



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

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

Date reviewed: 31 May – 2 June 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

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 work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 429

Age range: 6-12 years

Characteristics of the school

Al Qadisia Primary Girls School is located in the Sitra area in the Central Governorate. It was founded in 1963. The age range in the school is from 6 to 12 years, and there are 429 students. Most students belong to middle-income backgrounds. The students are distributed across 18 classes (three for each level). The school categorised 303 students as outstanding, 43 as talented and gifted and 54 as having learning difficulties; one student has a physical disability. There are 45 administrative and teaching staff, including one new teacher. The Principal is in her third academic year in the school. The school has no sports hall, science laboratory or nurse's room. It also has some shortages in human resources, such as a science teacher, administrative supervisor and a nurse. The school is one of King Hamad's Schools of the Future.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 2 (Good)

The overall effectiveness of Al Qadisya Primary Girls School is good. It has outstanding aspects, in students' personal development, the provision and enrichment of the curriculum, support and guidance for students, leadership and management, and its capacity to improve. Parents and students are exceptionally satisfied with the school.

The students' academic achievement is good. Students achieve high success rates in school examinations, which are consistent with their proficiency rates in most subjects. Students' levels of knowledge and understanding are equally high; they have good reading and writing skills in Arabic and numeracy skills in Mathematics, and their IT skills are appropriate for their age grouping. Students' reading and writing skills in English in the second cycle are not, however, at the same level. Different categories of students make clear progress in most lessons, where teachers use differentiation and provide opportunities to challenge students' abilities; in only a few of the satisfactory lessons observed did this not occur. The school also organises a number of remedial classes and enrichment activities for different groups of students, which helps the academic achievement of most students.

Students' personal development is outstanding. The majority of students are punctual in the morning and attend lessons on time. Most students play a full part in school life by participating enthusiastically in a wide range of classroom and extra-curricular activities, competitions and school committees. They also participate very effectively in lessons, encouraged by varied teaching methods that help enhance their personal development. Students are given good opportunities to develop their analytical thinking skills in most lessons. Mutual respect exists between students and teachers, inside and outside the classroom, which helps to create a harmonious atmosphere, contributes to students' good behaviour and makes them feel safe and secure in the school. Students feel a sense of belonging to the school. The school gives students plenty of opportunities to work independently and take on leadership roles in interesting programmes and projects. Students also go through new books and describe them to their fellow students in innovative projects such as "I Tell A Story" and "Show and Tell". Students' higher thinking skills, such as analysis, criticism and explanation, are well developed in most lessons.

The effectiveness of teaching and learning processes is good. Most teachers have good subject knowledge and manage their classes well. They apply effective teaching and learning strategies and use a variety of learning resources. These strategies help increase students'

enthusiasm for learning and have a significant effect on their academic development. Although most teachers provide opportunities for collaborative work, some lessons lack good planning and fewer opportunities are given to challenge students' abilities. Teachers apply a range of oral and written assessment methods to ensure that lesson objectives are being achieved. Students are assigned homework activities as indicated in lesson plans and the work is regularly marked; very few activities, however, lack differentiation.

The provision and enrichment of the curriculum is outstanding. The school works exceptionally well to organise a rich variety of extra-curricular activities and enrichment programmes that take into account students' different levels of ability and interests. Such activities help students to acquire a wide range of knowledge and skills they can use in learning situations, as well as broadening their experience. The school develops a spirit of citizenship in students through various activities and events that enhance their sense of belonging. The school also promotes students' understanding of their rights and duties very effectively in lessons, activities and projects. The curriculum is suitably enriched by effective use of the school's environment, the provision of various learning corners and effective use of the learning resource centre. Although most students acquire good basic skills, the second cycle students' basic skills in English are less well-developed.

The quality of support and guidance given to students is outstanding. Effective and distinctive induction programmes for new students help them easily settle into the school. Students are also prepared well for the next phases of education; the school organises a good range of educational programmes and talks, as well as visits to schools, that give students the necessary knowledge and facts about intermediate education. It also ensures that students have the skills they need for this next stage. The school identifies and meets students' learning needs very effectively. It surveys students' needs, analyses the results and uses this information to provide clear support outside lessons to various categories of students, according to their abilities. The school also uses a good range of support channels to meet students' personal needs. It provides outstanding support and guidance to students that encourages their good behaviour and increases their motivation for learning. It adopts sound safety and security procedures to make sure that all students and staff enjoy a healthy and safe environment. The school communicates regularly with parents through different channels; this is highly appreciated by most parents.

The effectiveness of leadership and management is outstanding. The school has a clear, shared vision and mission statement that has had a significant impact on the school's activities and different departments' plans, and its influence can be clearly seen in the school's practices. The school has a strategic plan and action plan appropriately focused on improvement and development in all areas. These plans were based on an accurate and rigorous analysis of the school's situation and its results have been translated particularly well into procedures and methods that help the school manage its work smoothly. The school's managers raise teachers' professional competencies by organising internal

workshops, e.g. “Effective Training Skills”, “Discovery Learning”, and “Ice Breaking” to ensure raising their teaching performance. It also encourages individual meetings and arranges class visits to exchange unique practices. The school administration inspires and motivates the staff through assigning them effective roles in the development process and plan of the school and through continuous encouragement and support. All this was reflected clearly on their performance in most class practices and in their work in the spirit of one team. The administration also effectively delegates responsibilities to the middle management which has positive impact on the implementation of the school development plan and, therefore on its effectiveness on the students’ personal development and enthusiasm in and out of the classrooms. The school makes effective use of its resources and educational utilities to serve the educational and learning process. It also has strong relationships with students and their parents: it seeks their views and responds to their proposals in an outstanding manner. Parents and students are exceptionally satisfied with the school.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has an outstanding capacity to develop and improve. The school has conducted an accurate self-evaluation the results of which are clearly reflected in the school’s strategic plan and departments’ action plans. These plans are accurate, comprehensive and focus closely on meeting students’ educational and personal needs and raising their levels of performance. The school also has an effective group of leaders who work as a team and create a harmonious and respectful atmosphere. These leaders have brought about a number of improvements in the school’s environment, made sure that learning facilities, such as the e-classroom and learning resource centre are used well and encourage the use of varied and effective teaching strategies. Students’ behaviour, and their levels of attainment, have seen positive progress, as has the performance of teachers through professional competency programs. The school provides support to all of its high-performing teachers, who are keen to develop themselves and carry forward the school’s plan. All these factors have contributed to improving the overall performance of the school.

The school's main strengths and areas for development

Main Strengths

- Self-evaluation
- Strategic planning
- Students' standards in examinations and lessons
- Basic skills in core subjects, except for English
- Teaching and learning strategies
- Link between subjects
- Students' enthusiasm and self-confidence
- Meeting students' personal and educational needs
- Students' behaviour and their relationships with fellow students and teachers
- Extra-curricular activities
- The school environment
- Induction programmes
- Support and guidance.

Areas for development

- Challenging students' abilities
- Collaborative work
- Basic skills in English in the second cycle.

What the school needs to do to improve

In order to improve further, the school should:

- Fill the shortages in human resources and improve the school's facilities.
- Develop teaching and learning strategies that focus more closely on:
 - Developing the second cycle students' basic skills in English
 - Challenging students' abilities
 - Planning for collaborative work.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	2: Good
The school's capacity to improve	1: Outstanding
Students' academic achievement	2: Good
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding