



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit Review Report**

**Asma That Al-Nitaqayn  
Primary Intermediate Girls School  
Al-Hidd - Muharraq Governorate  
Kingdom of Bahrain**

**Date Reviewed: 5-7 January 2010**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the Review**

This Review was conducted over three days, by a team of six Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Girls

Number of students: 800

Age range: 6-13 years

### **Characteristics of the school**

Asma That Al-Nitaqayn Primary Intermediate Girls School, founded in 1939 in Al-Hidd City, is one of Al-Muharraq Governorate's schools. The age range in the school is from 6 to 13 years and there are 800 students, most of whom live near the school. Students come from varied economic backgrounds. Students are distributed across 29 classes: 12 for the first cycle, 12 for the second, four for the first level of the intermediate stage and one combined and special needs class. The school categorises 13% of its students as gifted and talented, 26% as outstanding, 6% as lower-achieving and 1% as having special educational needs. The Principal is in her third year in post and the two assistant principals are in their fourth. There are 61 teachers and 21 administrative staff. The school is part of King Hamad's Schools of the Future project.

## Overall effectiveness

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### □ How effective is the school in meeting the needs of students and their parents?

#### Grade: 2 (Good)

The overall effectiveness of Asma That Al-Nitaqayn Primary Intermediate Girls School is good. The school is outstanding in its curriculum presentation and enrichment. It gains good approval ratings from students and their parents.

The students' academic achievement is good. Students achieve high examination pass rates in core subjects. Their performance in lessons and their proficiency levels are also good. Students' pass rates have shown significant improvement over time. In good and excellent lessons, where planning is good and students' individual differences are fully taken into account, students can achieve more than is expected of them, especially students in the first cycle. That was shown clearly through their participation and in their good written works.

Students' personal development is good. Most students attend regularly and punctually and participate actively in the morning assembly. They respect their teachers and classmates, which makes lessons run smoothly and contributes to students' progress in their academic achievement. Students are not, however, given enough opportunities to develop higher thinking skills or to work cooperatively, especially in the second cycle. Students feel safe and secure in the school; this boosts their self-confidence and gives them confidence to express themselves.

The effectiveness of the teaching and learning processes is good. Most teachers know their subjects well and bring this knowledge to bear in varied and effective teaching strategies such as debate, discussion and role play. Teachers make appropriate use of educational resources. They set class activities that take into consideration individual differences. Insufficient emphasis is placed on acquiring English skills in the second and third cycles, despite the school having competent teachers in the department. Most homework assigned to students is planned well. Teachers use varied assessment methods in most lessons to evaluate students' progress and to make sure that the goals set are met.

The quality of curriculum presentation and enrichment is outstanding. The school is keen at promoting students' sense of citizenship exceptionally well through a big variety of cultural programmes, national and traditional activities. Students are highly encouraged to use their initiative and take the lead and they participate enthusiastically in activities. The school also

uses the school environment particularly well to enrich the curriculum and students find this particularly motivating and conducive to learning. Most of the good and excellent lessons in the first cycle focus well on linking curriculum subjects and developing the basic skills.

The quality of guidance and support for students is good. Students are inducted well when they start at the school; induction to the next stages, however, is not as effective. The school takes great care to meet most of the students' personal needs. As for educational needs, the school diagnoses and meets them effectively by analysing test results; classifying students according to abilities; providing remedial lessons for lower-achieving students; and by effective planning to consider individual differences among students in most of the good and outstanding lessons. The school communicates well with parents through various channels to keep them updated about their daughters' academic progress. It also assesses regularly safety and security risks.

The effectiveness of leadership and management is good. The school has a shared vision and mission focused on achievement, which has had a significant effect on the performance of teachers. The school also has a strategic plan, which is based on accurate self-evaluation and SWOT analysis. The leadership inspires school staff by creating an atmosphere of harmony among them and giving them opportunities to benefit from professional development programmes. The benefits of these development programmes can be clearly seen in the varied teaching strategies used in the classroom. The school also uses its resources effectively to serve the educational process and makes effective use of different facilities to enrich the curriculum. The school considers and responds to the opinions and suggestions of parents and students well, which helps to strengthen the links between home and school.

#### **Does the school have the capacity to improve?**

#### **Grade: 2 (Good)**

The school's capacity to improve is good. Its leaders have evaluated all aspects of the school's performance accurately and understand its strengths and areas for development. The school's self-evaluation matched the review findings in most aspects. The school's comprehensive strategic plan includes programmes and activities that have had a positive effect on students' achievements. Recent improvements include better relations between students and introducing varied learning and teaching strategies that have significantly motivated staff. The school's enhanced communication with parents has successfully built trust between the school and its community. The school takes particular care in its extra-curricular activities, enrichment of the school environment and celebration of students' work, in order to promote students' sense of belonging and their self-confidence.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Curriculum enrichment programmes
- Standards in school and lessons
- Leadership and management
- Students' participation in school life
- Developing self-confidence and taking responsibility
- Learning and teaching strategies in the first cycle
- Assessment methods and use of its results
- Basic skills in Arabic
- Informing parents about their daughters' progress.

### **Areas for development**

- Basic skills in English in the second and third cycles
- Differentiation in the second and third cycles
- Developing higher thinking skills and challenging students' abilities.

## **What the school needs to do to improve**

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

- Further improve learning and teaching strategies for the second and third cycles, so as to:
  - Develop basic skills in English
  - Consider individual differences among different categories of students
  - Developing higher thinking skills.
  
- Draw on the skills and experience that exist in the English department to raise its performance level.



## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>2: Good</b>
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good