



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit**

## **Review Report**

**Al-Nozha Primary Girls School**  
**Hamad Town - Northern Governorate**  
**Kingdom of Bahrain**

**Date reviewed: 15 – 17 March 2010**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the Review**

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 work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Girls

Number of students: 611

Age range: 7 -12 years

### **Characteristics of the school**

Al-Nozha Primary Girls School, founded in 2004, is one of the Northern Governorate's schools. The age range in the school is from 6 to 12 years, and there are 611 students. The students are distributed across 21 classes: 11 classes for the first educational cycle and 10 for the second. Students belong to limited-income families. The school categorised 21.8% of its students as talented and gifted, 26% as outstanding and 14.4% as having learning difficulties. There are 61 administrative and teaching staff. This is the Principal's fourth academic year in the school. The school has shortages in human resources; it lacks senior teachers for a number of basic subjects such as English and science. The school is part of King Hamad's Schools of the Future project.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The overall effectiveness of Al-Nozha Primary Girls School is satisfactory. The school has some good aspects, such as its management and leadership, the provision and enrichment of the curriculum and the effectiveness of support and guidance. Parents and students are very satisfied with the school.

The students' academic achievement is satisfactory overall. Inconsistencies in teaching and learning processes are reflected in the varied levels of students' achievement and progress. Students are given few opportunities to stretch their abilities in some lessons and their individual differences are not consistently taken into account. Students' high success rates in some core subjects are consistent with their proficiency rates but do not reflect their actual understanding and knowledge in some lessons, particularly in English lessons where their levels of achievement were lower than expected. A number of students with learning difficulties reach appropriate levels of academic achievement; they are given relevant support and care inside and outside lessons.

Students' personal development is satisfactory. Students are well-behaved inside and outside the classroom and they show respect for teachers and their fellow students. Most students feel secure and safe in the school. Students are also punctual. The school takes appropriate action in cases of frequent absence. Most students take part in internal and external competitions and the school's various committees. This develops their self-confidence and their ability to take on responsibilities. They do not make sufficient contribution to some lessons, in which the teacher is at the centre of the educational process and uses a lecturing style. Students are given appropriate opportunities to develop their analytical thinking skills and to broaden their horizons through participation in some programmes such as one for scientific for fun project. Higher thinking skills are not, however, as well developed in some lessons.

The effectiveness of teaching and learning processes is satisfactory. Teaching and learning processes are not of a consistent standard, which is reflected in the variation in students' academic achievement. Some teachers use diverse and effective teaching methods that help to maintain students' interest in learning and contribute to students' acquisition of basic skills. Teachers are often at the centre of the teaching process in other lessons, however, and students are given few opportunities to challenge their abilities, particularly in English lessons. Teachers involve students by sharing lesson objectives in most lessons and students

are aware of what is expected of them in these lessons. In the good and outstanding lessons, teachers regularly use varied assessment methods to make sure the students understand and achieve the lesson objectives; this has a positive effect on the students' academic achievement. In some satisfactory and inadequate lessons, assessment methods are not used consistently.

The provision and enrichment of the curriculum are good. Students are given appropriate opportunities to take on leadership roles and develop their self-confidence through participation in various extra-curricular activities that broaden their experience and enhance individual skills. The school creates a motivating learning environment by enriching the classrooms and school environment with a range of educational games. It celebrates students' work in the school's corridors and facilities. The curriculum is presented so that links across subjects are made, especially in the first cycle. Students acquire adequate basic skills in reading, writing, numeracy and IT, but gain a lower level of English skills.

The quality of support and guidance given to students is good. The personal and educational needs of students are identified and are met through the provision of useful support sessions for low achievers in both cycles of education. The support provided to them in some lessons, however, particularly the satisfactory lessons, is insufficient. New students and their parents are offered good induction programmes when they join the school, which helps students settle easily in the school. Advice and guidance is regularly given to the students through lectures and class visits, for both cycles of education. The school's communication with parents is good. It uses varied communication channels such as allocating library office hours, organising open days and providing diaries. Parents appreciate the effectiveness of the school's guidance department. The school also provides a healthy and safe environment for staff and students.

The effectiveness of leadership and management is good. The school has a vision and mission statement focused on quality and excellence that has been shared with all staff and is reflected in some outstanding lessons. The school's management is aware of the school's main strengths and areas for development, it spreads a self-evaluation culture and has developed a strategic plan to enhance the school's performance. The impact of such actions can be clearly seen in some aspects of the school's work, such as the provision and enrichment of the curriculum and the effectiveness of support and guidance. All staff members work as a team to achieve the school's objectives. The school identifies teachers' training needs appropriately and encourages them to take part in internal and external workshops to develop their professional competency; the impact of this training can only be seen in some lessons, however.

**□ Does the school have the capacity to improve?**

**Grade: 2 (Good)**

The school has a good capacity to develop and improve. The current school managers have spread a self-evaluation culture among staff. They have worked to provide an environment conducive to learning through various initiatives in classrooms and school yards. This has increased the students' motivation for learning. The Principal has brought about significant improvement in bringing the staff closer to each other – there are good relationships among the school staff and a strong ethos of teamwork. The Principal's strategic planning and work to achieve the objectives set out in the strategic plan have had a clear impact on some aspects of the school's performance. Students make good progress and achieve high success rates in most basic subjects. The school has some human resource shortages, such as a lack of senior teachers for some basic subjects.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Leadership and management
- Extra-curricular activities
- School environment
- Self-evaluation
- Students' behaviour
- The inspiration and motivation of teachers by managers.

### **Areas for development**

- Monitoring the impact of the strategic plan on teaching and learning processes
- Acquisition of basic skills in English language
- Taking individual differences into account in lessons and homework
- Using assessment methods in lessons
- Promotion of students' self-confidence and providing them with leadership roles in lessons.



## **What the school needs to do to improve**

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### **In order to improve further, the school should:**

- Develop teaching and learning strategies that focus on:
  - Catering for individual differences in lessons and homework activities
  - Giving students more opportunities to promote their self-confidence and providing them with leadership roles in lessons
  - Using varied teaching methods to motivate students to learn
  - Acquiring basic skills in English
  - Using assessment techniques in lessons to meet students' different educational needs in lessons.
  
- Monitor the impact of strategic planning on teaching and learning processes, students' academic achievement and their personal development in lessons
  
- Fill the teaching vacancies in order to maintain the teaching process.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good