



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

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

**Al-Qadsiah Primary Girls School
Sitra – Central Governorate
Kingdom of Bahrain**

**Date of Review: 24-26 March 2014
SG183-C2-R165**

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		Al-Qadesiah Primary Girls' School											
School's type		Government											
Year of establishment		1963											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	-	Girls	462				Total	462			
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	3	3	3	3	3	3						
Town /Village		Sitra											
Governorate		Central											
Number of administrative staff		11											
Number of teaching staff		44											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 years											
External assessment and examinations		MoE Grade 6 English examination 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		
		239			39			1			6		
Major recent changes in the school		-											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

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 overall performance is good, as in the June 2010 review. Students' academic achievement and teaching and learning remain good, attributed to the leadership's awareness of the school's strengths and areas for improvement. Most students are well-behaved, collaboratively and harmoniously working together, and respecting each other and their teachers. Students receive support whenever they face problems. Parents are well informed about their children's academic and personal progress, reflected in their satisfaction with the school's provision. However, other review aspects have changed from outstanding to good. This is attributed to the support provided to enhance students' experiences and interests. Despite students' well and enthusiastic participation in programmes and in extra-curricular activities, their acquisition of English basic skills, challenging their abilities, and support provided to low-achievers in some lessons are not as effective.

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

Grade: 2 Good

The schools' capacity to improve has decreased from outstanding in the previous review to good this time. The comprehensive strategic plan includes specific goals based on accurate and clear performance indicators. The school accurately diagnoses its real situation and identifies school work priorities by utilising evaluation forms related to development projects. However, making use of follow up results to improve educational practices especially in English, is not sufficiently effective. The shortage of teachers and senior teachers in main departments, and lack of facilities are challenges that negatively affect the school's performance, preventing it from achieving improvement in all review aspects and decreasing students' achievements. This leaves the final judgement as good rather than outstanding.

The school's main strengths

- Leadership's awareness of the school's strengths and areas for improvement, and utilisation of self-evaluation results to create the school's strategic plan
- Students' good manners derived from Islamic values, mature behaviour, respect to their teachers, and their collaborative and harmonious work
- Support provided to students when they face problems, and keeping parents informed of their children's academic and personal progress.

Recommendations

In order to improve, the school should:

- improve teaching and learning processes, with further focus on:
 - enabling students to acquire basic skills specifically in English
 - providing low-achieving students with enough support
 - challenging students' abilities.
- enhance students' experiences and interests, while reinforcing their enthusiasm by offering them further opportunities to participate in lessons and extra-curricular programmes and activities
- address the shortage in human resources, mainly senior teachers in English, science and mathematics.