



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

**Date of Review: 17-19 February 2014  
SG189-C2-R151**

## Table of Contents

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<b>Directorate of Government Schools Reviews .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded .....</b>	<b>3</b>
<b>Review judgements .....</b>	<b>4</b>
Overall effectiveness .....	4
<b>The school's main strengths .....</b>	<b>5</b>
<b>Recommendations .....</b>	<b>6</b>

## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 six 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

<b>School's name</b>		Al-Qudes Primary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1980															
<b>Age range of students</b>		6-12 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		1-6				-				-							
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	340				<b>Total</b>	340							
<b>Students' social background</b>		Most students come from middle-income families															
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				
	<b>Classes</b>	2	2	2	2	2	2	-	-	-	-	-	-				
<b>Town /Village</b>		Juffair															
<b>Governorate</b>		Capital															
<b>Number of administrative staff</b>		9 administrative, 7 technicians															
<b>Number of teaching staff</b>		32															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		2 and a half years															
<b>External assessment and examinations</b>		MoE examination for Grade 6 English and QQA national examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		147				54				-				77			
<b>Major recent changes in the school</b>		Appointments in the past academic year 2012-13: <ul style="list-style-type: none"> <li>• 2 joint senior teachers for Arabic and social studies</li> <li>• head of administrative and financial services</li> <li>• 7 administrative technicians.</li> </ul>															

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 2 Good

Effectiveness has changed from satisfactory in the October 2010 review to good this time. This is attributed to an implemented comprehensive strategic plan, resulting in the students acquiring skills in most core subjects in both cycles and achieving evident progress in most lessons. Outstanding students and those with learning difficulties have access to a special education programme. Students participate with enthusiasm inside and outside lessons, expressing opinions confidently and respecting one another when working together. Teachers use effective teaching and learning strategies and varied teaching methods, improving learning in more than two-thirds of lessons. Extra-curricular activities and school programmes develop the students' varied experiences. However, the programmes and activities provided for low achieving students require further support in lessons and written work.

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

#### Grade: 2 Good

The school's capacity to improve and develop has changed from satisfactory to good in this review. The strategic plan is comprehensive and its goals are based on improvement priorities, achievement results and the recommendations of the previous review. The school provides a working environment that promotes team work and participatory decision-making, actively motivates and encourages its members to carry out and monitor programmes, and makes use of the support provided by the external improvement team. This helps to improve all areas of school work. However, the school still faces a few challenges, namely monitoring the impact of professional development programmes on teaching strategies and resources, providing further support for low achieving students, and raising students' academic achievement in English.

## **The school's main strengths**

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- The school's ambitious shared vision, which focuses on student's academic and personal achievement, and comprehensive strategic plan based on rigorous self-evaluation
- The students' awareness, commitment, understanding of their rights and responsibilities, sense of belonging to the school community and enthusiastic and confident participation in school life
- The varied extra-curricular activities and school programmes which cater for the students' different interests and experiences
- The support programmes provided for students of different levels, especially outstanding, gifted and learning difficulties students.

## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement in core subjects to a greater extent, with a focus on developing basic skills in English
- continue improving professional development programmes, with concentration on the use of varied teaching strategies and resources, and monitoring their impact to a greater extent on:
  - supporting students and challenging their abilities based on their standards in lessons and written work, particularly low achieving students
  - managing time in lessons to increase productivity.