



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-Nabeeh Saleh Primary Girls School  
Al-Nabeeh Saleh - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 30 September – 2 October 2013**

SG188-C2-R119

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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

<b>School's name</b>		Al-Nabeeh Saleh Primary Girls School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1979											
<b>Age range of students</b>		6-12 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				-				-			
<b>Number of students</b>		<b>Boys</b>		<b>Girls</b>		130		<b>Total</b>		130			
<b>Students' social background</b>		Most students come from middle-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	1	1	1	1	1	1	-	-	-	-	-	-
<b>Town /Village</b>		Al-Nabeeh Saleh											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		5											
<b>Number of teaching staff</b>		22											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		Grade 6 English Examination of the MoE and QQA National Examinations.											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>		<b>Physical Disabilities</b>		<b>Learning Difficulties</b>			
		59				17		-		10			
<b>Major recent changes in the school</b>		-											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### Grade: 2 Good

Overall effectiveness has improved to good, from satisfactory in the October 2009 review. Management follows a strategic plan with clear performance indicators based on comprehensive self-evaluation, reflecting positively in various aspects of the school's work. Teachers employ effective teaching and learning strategies and techniques in most lessons, enabling students to achieve higher levels than expected. The exception is in English, where low achieving students and those who need further support are subject to ineffective assessment techniques and poor time management. Most students are self-confident, well-behaved, enthusiastically take part in school events and are supported by activities and programmes inside and outside lessons. The school deploys its facilities and educational resources to enhance and enrich the curriculum. Parents and students are well satisfied with the school's provision.

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

#### Grade: 2 Good

The school's capacity to improve is good, rather than satisfactory as in the previous review. This is due to the application of a strategic plan that has clear performance indicators based on school priorities and the QQA's previous review recommendations, plus accurate self-evaluation of educational practices. The ambitious leadership has adopted some promising development projects regarding the quality of teaching, learning processes and development of overall performance. The school has overcome the shortage of physical resources through collaboration, delegation of authorities and its organisational structure. It has raised most students' academic achievement and personal development whilst creating an attractive learning environment. These factors enable the school to raise its overall performance and face the current challenges, especially those relating to English lessons.

## The school's main strengths

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- Comprehensive strategic planning based on accurate self-evaluation covering all school aspects, which reflects well on various aspects of the school's work
- Effective teaching and learning strategies, along with good use of educational resources that contribute to raising most students' academic achievements in most core subjects
- Students are self-confident, take up leadership roles and assume responsibilities in school life. They feel safe and secure
- The school environment enhances and enriches the curriculum, along with various extracurricular activities that meet the various needs of students.

## Recommendations

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

- raise the students' academic achievement in English
- extend the effective practices of the science and Arabic departments across the school to develop teaching and learning processes, including:
  - time management of lessons
  - making use of assessment techniques to effectively meet the various educational needs of students
  - providing students, especially low achievers, with enough support.