



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

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

**Al-Andalus Primary Girls School
East Rifa'a - Central Governorate
Kingdom of Bahrain**

**Date of Review: 2 - 4 December 2013
SG131-C2-R138**

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

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 seven 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		Al-Andalus Primary Girls															
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	805				Total	805							
Students' social background		Most come from limited income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	3	4	4	5	5	5	-	-	-	-	-	-				
Town /Village		East Rifa'a															
Governorate		Central															
Number of administrative staff		15 administrative and 10 technicians															
Number of teaching staff		82															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		2 months															
External assessment and examinations		MoE English for Grade 6 examination 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			
		187				51				2				45			
Major recent changes in the school		<ul style="list-style-type: none"> New Appointments in 2013-2014: <ul style="list-style-type: none"> the principal an assistant principal 8 teachers for core subjects: 2 home-room teachers, 2 for Arabic, 3 for mathematics, 1 for English 10 technicians. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4			4
Students' personal development	3			3
The quality and effectiveness of teaching and learning	4			4
The quality of the curriculum implementation	3			3
The quality of support and guidance for students	4			4
The quality and effectiveness of leadership, management and governance	4			4

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: 4 Inadequate

Overall effectiveness is 'inadequate', deteriorating from 'satisfactory' in the March 2010 review. Problems include inaccuracy in identifying school priorities, students' weak acquisition of basic skills especially in mathematics and science, and their inability to achieve age-related standards in the second cycle. Support for students is limited, especially for low achievers. Class activities do not recognise different abilities. Insufficient use is made of assessment results, with few effective measures and insufficient documentation when students face problems. The leadership has made efforts to create a positive attitude towards change among school stakeholders. Most students are well-behaved and show good understanding of Bahrain's heritage and culture. Some enrichment and remedial activities are offered, especially for those with learning difficulties, outstanding and gifted students. Whilst students are satisfied with the school, parents are well satisfied.

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

Grade: 4 Inadequate

Capacity to improve is 'inadequate', down from 'satisfactory' in the previous review. This is due to the ineffective use of self-evaluation results, both in identifying clear priorities for development and improvement and in formulating effective strategic and action plans. Inaccuracy in following up the implementation of plans negatively impacts the school's overall performance, particularly in teaching and learning, leading to weaknesses in students' academic achievement. Problems are increased by a shortage of middle management in core subjects. Some professional training workshops are conducted for the teachers, but their impact is not clear on teachers' performance during lessons because of poor follow up. All these challenges hinder the school's ability to improve.

The school's main strengths

- The school's positive atmosphere and ethos, with the motivation and encouragement of teachers' initiatives
- Students' awareness and good behaviour, their ability to take responsibility and respect for each other's opinions
- Programmes and activities that contribute to students' personal development, enhancing their citizenship and developing their understanding of Bahrain's heritage and culture.

Recommendations

In order to improve, the school should:

- use the results of self-evaluation to accurately identify priorities of work, with strategic planning and follow up to ensure raising students' academic achievement and improving teaching and learning
- raise students' academic achievement and enable them to acquire the basic skills, especially in mathematics and science
- ensure that professional development programmes develop teaching and learning strategies, to include:
 - taking differentiation into account during class activities and when assigning homework
 - making effective use of assessment results to diagnose and meet students' educational needs
 - providing educational support for students' of different abilities, especially low achievers.
- establish effective support procedures for different groups of students and document special case studies
- meet the shortage in human resources, represented in senior teachers of core subjects.