



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

Directorate of Government Schools Reviews

Short Review Report

**Hafsa Um Almoumineen Primary Girls School
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 3–5 October 2017

SG155-C3-R125

Introduction

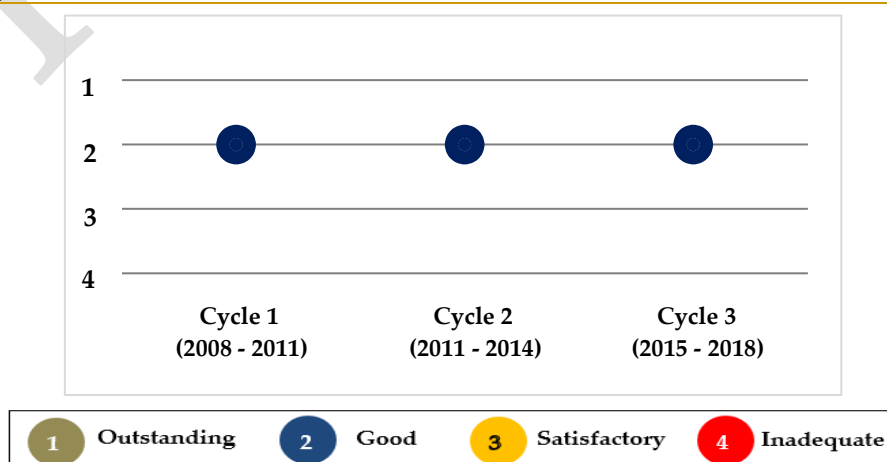
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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|---|---|
| <ul style="list-style-type: none"> • Strategic planning is secure. Judgements of most aspects and overall effectiveness remain as the previous review, except for personal development, and support and guidance, which have regressed from outstanding to good. • Proficiency rates match the high pass rates in most core subjects and reflect students' good performance levels in lessons. However, some rates vary in Cycle 2 and in English lessons. • Most teachers utilise a variety of effective teaching and learning strategies that contribute to students' good progress in almost three quarters | <ul style="list-style-type: none"> of lessons. However, some lessons vary in terms of using learning time effectively and catering for low-achieving students. • Most students participate in lessons and various extracurricular activities with enthusiasm and high confidence. They behave well and have a sense of security, which is supported by strong value-enhancing programmes that result in students and parents' satisfaction. • Students with learning difficulties and in the merged-class make an outstanding progress in the support programmes set for them. |
|---|---|

Main positive features

- Teachers utilise a variety of effective teaching and learning strategies that contribute to students' good academic levels.
- Most students participate in lessons with high confidence and enthusiasm, behave well and have a sense of security.
- Most students participate in various extracurricular activities, and the school supports them through effective value-enhancing programmes.
- Students with learning difficulties and merged-class students show outstanding progress in their support programmes.

Recommendations

- Monitor professional development programmes to optimize teachers' performance up to an outstanding level with further focus on:
 - improving students' academic achievement in Cycle 2, particularly in English
 - managing learning time to make lessons more productive.
- Cater for low-achieving students and support them in lessons, support programmes and written work.
- Address the shortage in human resources represented by senior teachers of mathematics and science, a learning resources specialist and a nurse.

Capacity to improve 'Good'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The school's leadership is aware of its strength and areas for improvement. This helps it maintain its good overall effectiveness.• Self-evaluation is comprehensive and accurate. The strategic plan focuses on priorities. Follow-up and implementation mechanisms are well structured.• Teachers are provided with intensive professional development programmes that are based on the | <p>results of a mostly accurate evaluation of classroom visits.</p> <ul style="list-style-type: none">• The school addresses challenges efficiently and competently by:<ul style="list-style-type: none">– providing training over the last two school years to newly appointed teachers, who form approximately one fifth of core subjects teachers– effective strategic planning processes, despite instability in senior leadership |
|---|---|

- appointing two teachers as coordinators for mathematics and science due to the lack of senior teachers.
- The school's judgements in the self-evaluation form (SEF) do not match those reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	حفصة أم المؤمنین الابتدائية للبنات												
Name of the school (English)	Hafsa Um Almoumineen Primary Girls												
Year of establishment	1983												
Address	Building 740 - Road 1410 - Block 814												
Town / Village / Governorate	Isa town/ Southern												
School's Contacts	17687314			Fax			17682938						
School's e-mail	hafsa.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		581		Total		581		
Students' social background	Most students come from middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	4	4	3	3	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	14 administrative and 8 technical staff												
Number of teaching staff	65												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for Cycle 2 in mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2016-2017 include: <ul style="list-style-type: none"> – school Principal – a senior teacher of English – six new teachers of core subjects: 2 for class teaching, 1 for Arabic, 1 for mathematics, 1 for science and 1 for English – learning difficulty specialist and speech therapist. • Appointing six teachers of core subjects in the school year 2017–2018: 1 for class teaching, 1 for Arabic, 2 for science and 2 for English.