



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

**Al-Nowaidrat Primary Girls School
Al-Nowaidrat - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 24–26 November 2014
SG164-C2-R203**

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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 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-Nowaidrat Primary Girls School															
School's type		Government															
Year of establishment		1971															
Age range of students		6–12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	635				Total	635							
Students' social background		Most students are from average-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	4	4	3	3	3	3	-	-	-	-	-	-				
Town /Village		Al-Nowaidrat															
Governorate		Capital															
Number of administrative staff		19															
Number of teaching staff		50															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 years															
External assessment and examinations		MoE Grade 6 English 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			
		186				30				4				35			
Major recent changes in the school		<ul style="list-style-type: none"> • Appointments in 2014-2015: <ul style="list-style-type: none"> - assistant principal - learning difficulties specialist - speech and hearing specialist. 															

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

Overall effectiveness

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

Grade: 2 Good

The good overall judgement matches that of the May 2010 review. Students achieve good standards in lessons, particularly in science and Arabic where effective teaching strategies are used. Students behave well and work together harmoniously, respecting their teachers and peers. Support and guidance programmes help students settle in well and prepare them for their next stage of education. Students are supported when they have problems, and the school communicates effectively with parents. Students and parents are satisfied with the school. Despite the school's efforts to achieve outstanding performance, students' achievement in mathematics and their skills in English are only satisfactory due to teachers' inconsistency in time management, development of higher order thinking skills, challenging students' abilities and providing the necessary support for low achievers.

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

Grade: 2 Good

The school's capacity to improve is 'good', matching the judgement in the previous review. The school's alert leadership puts high emphasis on self-evaluation, which enables strengths and areas of improvement to be identified and setting of priorities to be embedded in the school's procedures. The results of this show up well in students' behaviour and awareness. There are a few challenges facing the school, such as the shortage of senior teachers for most academic departments, students' standards in mathematics and English, and support for merged students and those with learning difficulties. These issues place limitations on the school's ability to achieve further progress, so its capacity remains as good.

The school's main strengths

- Students' sense of responsibility and awareness, their commitment to good behaviour and ability to work harmoniously together
- Effective induction and support programmes that contribute to students' settling in and resolving problems that they face
- Effective teaching and learning strategies, particularly in science and Arabic
- Positive communication with parents, in informing them about their children's progress and responding to their suggestions.

Recommendations

In order to improve, the school should:

- raise students' academic achievement further and develop their skills in English and mathematics
- continue to improve teachers' professional development programmes, and further follow up the impact on teaching and learning strategies in order to achieve outstanding practices that include:
 - educational support to low achievers
 - more effective time management
 - developing higher order thinking skills and challenging students.
- address the shortages in middle management, particularly for mathematics and science departments.