girls												
Year of establishment	1987												
Address	Building 560 - Road 3709 - Block 937												
Town /Village /Governorate	East Riffa/ Southern												
School's Contacts	17620540				Fax		17622717						
School's e-mail	alandalusprg@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		973		Total		973		
Students' social background	Majority are from good income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	5	4	6	6	6	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	12 administrative, 29 technical												
Number of teaching staff	72												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												

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"> • Appointing a new Principal in October 2015. • Adding 3 more classrooms to the second cycle, for Grades 4, 5 and 6, 1 classroom for each.