



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

**Gharnata Primary Girls School
Sitra - Central
Kingdom of Bahrain**

Date of Review: 11-13 March 2013

SG117-C2-R089

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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 six 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		Gharnata Primary Girls School															
School's type		Government															
Year of establishment		1983															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	584				Total	584							
Students' social background		Most are from low income backgrounds.															
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12		
		Classes		3	4	3	3	3	3	-	-	-	-	-	-	-	
Town /Village		Sitra															
Governorate		Central															
Number of administrative staff		11															
Number of teaching staff		48															
Curriculum		Ministry of Education (MOE)															
Main language(s) of instruction		Arabic															
Principal's tenure		6 months															
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			
		256				20				3				43			
Major recent changes in the school		<ul style="list-style-type: none"> • New principal appointed in the year 2012/13 • The school joined the schools' improvement project in the year 2012-2013. 															

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 is in line with the previous review in January 2010. Academic achievement and the quality of teaching & learning are judged as good, with all other aspects rated outstanding. School improvement plans are based on rigorous self-evaluation, with priorities and recommendations taken from the previous review. A range of effective teaching and learning strategies is used which challenge students' abilities. Students display high confidence and attain good levels in the mastery of basic skills in most core subjects, though less so in English, especially in cycle two. The school and students work together enthusiastically to create a motivating learning environment, though with less effect on low achievers in a number of lessons. The school attains an outstanding satisfaction by parents and students.

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

Grade: 1 Outstanding

The school's capacity to improve is outstanding, being in line with its previous grade. This is due to the leaderships' awareness of the importance of development and sharing of decisions, alongside their innate strengths and capability for improvement. The school follows a comprehensive strategic plan that focuses on priorities and key performance indicators. Clear impact is evident on the overall performance of the school, where students of both cycles achieve above or way above the national average in core subjects and gain good basic skills in the majority of subjects. Teachers perform well and use a variety of effective teaching and learning strategies. Additionally, the vast majority of students take on responsibility and enthusiastically participate in school life. All these strengths contribute to the school achieving outstanding in most of the aspects.

The school's main strengths

- Effective strategic planning that is based on accurate and comprehensive self-evaluation
- Use of a variety of teaching and learning methods which impact well on students' achievement in most lessons
- Students' self-confidence and their enthusiastic participation in the school's life
- Effective use of the school's environment and extra curriculum activities to enrich the curriculum.

Recommendations

In order to improve, the school should:

- expand the outstanding practices in order to continue improving the processes of teaching & learning, with more focus on:
 - developing students' basic skills in the English language, especially in the second cycle
 - supporting low achievers in lessons.