



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

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

**Asma That Alnetaqain Primary Girls School
Al-Hidd – Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 7-9 April 2014
SG075-C2-R172**

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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		Asma That Alnetaqain Primary Girls School															
School's type		Government															
Year of establishment		1939															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	840				Total	840							
Students' social background		Most students come from middle income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	4	4	5	5	4	4	-	-	-	-	-	-				
Town /Village		Al-Hidd															
Governorate		Al-Muharraq															
Number of administrative staff		22 administrative, 11 technicians															
Number of teaching staff		66															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		18 months															
External assessment and examinations		MoE English examinations for Grade 6, 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			
		344				132				6				42			
Major recent changes in the school		<p>In academic year 2012-2013:</p> <ul style="list-style-type: none"> • appointment of a new Principal • the school changed from a primary intermediate to a primary school • transferred 60 teachers and administrative staff to the new intermediate school. 															

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

Overall effectiveness remains 'Good', as in the January 2010 review. Academic achievement and teaching and learning remain good, as does outstanding curriculum enrichment. All other aspects have improved to outstanding. Senior and middle leadership and staff collaborate in rigorous self-evaluation, planning strategically and systematically for improvement. Students take leading roles and behave maturely. They show high self-confidence, ability to take responsibility, and independent learning skills, all in a safe, motivating learning environment. This is enriched with innovative programmes and projects that meet students' learning needs and enhance their experiences and interests, resulting in both students and parents' satisfaction. However, there are inconsistencies in students' English basic skills, development of problem solving and higher order thinking skills, supporting low achievers, and the needs of some teachers for effective time management.

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

Grade: 1 Outstanding

This has improved from 'Good' in the previous review to 'Outstanding' this time. Although the school has changed from primary intermediate to a solely primary school, resulting in major changes in staff and increased student numbers, the leadership working team has established a staff project team guided by the clear strategic plan. Teachers, particularly new ones, are empowered through innovative methods of encouragement and various professional development programmes which are closely followed-up. The positive impact of these programmes is evident in most teachers' practices, except for a few English lessons. The school environment is used creatively to enhance learning. Various development programmes are available, resulting in students' high confidence and their empowerment to lead extracurricular activities and participate effectively in teaching practices. All this supports the school's further future development.

The school's main strengths

- The strategic plan, based on comprehensive and rigorous self-evaluation and systematically implemented through collaboration and team work spirit
- The confident participation of the vast majority of students in school life and their ability to take responsibility and leading roles
- The various enrichment programmes and extracurricular activities that meet students' learning needs and interests
- The remarkable support programmes for the different groups of students and the effective advice and guidance available when students face problems, all provided in a safe and motivating learning environment.

Recommendations

In order to improve, the school should:

- raise students' academic achievement to be outstanding
- continue to develop teaching and learning, with more focus on:
 - developing students' basic skills in English
 - challenging students' abilities and developing their higher order thinking skills
 - supporting low achievers in lessons
 - effective time management to ensure lesson productivity.