



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Arad Primary Girls School
Arad - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 4-6 March 2013

SG053-C2-R087

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The 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		Arad Primary Girls School													
School's type		Government													
Year of establishment		1979													
Age range of students		6–12													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				-				-					
Number of students		Boys		-		Girls		434		Total		434			
Students' social background		The majority of students come from good income families.													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		2	3	3	2	2	3	-	-	-	-	-	-
Town /Village		Arad													
Governorate		Muharraq													
Number of administrative staff		17 administrative and 20 technicians													
Number of teaching staff		53													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		One semester													
External assessment and examinations		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							
		52		78		1 disabled 9 merge class		21							

Major recent changes in the school	<ul style="list-style-type: none">• Major appointments at the school in the academic year 2012-2013 are:<ul style="list-style-type: none">– school principal– assistant principal– two senior teachers for Islamic education and physical education departments– five new teachers: (2 English, 2 mathematics, 1 Islamic education)– two technicians: 1 for the science lab and 1 for the learning resources centre.• The school joined the school performance improvement programme in the current academic year.
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

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 school's good performance agrees with its previous review of May 2010. Good grades are received in academic achievement and teaching and learning, with outstanding grades achieved in all other aspects. This excellence is attributed to accurate and comprehensive self-evaluation in its strategic planning based on development and improvement priorities, the leadership's inspired motivation of school members to work as a team, and most students' acquisition of basic skills in most core subjects and computer applications. However, the acquisition of English skills in the second cycle is not at the same level. Students' good behaviour and outstanding maturity, reflected in taking responsibility and leadership roles confidently and enthusiastically, with educational support and varied activities and programmes, improves their experiences. All this contributes to students' and parents' satisfaction with the school's performance.

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

Grade: 1 Outstanding

The school's capacity to improve has changed from good in the previous review to outstanding. This is attributed to the school leaderships' awareness of development and improvement priorities, their ambitions to develop policies and mechanisms to achieve the desired improvements and strategic planning based on accurate self-evaluation including all aspects of school work. In addition the school has made extraordinary efforts to provide educational support, to focus on providing teachers with sustained professional development programmes and to implement educational projects including teaching academies and students' experiences activities, particularly for outstanding, gifted and integrated students. Teachers' use of effective teaching and learning strategies and students' good behaviour and extraordinary ability to take responsibility with enthusiasm. All this makes the school capable of achieving distinguished academic accomplishments and nurturing outstanding students.

The school's main strengths

- Accurate and comprehensive self-evaluation, using the findings in strategic planning according to the priorities of development and improvement
- Inspiring and motivating school members through the provision of varied, effective, training programmes and building team spirit
- The students' maturity, represented in their good behaviour, great ability to take responsibility when working independently and self-confidence when taking leadership roles
- The provision of varied extra-curricular activities in a stimulating learning environment
- The implementation of programmes which improve the students' experiences and meet their different educational needs.

Recommendations

In order to improve, the school should:

- further improve the students' English language skills in the second cycle
- build on outstanding practices in the school to improve the teaching and learning processes, including:
 - effective assessment methods in order to meet differing students' needs, especially in English in the second cycle.
 - challenging students' abilities, in both homework and class activities.