



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

**Date of Review: 18-20 November 2013
SG147-C2-R131**

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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 nine 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-Nuzha Primary Girls School													
School's type		Government													
Year of establishment		2004													
Age range of students		6-12													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				-				-					
Number of students		Boys		-		Girls		523		Total		523			
Students' social background		Majority come from limited income families													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		3	2	3	3	4	3	-	-	-	-	-	-
Town /Village		Hamad Town													
Governorate		Northern													
Number of administrative staff		11 Administrative and 17 technicians													
Number of teaching staff		45													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		2 years													
External assessment and examinations		QQA National Examinations and MoE Grade 6 English Language Examination													
Accreditation (if applicable)		-													
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties			
		67				70			3			38			
Major recent changes in the school		<ul style="list-style-type: none"> Assigning an assistant principal in 2013-2014. 													

Table of review judgements awarded

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

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: 3 Satisfactory

Overall effectiveness is satisfactory, matching the school's overall performance of March 2010. However, its performance in support and guidance, curriculum enrichment and leadership, management and governance are satisfactory rather than good as in the last review. Although self-evaluation and strategic planning are accurate, implementation and monitoring of action planning are inconsistent. This adversely impacts programmes for improving academic achievement, particularly for low achieving students. Inconsistent teaching strategies, support and effective assessment affect students' engagement in lessons and their acquisition of basic skills in core subjects, particularly in English in both cycles. Students are responsible, behave well and work in harmony. The school's environment encourages learning and enriches the curriculum. Guidance programmes help in maintaining discipline and providing support for students with special educational needs. Parents and students are well satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory rather than good as in the previous review. Its strategic plan is built on accurate and comprehensive self-evaluation, focussing on priorities such as professional development and improvement of the school environment. However, inconsistent implementation of development programmes against timetables and monitoring their impact have failed to deliver the intended improvements. Many challenges face the school, including the instability of core subjects teachers, inconsistent performance of teachers especially those who are newly appointed, and students' different levels in basic skills in most subjects, particularly English. These challenges affect the capacity to develop students' academic performance and personal development. Nonetheless, the school cares for its students' behaviour, provides a healthy and safe environment for their learning, and offers good support for students with special educational needs.

The school's main strengths

- Progress of students with learning difficulties outside lessons, and effectiveness of guidance programmes when students face problems
- Students are mature, responsible and well-behaved inside and outside lessons, with an understanding of their rights and responsibilities
- Effective use of the school's environment which enriches the curriculum, and multiple celebrations of students' work.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their basic skills in core subjects, particularly in English in both cycles
- monitor implementation procedures of both the strategic and action plans according to the specified timetables
- develop teaching and learning strategies, to include:
 - use of effective assessment techniques and differentiated classroom activities to meet the students' different learning needs
 - provision of care and support for low achieving students
 - interactive engagement of students in lessons
 - effective classroom management to ensure that lessons' objectives are met.