



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-Belad Al-Qadeem Primary Girls School
Al-Belad Al-Qadeem - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 4-6 April 2016
SG132-C3-R057**

Introduction

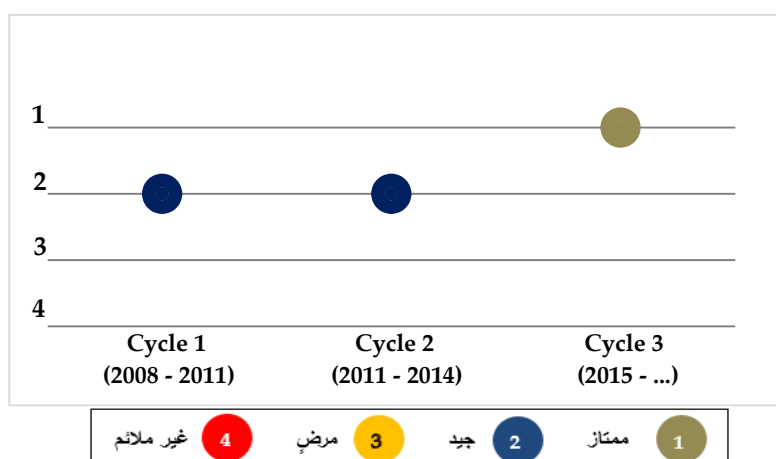
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities,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

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

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|---|---|
| <ul style="list-style-type: none"> • The school makes outstanding progress in its overall performance, particularly in students' academic achievement and the effectiveness of teaching and learning. • Administrative work is systematic and accurate, with detailed planning and regular mechanisms for following up. A comprehensive accurate self-evaluation of all activities drives rigorous strategic planning with accurate KPIs. The leadership inspires staff and builds their self-confidence. • Students achieve very high pass rates in all core subjects that are in line with the high proficiency rates. These | <ul style="list-style-type: none"> • reflect the genuine levels of students in 'outstanding' and 'good' lessons, which represent three quarters of lessons, most of these being class-teaching lessons. • Relationships among students are harmonious. The vast majority participate confidently and enthusiastically in lesson activities and in school programmes and events. Students are well-behaved and have a deep understanding of Bahraini inheritance and culture. They are able to work independently. • Teachers use effective teaching and learning strategies in the majority of |
|---|---|

lessons, particularly in class-teaching and some English lessons. They use the learning resources and facilities effectively, alongside various assessment techniques.

- The effectiveness of students' personal and educational support and guidance programmes, offered to different categories of students, is outstanding,

except what is offered to those with special difficulties, which is not up to the same standard. Students' soft skills are developed very effectively and the school provides extra-curricular activities that are in line with the students' interests.

- Students and parents are highly satisfied with the school's provision.

Main positive features

- Distinct planning and follow-up systems contribute to developing the outstanding aspects of the school activities and services, such as:
 - in the vast majority of lessons, teachers use effective teaching and learning strategies such as learning through play, role play, differentiated collaborative learning, learning by discovery and projects, in addition to 'Think ... Pair ... Share' and 'curriculum dramatization'
 - teachers' professional competency is raised by implementing the pioneering 'Excellence and Giving' project that adopts a learning strategy every year and trains teachers on it extensively.
- The school's leadership is well aware of the school's real situation, inspires the staff and applies a succession-planning strategy.
- Students achieve high results in the school, MoE and National Examinations, mirrored by their distinct progress in lessons.
- Students are self-confident, work in harmony with each other, possess the ability to work independently, and participate enthusiastically in school life, for example:
 - moral values are enhanced through projects such as 'Decent Miss', 'The Princess of Morals' and 'My Grandmother's Story Box'
 - 'Computer butterflies' students participate in designing e-lessons and training their peers on the interactive programmes, following up their interaction by expressing their views through the school e-forms.
- The School provides a wide range of activities and various extra-curricular activities that are in line with the students' interests. Enrichment, enhancement and remedial programmes are provided to various categories of students, for example:
 - provision of preventive programmes for bad behaviour, such as 'Class Rose' and 'Queen of Discipline' to enhance positive behaviour
 - enrichment programmes such as 'Future Dialogues to solve problems innovatively' and 'Innovative Thinking Skills' for high achievers

- taking care of talented students by encouraging them to participate in the programmes that enhance their talents, such as 'I challenge my potentials' and 'My talent is the secret of my distinction'
- support of low achievers in Arabic through the 'By my abilities I progress' and 'I achieve progress in Arabic' programmes.

Recommendations

- Continue the implementation of distinguished practices in all school aspects, particularly those in the class-teaching department. Seek to help other educational institutions benefit from such practices across the Kingdom of Bahrain.
- Implement to a greater extent the school's pioneering educational practices and projects in stimulating the students with learning difficulties, in order to bring them up to outstanding levels.
- Address the shortage in:
 - human resources, mainly in senior teachers for science and English.
 - educational facilities such as a gymnasium, science laboratory and art studio.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school has an accurate comprehensive self-evaluation, distinct strategic planning processes, and a clear vision statement that is shared with all the school staff. The school's stakeholders have the ability to work together to achieve its common vision through implementation of accurate and systematic action plans and follow-up mechanisms. • The progressive thinking of senior leaders inspires the school staff and prepares succession leaders and strategies to enhance development. This enables the school to enhance the students' academic achievement and teaching and learning aspects to an outstanding level. | <ul style="list-style-type: none"> • Outstanding administrative practices are successful in overcoming challenges represented by: <ul style="list-style-type: none"> - the shortage in human resources, mainly in senior teachers for science and English - the shortage in educational facilities such as a gymnasium, science laboratory and art studio. • There is a very close match between the review team's judgments and the school judgments of most schoolwork aspects and overall performance in the Self Evaluation Form (SEF). |
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Appendix: Characteristics of the school

Name of the school (Arabic)	البلاد القديم الابتدائية للبنات													
Name of the school (English)	Al-Belad Al-Qadeem Primary Girls													
Year of establishment	1968													
Address	Building 561 - Al-Belad Al-Qadeem Road - Block 363													
Town /Village / Governorate	Al-Belad Al-Qadeem/ Capital													
School's Contacts	17403561				Fax				17404179					
School's e-mail	belad.pr.g@moe.gov.bh													
School's website	https://webmail.moe.gov.bh/owa													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys		-		Girls		699		Total		699			
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	4	4	4	4	-	-	-	-	-	-	
Number of administrative staff	8 & 2 technicians													
Number of teaching staff	58													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE examinations in mathematics for Cycle 2 and English for Grade 6 - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a learning difficulties specialist in the school year 2015-2016. 													