



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

Directorate of Government Schools Reviews Short Review Report

**Al-Qudes Primary Girls School
Al-Juffair – Capital Governorate
Kingdom of Bahrain**

Date of Review: 12-14 March 2018

SG189-C3-R168

Introduction

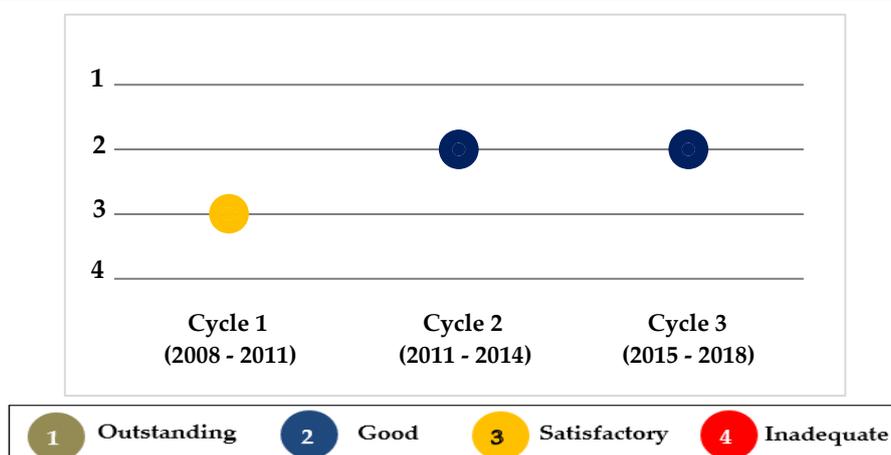
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2			2
	Students' personal development	2			2
Quality of processes	Teaching and learning	2			2
	Students' support and guidance	2			2
Quality assurance of outcomes and processes	Leadership, management and governance	2			2
Capacity to improve		2			
The school's overall effectiveness		2			

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 'Good'

Judgement justifications

- The school's self-evaluation of all aspects of schoolwork is accurate and comprehensive. The results are used in setting the strategic, action and operational plans in accordance with development and improvement priorities. This contributes to maintaining a good performance in all schoolwork areas.
- The school's leadership focuses on improving teachers' competency. This has a positive impact on the effectiveness of teaching and learning, including the development of students' higher order thinking skills and students' standards in the good and outstanding lessons, especially in class teaching.
- The effectiveness of the science and English lessons in Cycle 2 is inconsistent, particularly in managing learning time and using assessment for learning results to meet students' learning needs, especially the low achievers.
- Most students are motivated and participate in school life with confidence and enthusiasm. They assume leadership roles and take responsibility in lessons and extracurricular activities which enhance their experiences and meet their interests and needs, especially with the talented and gifted.

- Students with learning difficulties have their own programme, which offers excellent support.
- Students and their parents are satisfied with the school's provision.

Main positive features

- The school's strategic planning based on self-evaluation and reflects the school's vision.
- Enabling students to develop higher order thinking skills in most lessons.
- The self-confidence of most students, their ability to assume leadership roles, and their contribution in various extracurricular activities which enrich their experiences.
- The remarkable support offered to talented students, and those with learning difficulties.

Recommendations

- Further raise students' academic achievement, especially in English in Cycle 2.
- Continue to develop teaching and learning processes to achieve excellence, focussing more on:
 - using assessment for learning results in supporting students, especially the low achievers
 - optimal use of learning time in lessons to be more productive.
- Address the shortfall in human resources represented by two senior teachers, for English and science, and a learning resources specialist.

Capacity to improve 'Good'

Judgement justifications

- Despite only being recently appointed, the leadership is fully aware of the school's strengths and areas for improvement. The results of the accurate and comprehensive self-evaluation are beneficial in building the school's plans based on priorities, with effective mechanisms for implementation and monitoring.
- The school's leadership has the ability to face the challenges and achieve improvements, including:
 - the school's old building and its location, concentrating on and ensuring students' safety. Actions include rebuilding the dilapidated fence, introducing a safer departure mechanism, and allocating specific areas for the school buses

- handling well the shortfall in the middle leadership represented by senior teachers in the English and science departments, by delegating responsibilities to qualified teachers to assume the role of department coordinators, and delegating the learning

resource centre's specialist role to the learning resource centre technician.

- The school's judgements in its Self-Evaluation Form (SEF) match those reached by the review team in the aspects of teaching and learning and students' academic achievement.

Appendix: Characteristics of the school

Name of the school (Arabic)	القدس الابتدائية للبنات													
Name of the school (English)	Al-Qudes Primary Girls													
Year of establishment	1980													
Address	Building 818, Road 4215, Block 342													
Town / Village / Governorate	Al-Juffair/ Capital													
School's Contacts	17727460	17729948	Fax		17725428									
School's e-mail	qudes.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	295			Total	295				
Students' social background	The majority of students are from limited income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	2	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11													
Number of teaching staff	31													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 months													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations in mathematics for Cycle 2 and English for Grade 6. BQA National Examinations. 													

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The most important changes in 2017-2018: <ul style="list-style-type: none"> - appointment of a new school Principal. - Appointment of a part time senior Arabic teacher who time-shares with another school.