



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

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 2-4 April 2018
SG183-C3-R176

Introduction

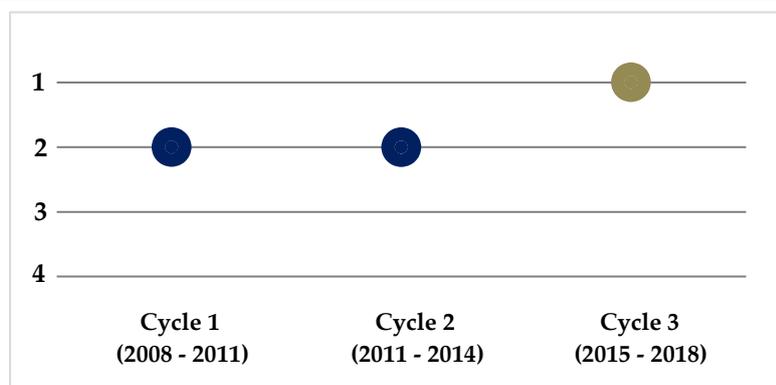
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strategic planning and precision of operations are strong, including an accurate and comprehensive self-evaluation. It strongly focuses on priorities for improvement and development, and is the foundation for building all kinds of school plans, which are implemented, electronically monitored and followed up by the school's leadership. All this has led to the school's outstanding performance and obtaining students' and their parents' satisfaction. • Students achieve high standards of performance in school and ministerial examinations in all core subjects, with | <p>high proficiency rates that match their standards in lessons and written work.</p> <ul style="list-style-type: none"> • Most teachers use effective teaching and learning strategies and assessment methods, taking into account the standards of students of all learning abilities. This is a result of the outstanding professional development programmes. • Students are very well behaved, have confident leadership personalities, and are able to take responsibility with high initiative. They are passionate, well motivated and have great enthusiasm in the various school fields, events and activities. |
|--|---|

- The school's optimal employment of its available resources and educational facilities enhances students' learning, with pioneering role model projects and constantly varying extracurricular activities. This creates an effective learning community for students to enhance their experiences according to their different interests.

Main positive features

- The school leadership's high professional awareness and its pioneer practices that can be used as a model, emulating the accuracy of self-evaluation, strategic planning, and the outstanding electronic follow up of all schoolwork aspects through the 'Outstanding Leadership' project which includes an electronic database of all school community components.
- The outstanding relations prevailing between the school's leadership and its members and the active inspiration provided for teachers, encouraging their enthusiasm through several development projects such as 'Qadisiyah Pearls', 'Acknowledgements' and 'Medal of Glamour'.
- Students' outstanding standards in school and ministerial examinations, their achievement of very high proficiency rates in all core subjects, and their significant acquisition of skills, knowledge, and concepts which build on their notable progress in lessons and written work, in all their different learning categories.
- Quality in the implementation of teaching and learning strategies and excellence in employing various assessment methods, while making use of their results to support students and meet their various learning needs. This contributes to the quality of teachers' professional development programmes, especially those offered to new teachers like 'Be Inspired and Creative'.
- The school's significant deployment of its resources, facilities and available playgrounds provide the potential to implement the various active programmes and projects that strongly support and meet the different learning needs of the students, including:
 - 'I work as Scientists', which aims to reinforce high achieving students' practical scientific skills and expand their scientific experiences
 - 'Shoot your Talent', a programme that nurtures gifted and talented students and has clearly contributed to hone and develop their talents
 - 'The Princesses Castle', a programme to raise the academic achievement of students with learning difficulties, taking into consideration their learning styles, which has significantly contributed to their high pass rates
 - 'To the Top' and 'Steps towards Success', two programmes intended to raise the academic level of low achievers, both of which have contributed significantly to increase their high pass and proficiency rates

- 'Miss Vitamin', which aims to increase students' awareness of the importance of eating healthy food and has contributed to raising the level of health awareness among students
- 'Sanabel Alkhair', a project to motivate students to participate in voluntary work, which has refined their leadership personalities and communication with the local community.
- Students' strong personalities, their excellent behaviour and their ability to take responsibility support their trustworthiness, their self-confidence and participation in school life, encouraged by projects such as:
 - 'Promising Leaders', which hones students' leadership skills and enhances their independent work through the assignment of tasks and responsibilities in the school's committees
 - 'I am Confident', a project to enhance students' self-confidence by enabling them to face audiences at school broadcasts, thereby increasing their competency in presenting programmes and clarity of speech
 - 'Morning Queens', a project to motivate students to come to school early and has contributed to the low rate of late arrivals in the mornings
 - 'Class Butterfly', 'My Harvest Star', two precautionary programmes designed to promote positive behavioural values among students and reinforce the spirit of competitiveness among them.

Recommendations

- Disseminate the outstanding schoolwork practices among other educational institutions in the Kingdom of Bahrain in order to improve learning outcomes towards excellence.
- Address the shortfall in human resources represented by a senior teacher of mathematics and a nurse, and in the material resources in the form of a sports hall.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • The leadership is very aware of the school's areas of strength and those that need development, which emerge from the school's rigorous and comprehensive self-evaluation. The school has benefited from this in building its strategic and action plans, | <p>which include effective measures and accurate and precise follow up and monitoring mechanisms.</p> <ul style="list-style-type: none"> • Evident progress has been achieved in all aspects of schoolwork, improving from 'Good' to 'Outstanding' levels. |
|---|---|

- The school's distinct form of leadership is a role model for longevity in its strong performance, and there is a team spirit among the staff. The school community looks forward to change and development with great interest and enthusiasm, together with the pioneering and varied projects and programmes. This culture contributes to developing the professional competency of the staff and has led to overcoming the various challenges, especially the lack of human and material resources represented by a senior teacher for the mathematics department, a nurse, and a sports hall.
- Academic and administrative departments at school are distinguished by professional competency in teaching and administration that create productive education of high quality in all core departments at the school.
- The school's judgements in the Self-Evaluation Form (SEF) match the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	القادسية الابتدائية للبنات													
Name of the school (English)	Al-Qadsiah Primary Girls													
Year of establishment	1963													
Address	Building 229, Road 604, Block 606													
Town / Village / Governorate	Sitra/ Capital													
School's Contacts	17730674	17737562	Fax	17730186										
School's e-mail	qadsiah.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	472			Total	472				
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	4	3	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	8													
Number of teaching staff	50													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 Years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in mathematics for Cycle 2 and in English for Grade 6. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2017-2018: <ul style="list-style-type: none"> - 8 teachers, including 1 for class teaching and 1 for mathematics - senior teachers for the Arabic, science, and English departments.