



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

Schools Review Unit Review Report

**Al Nabih Saleh Primary Girls School
Al Nabih Saleh - Capital Governorate
Kingdom of Bahrain**

Date Reviewed: 18 - 20 October 2010

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school.....	2
Overall effectiveness	3
The school's capacity to improve	5
The school's main strengths and areas for development	6
What the school needs to do to improve	7
Overall judgements	8

The Schools Review Unit

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:

Grade description	Interpretation
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

Scope of the Review

This review was conducted over 3 days, by a team of 4 Reviewers. During the review, the team 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: 106

Age range: 6-12

Characteristics of the school

Al Nabih Saleh Primary School for Girls is located in Al Nabih Saleh Island, a province of the Capital Governorate. Established in 1979, the school educates girls aged between 6 and 12 years. There are 106 students at the school distributed in six grades (one class for each grade), and most of them belong to middle-income families. The school classifies 64 per cent of students of the first cycle and 37 per cent of the second cycle as talented students and 17 per cent of them having learning difficulties. The school's principal is in her first year at school. Staff members include 9 administrators and 16 teachers including two provisional teachers for basic subjects, four shared and one senior teacher for the semester system. The school is implementing King Hamad's Schools of the Future project.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 3 (Satisfactory)

Overall effectiveness of Al Nabih Saleh Primary School for Girls is satisfactory, though it is good in personal development and support and counselling. Parents and students are satisfied with the quality of education which the school provides.

Students' academic achievement is satisfactory. They achieve highly in their scholastic exams, yet this reflected in lesson levels in only a satisfactory way due to the disparity in effectiveness of teaching methods in the first and second cycles. In addition, the students' basic skills particularly in mathematics and science are variable. Analysis of the examination results of the last three years reveals that although in the first cycle they have remained the same, there has been some reduction in the second cycle particularly in English and mathematics. High-achieving and gifted girls, low-achievers and those with learning difficulties are making appropriate progress in their academic achievement thanks to the care given to them in special programmes, remedial sessions, extra-curricular activities. Yet the girls' differing learning needs are not always met in regular lessons and, in these circumstances, progress is limited.

The personal development of the girls is good. Most students are strongly committed to good attendance and punctuality and are enthusiastically engaged in school life. Many of them participate in a variety of committees and activities that offer them many opportunities for building their self-confidence, enhancing their abilities to assume responsibility, and improving their higher-order thinking skills. Girls' self-awareness is evident in their eagerness to maintain a clean healthy school environment and a positive atmosphere with friendly inter-personal relations amongst the girls. Consequently, they feel happy, confident and secure members of the learning community.

The quality of teaching and learning is satisfactory. Teachers have good knowledge of their subjects, which is reflected in their performance in the good lessons particularly in the first cycle. Here student-centred strategies are used effectively to ensure the participation of students in activities and evaluations that are well-suited to their learning needs. This is evident in their good progress in the acquisition of skills, concepts and knowledge. However, in the second cycle, lessons are more teacher-centred. Girls' roles are restricted to answering direct questions and these often fall short of challenging their abilities. In addition, teachers' use of assessment is not always effective, with an over-reliance on oral questioning. Whole-class teaching is used in many lessons, a strategy which is not always

effective, since several students are insufficiently challenged by this technique. Girls are assigned homework, which mostly focuses on tasks from the textbook and these do not necessarily take account of their different needs and abilities.

The quality of curriculum implementation is satisfactory. The curriculum is enriched by offering some extra-curricular activities. The school also develops girls' sense of rights, responsibilities, and citizenship through the morning assemblies, the daily school broadcasts, national events and school committees. These all reflect well on their personal development. The curriculum is enriched through the stimulating learning environment, where students' achievements are celebrated through displays. The quality of display, however, is better in the first than the second cycle.

The quality of support and guidance programmes is good. New students are well inducted when first joining the school. They are also prepared for the next level of education by equipping them with appropriate educational and personal skills. Visits are also prepared to second cycle classes and the preparatory schools. The personal needs of the girls are effectively diagnosed and addressed. Their educational needs are also addressed by providing additional classes for those that need them. High-achieving and gifted students are also given opportunities to participate in additional activities and contests, which cater well for their needs. Lesson support, however, particularly in the second cycle is not of the same level. The school oversees girls' behaviour and seeks to resolve their problems through guidance counselling and awareness raising programs with engagement of parents. The school also communicates well with parents regularly and in various ways.

The effectiveness of leadership and management is, overall, satisfactory. The school's vision and mission are evident in the three-year strategic plan which has been drafted in a participatory way, yet the objectives are not always evident in the school's performance. Several of the school's goals are not consistent with its priorities and the indicators are unclear. The self evaluation procedures do not fully cover all aspects of the school's work. Nonetheless, the school leaders are successful in motivating the staff and suitably delegating responsibilities to address staff shortages. Satisfactory systems exist to identify the professional development needs of staff, but these needs are not always met. Shortages of available educational facilities adversely affect the performance of a few students. The school has good relationships with parents and they acknowledge that it responds well to their observations and requests.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity for improvement is satisfactory. Its three-year strategic plan is based upon accurate self-evaluation. One aspect of its successful implementation is reflected in the improvements to the school environment. However, some of its goals are inconsistent with its priorities; also the plan lacks clear performance indicators to enable effective evaluation and follow-up. The disparity in students' performance in the first and second cycles, lack of some facilities, and several shortcomings in the teaching are among the main challenges facing the school.

The school's main strengths and areas for development

Main Strengths

- High pass rates in scholastic tests
- Attendance and punctuality of students
- Students' personal development
- Supporting students out of the classroom
- Keenness to get and respond to parents' feedback
- Meeting students' personal needs.

Areas for development

- Strategic planning
- Self-evaluation
- Increase of professional efficiency
- Development of basic skills in mathematics and science
- Observe the differences among students in lessons and assignments
- Improve higher skills and challenge capabilities.

What the school needs to do to improve

In order to improve further, the school should:

- Adopt a clear mechanism for a comprehensive evaluation of the school and benefit from its findings in improving performance.
- Develop a strategic plan that fits the school's priorities and strategic objectives, and follow up with such a plan in accordance with clear performance indicators.
- Develop teaching-learning strategies taking into consideration the following:
 - Increase girls' mastery of basic skills in mathematics and sciences
 - Observe the differences between students in lessons and homework
 - Challenge students' abilities
 - Enforce collective learning in a considerate way
 - Use evaluation to diagnose and meet the educational needs of students.
- Follow up with the impact of those programmes intended to increase the professional proficiency of teachers, particularly in the second cycle.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	3: Satisfactory