



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

**Al-Nuzha Primary Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 20-22 February 2017
SG147-C3-R096**

Introduction

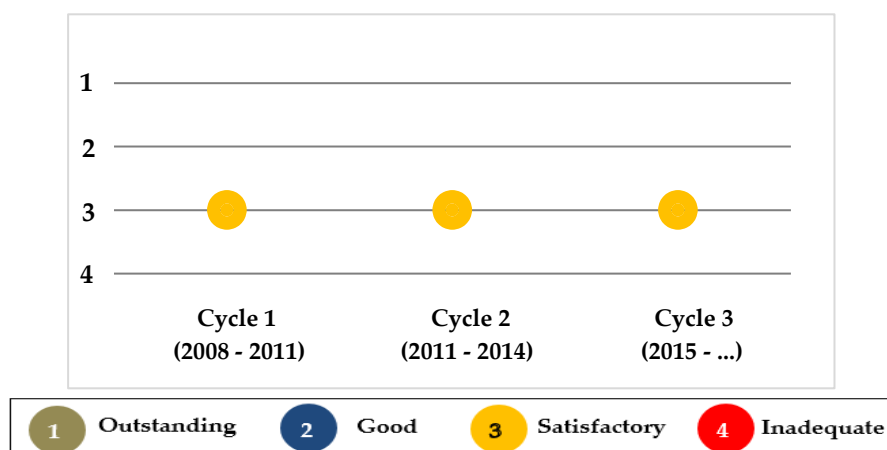
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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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

- | | |
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| <ul style="list-style-type: none"> • The self-evaluation is inconsistent in its accuracy and comprehensiveness of the school's strengths and areas for development. Use of the results then varies in the preparation of action plans focusing on the development priorities and considering the specific needs of the academic departments. • The impact of professional development programmes on improving teaching and learning is inconsistently monitored because of the shortage of middle leadership in the second cycle, particularly in terms of managing learning time in lessons | <p>and using assessment results to meet all students' academic needs, especially the low achievers.</p> <ul style="list-style-type: none"> • Teachers' provision of the core subjects' basic skills to students varies, especially in English, as does consideration of differentiation and challenging the abilities of most students in curricular activities and homework. • Educational support programmes provided to outstanding and talented students are ineffective in light of the absence of an excellence and talented specialist. However, low achievers and |
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learning difficulties students do not receive the same support in their programmes.

- Students feel psychologically secure. Most of them are aware of citizenship values and Bahraini culture and adhere to moral values. They are punctual to school and lessons, which the school enhances through effective

programmes such as 'Good Morning My School'.

- There is good cooperation with the local community institutions, contributing satisfactorily in educating students and enriching their expertise and education and gaining students' and parents' satisfaction.

Main positive features

- Students feel psychologically safe and are aware of citizenship values and Bahraini culture. They adhere to moral values and are punctual to school and lessons.
- The school's communication with the local community and with the society as a whole.

Recommendations

- Implement a more accurate and comprehensive self-evaluation and benefit from its results in identifying development priorities in school work aspects, and consider the specific needs of the academic departments in the action plans.
- Further monitor the impact of the professional development programmes on the development of teaching and learning, to focus on:
 - providing students with the core subjects' basic skills, especially English
 - managing learning time to ensure better lesson productivity
 - benefiting from assessment results to meet students' academic needs, especially for low achievers
 - challenging students' abilities and observing differentiation in activities and homework.
- Further support all groups of students and enhance their expertise through remedial and enrichment programmes.
- Address the shortage in human resources, represented in senior teachers for all core subjects in the second cycle and an excellence and talented specialist.

Capacity to improve 'Satisfactory'

Judgement justifications

- The self-evaluation is inconsistent in terms of accuracy and comprehensiveness, as well as in terms of benefiting from its results in planning

development of school work priorities, especially with relation to raising teachers' professional competency to provide students with the basic skills and raise their proficiency rates in core subjects.

- The school has achieved some improvements in its environment such as the 'Relaxation Oasis', making it attractive for its students and staff.

- The school uses some of its more competent teachers to fill the shortage in senior teachers in the second cycle, assigning them with the tasks of coordinators for the academic departments.
- The school's assessment of its effectiveness, capacity to improve and review aspects, as provided in the self-evaluation form, are different from the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	النزهة الابتدائية للبنات													
Name of the school (English)	Al-Nuzha Primary Girls													
Year of establishment	2004													
Address	Building 1744 - Road 1426 - Block 1214													
Town / Village / Governorate	Hamad Town / Northern													
School's Contacts	17440530				Fax		17440921							
School's e-mail	Nuzha.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		511		Total		511			
Students' social background	Most students are 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	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	9 administrative, 19 technical													
Number of teaching staff	40													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in the second cycle in mathematics and English for Grade 6. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • None.