



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

Directorate of Government Schools Reviews Short Review Report

**Nasiba Bint Ka'ab Primary Girls School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 9-11 April 2018
SG165-C3-R178**

Introduction

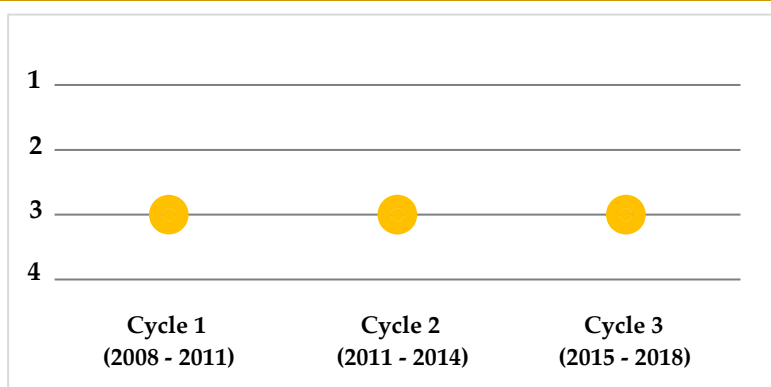
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- The accuracy of the self-evaluation is inconsistent, as is benefiting from its results in the identification of improvement priorities in all schoolwork aspects and building the strategic plan.
- Teachers' management of learning time is inconsistent, and the use of assessment for learning results varies in meeting the learning needs of students of all categories, especially for the low achieving.
- Students acquire basic skills adequately in most lessons, the best being in Arabic in both cycles and the least in English, especially in Cycle 2.
- Students' different learning needs are suitably catered for in the enrichment programmes, but are less effective in remedial lessons.
- The majority of students have adequate self-confidence, but opportunities to take responsibility or assume leadership roles are inconsistent inside and outside lessons.
- Students are well behaved and committed to the values of citizenship and Islam. They feel psychologically safe.

Main positive features

- Students' conscious behaviour, their knowledge of their rights and duties, and feeling psychologically safe.
- Students' commitment to the values of citizenship and Islam, and their understanding of Bahrain's culture and heritage.

Recommendations

- Implement a more accurate self-evaluation, and benefit from its results in identifying improvement priorities in all schoolwork aspects and building the strategic plan.
- Further benefiting from monitoring the impact of the professional development programmes to develop teaching and learning processes, focussing on:
 - enabling students to acquire skills in all core subjects, especially in English
 - managing learning time to ensure better productivity in lessons
 - benefiting from the results of assessment to support students, particularly the low achievers
 - providing more opportunities for students to assume leadership roles, and reinforce their self-confidence
 - supporting students of all categories, particularly the low achievers, by catering for their learning needs and enriching their experiences through the remedial and enrichment programmes.
- Take measures to ensure the stability of the social counselling department, and address the shortage in human resources represented by senior teachers for Arabic, English, mathematics and science, as well as a nurse and a second learning difficulties specialist.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The effectiveness of strategic planning is inconsistent, as is the accuracy of the self-evaluation and benefiting from its results in building the strategic and action plans, especially in linking between areas for improvement, the matrix of priorities and the rationale for objectives.• The school's evaluation of its situation, as provided in the Self-Evaluation | <p>Form (SEF), is inconsistent with the judgements reached by the review team, with clear contrast in the aspect of leadership and management.</p> <ul style="list-style-type: none">• Benefiting from monitoring the impact of professional development programmes on teachers' performance in lessons is inconsistent.• The school adequately addresses its challenges, including: |
|---|---|

- the shortage in senior teachers for Arabic, English, mathematics, and science, meanwhile delegating responsibility to some teachers to handle the duties of coordination
- the unavailability of a nurse although many medical conditions exist. The school currently relies on one of the technical staff who has

- knowledge of first aid to handle these cases
- in view of the large number of students with learning difficulties and the fact that there is only one learning difficulties (LD) specialist, a second LD specialist is required. There is also instability in the social counselling team.

Appendix: Characteristics of the school

Name of the school (Arabic)	نسيبة بنت كعب الابتدائية للبنات													
Name of the school (English)	Nasiba Bint Ka'ab Primary Girls													
Year of establishment	1999													
Address	Building 2377, Road 1036, Block 1210													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17422382				Fax		17422446							
School's e-mail	nasiba.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		867		Total		867			
Students' social background	The majority of students come from middle and low-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	4	4	5	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	17 administrative/ 15 technical													
Number of teaching staff	64													
Curriculum	Ministry of Education (MoE)													

Main language(s) of instruction	Arabic
Principal's tenure in the school	Two years
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for mathematics in Cycle 2 and English in Grade 6. • BQA National examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The transfer of 5 core subjects' teachers to the school in the current school year 2017-2018 as follows: <ul style="list-style-type: none"> - 2 for class teaching, one in the first semester, the other in the second semester - 2 for Arabic, one in the first semester, the other in the second semester - 1 for English in the first semester.