



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

Schools Review Unit Review Report

**Nuwaidrate Primary Girls School
Nuwaidrate - Central Governorate
Kingdom of Bahrain**

Date Reviewed: 10-12 May 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 three days, by a team of five 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: 553

Age range: 6-12 years

Characteristics of the school

Nuwaidrate Primary Girls School is one of the Central Governorate schools and was founded in 1970. The age range in the school is from 6 to 12 years and there are 553 students. Most students come from middle- and limited-income families. Students are distributed across 20 classes: 10 classes for the first cycle and nine for the second, with one merged class. The school categorises 117 of its students as creative and talented, 161 as outstanding and 76 as students with special educational needs. There are 51 teaching staff, of whom three are substitutes, and 12 administrative staff. The headmistress is in her second year at the school. The school is lacking senior teachers of Mathematics and English and an assistant principal. The school is in the fourth stage of 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: 2 (Good)

The overall effectiveness of Nuwaidrate Primary Girls School is good. Students and their parents are very satisfied with the school.

The students' academic achievement is good. Students achieve high pass rates in school examinations, in line with their proficiency rates in core subjects and their actual attainment levels in most lessons. Most students showed good skills in Arabic, Mathematics and Information Technology (IT), although their skills of reading and writing in English were not at the same level. Students have shown suitable progress in core subjects, lessons and written work over the past three years; the variety of teaching methods and class activities has helped meet the needs of most students. Outstanding and talented students make good progress following the programmes prepared by the excellence and talent specialist; special educational needs, lower-achieving students and students in the merged class also make good academic progress, aided by remedial lessons and activities and effective specialist support.

Students' personal development is good. Most students attend school regularly and punctually. They play a full part in school life by participating in committees such as the morning broadcast and health and safety committees, as well as participating in extra-curricular activities such as a 'family tree' project. Students also contribute effectively in lessons, where a variety of teaching strategies are used and students are placed at the centre of the educational process. The development of students' analytical thinking skills is good. Throughout observed lessons, students showed self-confidence when given good opportunities to take leadership roles; they also showed respect for each other when working together. The friendly atmosphere and mutual respect between students and their teachers contribute to students feeling safe and secure at school.

The effectiveness of the teaching and learning processes is good. Teachers know their subjects well. They reflect their knowledge in varied and effective teaching methods such as induction, deduction and brainstorming, which hold students' attention and motivate them to learn. In the outstanding and good lessons in particular, students are given plenty of opportunities to learn from each other, which aid their acquisition of skills, concepts and knowledge. Lessons are managed effectively: teachers share their goals with students and use lesson time effectively to achieve these goals. Although students' abilities are challenged in most activities, this is done insufficiently in some satisfactory lessons. Students

are given homework that generally takes into account their individual differences and are given appropriate feedback. Teachers use a good range of assessment methods, such as formative, verbal and written methods, which helps them to diagnose and meet the educational needs of students.

The quality of curriculum enrichment and delivery is good. The school develops students' understanding of their rights and duties well through the citizenship and loyalty committee and by encouraging participation in national events such as Bahrain's national day. The school also provides a good range of extra-curricular activities that broaden students' experience and match their different interests, such as the school broadcast, acting groups and journalism. Linking between subjects is clearly done in both cycles and helps students to transfer knowledge between subjects. Students' acquisition of basic skills in Arabic, Mathematics and IT is good but their English skills are less well developed. The school environment is rich in educational displays and students' work is celebrated inside and outside classrooms; the school provides a motivating environment in which to learn.

The quality of guidance and support for students is good. The school inducts new students comprehensively by, for example, organising familiarisation tours and meetings with parents, which help students to settle at school. They are also prepared appropriately for the transition stage by acquiring the necessary skills for that stage. The school meets students' personal needs by giving financial aid. Students' different educational needs are met by means of effective enrichment activities and support, which aid their academic achievement. The school communicates with parents through several channels regarding their daughters' progress. It ensures that students learn in a safe environment that is free of risk by regularly checking the school's facilities.

The effectiveness of leadership and management is good. The school's staff are involved in framing the school's vision and mission, to focus on achievement. There is also a strategic plan that was built on an analysis of the school's situation, which has had an impact on most of the school's practices. The school's self-evaluation is comprehensive; its findings were used to develop plans and programmes, such as professional competency raising programmes for teachers that have improved their performance in lessons. The school's leaders are committed to the development of the school and inspire their staff by good planning and organising. Financial and educational resources are used effectively. The opinions of students and their parents are sought and the school is responsive to their suggestions: for example, it organised an open day for parents and amended the system for giving homework to students. The school also keeps parents informed about their daughters' progress regularly and in an organised manner, which parents appreciate.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to develop and improve is good. Its leaders and managers believe in development and shared decision-making. The school's strategic plan has been built on an accurate and comprehensive self-evaluation of the school situation, its implementation has been closely monitored and it has been translated well into practice to achieve the school's vision and mission. The effect of this process in raising students' academic and personal levels is clear, despite the school's shortage in human resources represented by senior teachers of Mathematics and English and an assistant principal. The school works on improving its overall performance by enhancing the school environment, making good use of its facilities and setting up educational projects such as the family tree project.

The school's main strengths and areas for development

Main Strengths

- Results in school examinations
- Leadership and management
- Students' regular attendance
- Extra-curricular activities
- Support for different student groups
- Teaching and learning strategies
- Students' relations with each other and their teachers
- Promoting a sense of citizenship
- Using the school environment
- Induction programmes
- Communicating with parents
- Safety and security aspects.

Areas for development

- English skills
- Challenging students' abilities.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies, to include:
 - Spreading good and excellent practices
 - Developing students' basic skills in English to a better degree
 - Challenging students' abilities to a greater extent.
- Ensure that shortfalls in human resources are met.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	2: Good
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	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good