



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-Rawdha Primary Girls School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date of Review: 15-17 April 2013

SG087-C2-R104

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The Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

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

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of seven reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Al-Rawdha Primary Girls School												
School's type		Government												
Year of establishment		1994												
Age range of students		6-12 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-6				-				-				
Number of students		Boys	-		Girls		537			Total		537		
Students' social background		The majority of students come from middle and high-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	-	-	-	-	-	-	
Town /Village		Hamad Town												
Governorate		Northern												
Number of administrative staff		6 administrative and 13 technicians												
Number of teaching staff		49												
Curriculum		Ministry of Education												
Main language(s) of instruction		Arabic												
Principal's tenure		1 year												
External assessment and examinations		QQA national examinations												
Accreditation (if applicable)		-												
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties			
		186			31			4			36			
Major recent changes in the school		<ul style="list-style-type: none">• The school principal has changed 3 times in 3 years• appointment of a learning difficulties specialist in the current academic year 2012-2013.												

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 1 Outstanding

The school's outstanding performance in all aspects is commensurate with its performance in the previous review in November 2010. Strategic planning, in line with the school vision and mission, is based on rigorous self-evaluation and reflected in outstanding performance in all aspects of work. Students have high self-confidence, participate effectively within an attractive school environment, and competency in basic skills and academic achievement far exceeds expectations. Professional development programmes lead to effective teaching and learning strategies which meet students' different needs in the vast majority of lessons, alongside the implementation of excellent educational projects and numerous curriculum-supporting activities. The school provides outstanding support for school members and promotes solidarity, harmony and cooperation among them. There are high levels of satisfaction by students and parents.

- ☐ **How strong is the school's capacity to improve?**

Grade: 1 Outstanding

Although the school's leadership has changed over the past three years, thanks to its current leadership's awareness and cooperation with school members the school remains outstanding. Improvements are maintained through strategic planning based on effective management and rigorous self-evaluation. This provides on-going development and enhancement of aspects such as the quality of academic and personal outcomes and students' outstanding behaviour, manners and ability to manage conversations with visitors. This is attributed to high quality teaching and learning and effective support programmes for different categories of students. These programmes include achievement-raising programmes, the independent learning corner, pioneering projects, educational and cultural weeks and the outstanding use of the school's environment and teaching resources. Creative and excellent teachers and students make the school consistently outstanding and an example for other schools.

The school's main strengths

- Effective strategic planning based on rigorous and comprehensive self-evaluation
- Students' high self-confidence, outstanding participation in school life, ability to take responsibility and the high level of awareness reflected in their behaviour
- The outstanding use of varied teaching and learning strategies which contribute both to meeting students' different needs and to their academic achievement that exceeds expectations
- Outstanding educational development projects and curriculum-supporting remedial and enrichment activities
- The attractive school environment and optimal use of various teaching facilities.

Recommendations

In order to improve, the school should:

- spread outstanding practices as much as possible across the school and other educational institutions in the Kingdom, thereby ensuring sustained excellence and maintaining learning outcomes at outstanding levels.