



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

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

**Nasiba Bint Ka'ab Primary Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 24 - 26 February 2014
SG165-C2-R153**

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

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		Nasiba Bint Ka'ab Primary Girls School											
School's type		Government											
Year of establishment		2000											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	-	Girls	662				Total	662			
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	4	3	4	-	-	-	-	-	-
Town /Village		Hamad Town											
Governorate		Northern											
Number of administrative staff		8 administrative, 24 technicians											
Number of teaching staff		51											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		5 years											
External assessment and examinations		MoE English examination for Grade 6 and 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	
		307				175			7			27	
Major recent changes in the school		<ul style="list-style-type: none"> • Appointment of a social worker in 2012-2013 • Appointments in 2013-2014: <ul style="list-style-type: none"> - a second social worker - technology specialist. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

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: 3 Satisfactory

The school's satisfactory performance is the same as in the March 2010 review. However, performance has declined from good to satisfactory in students' personal development, support and guidance, curriculum enrichment and leadership and management. This is a direct result of inconsistent management of staff and monitoring of performance, especially on the impact of professional development programmes on teachers' performance. Most students achieve as expected in lessons due to varied teaching and learning strategies and inconsistent support provided to low achievers. Most students are well-behaved and have high values. Opportunities are provided to develop their self-confidence, and support and guidance is provided to gifted, learning difficulties and outstanding students. The school communicates with the local community and responds to students' and parents' opinions, creating satisfaction with the school.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory this time. Strategic planning is inclusive, based on self-evaluation carried out through various mechanisms. Support is provided to talented, outstanding and learning difficulties students. Behaviour management programmes are in place and students feel safe. However, due to a shortage in the middle leadership of most core subjects, the monitoring of departments' operational plans varies. Additionally, there is no unified mechanism to develop performance according to school work priorities. The monitoring of professional development programmes is inconsistent, resulting in varied teaching and learning strategies. This affects students' achievement levels and acquisition of basic skills. These challenges contribute to reducing the school's capacity to improve to a satisfactory level.

The school's main strengths

- The progress made by outstanding and learning difficulties students, according to their abilities, in the enrichment and special education programmes
- Students feel safe and secure in the school, acting with a sense of maturity and responsibility and abiding by Islamic values
- Seeking and responding to students' and parents' views, and communicating with the local community.

Recommendations

In order to improve, the school should:

- raise students' achievement and improve their skills in the core subjects by developing learning and teaching strategies to include:
 - providing the necessary educational support to low-achievers
 - managing time in lessons to ensure high levels of productivity
 - using various assessment methods to suit each students' educational needs.
- manage staff effectively and monitor the mechanisms of school work, with particular attention to the impact of professional development programmes
- provide more opportunities for students to develop their self-confidence and take responsibility
- address the shortage in human resources represented in senior teachers for mathematics, science and English.