



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

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

**Ruqaya Primary Girls School
Qalali – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 13-15 April 2015

SG015-C3-R005

Introduction

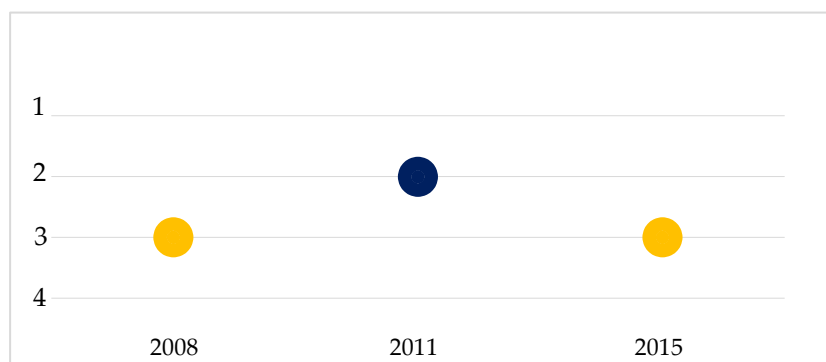
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance is 'Satisfactory' in all review aspects. • Although the school's strategic plan is based on comprehensive self-evaluation, implementation and follow-up of its programmes and activities is varied. • Teachers apply a variety of teaching and learning strategies and utilise educational resources in most lessons, contributing to motivating students towards participation and learning especially in the good lessons. • Students adequately acquire basic skills in Arabic and most class teaching lessons, though their | <ul style="list-style-type: none"> • acquisition of English skills, science and mathematics is inconsistent, with mathematics skills being the best. • Teachers employ a variety of assessment techniques, though these are effective only in good lessons. Utilisation of the results is less effective in other lessons in terms of meeting students' different educational needs and using differentiation in class activities that challenge students' abilities and develop their higher order thinking skills. |
|---|--|

- Educational support provided to students varies, being less for low attaining students in most lessons, especially English, science and mathematics.
- Most students' behave well at school, and understand citizenship values. Behaviour is enhanced through several programmes such as 'Princess of Morals'.
- Support and guidance provided to students enables them to overcome problems they face, making them feel safe and secure and contributing to their harmonious co-existence.
- The characters of most students are enhanced and their experiences developed through a variety of school programmes and activities. The

school's communication with the local community is good. However, the opportunities offered to students to build their self-confidence and ability to take on responsibility in school life needs further development.

- Programmes provided to students with learning difficulties and low attainers, and those whose mother tongue is not Arabic, are not very effective as they rely on the effort of individual teachers.
- Parents' participation in the e-questionnaire is limited, though the responses received indicate that students and their parents are satisfied with the school's provision.

Main positive features

- Students feel safe, with most being committed to the code of conduct and an understanding of citizenship values.
- Support and guidance for students when they face problems.
- Quality of the school's programmes and activities that promote students' interests.
- Effective communication with the local community.

Recommendations:

- Follow up implementation of the strategic plan programmes and activities.
- Follow up the impact of the professional development programmes in order to raise students' academic standards and their acquisition of core subjects skills, especially in English and science, by focusing on:
 - using effective teaching and learning strategies
 - providing educational support to different categories of students, especially low achievers
 - assessment for learning
 - time management in lessons

- employing differentiated and challenging teaching activities to meet students' different educational needs.
- Providing more opportunities to develop students' self-confidence and their ability to take on responsibilities in school life.
- Address the shortage in human resources represented in mathematics and science senior teachers.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school utilises the results of comprehensive self-evaluation in defining work priorities to improve performance and build the strategic plan, though following up the plan programmes and activities is inconsistent. • Despite the school's efforts to develop teachers' performance, inconsistent follow-up negatively influences teachers' performance in lessons. • Students' standards vary in lessons and in the acquisition of basic skills, especially in English and science. | <ul style="list-style-type: none"> • Shortage in human resources, represented in English and science senior teachers. • The school has made some improvements which develop students' tendencies and interests, resulting in good behaviour and enabling them to face problems. Extra-curricular activities and events, including national carnivals and heritage corners, have reinforced students' identities and their citizenship spirit. |
|--|---|

Appendix: Characteristics of the school

Name of the school (Arabic)	رقية الابتدائية للبنات													
Name of the school (English)	Ruqaya Primary Girls School													
Year of establishment	1960													
Address	Building 123 - Avenue 12 - Galali 255													
Town /Village / Governorate	Galali - Al-Muharraq													
School's Contacts	17622751	17470179	Fax	17676845										
School's e-mail	ruqaya.pr.g@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	-	Girls	771	Total	711								
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	5	4	3	4	4	-	-	-	-	-	-	
Number of administrative staff	11 administrative and 14 technicians													
Number of teaching staff	58													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	1 year													
External assessment and examinations	MoE's English examination for Grade 6 and QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Recently appointed staff in 2014/2015, including: <ul style="list-style-type: none"> - a Principal - a senior social worker - 5 teachers (1 for Arabic, 2 for English, 1 for mathematics, and 1 for computer science). 													