



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-Khansa Primary Girls School  
Isa Town - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 31 March - 2 April 2014  
SG142-C2-R168**

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## 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 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

<b>School's name</b>		Al-Khansa Primary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1978															
<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>	754				<b>Total</b>	754							
<b>Students' social background</b>		Most come from average 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>	4	4	4	4	4	4	-	-	-	-	-	-				
<b>Town /Village</b>		Isa Town															
<b>Governorate</b>		Central															
<b>Number of administrative staff</b>		15 administrative and 13 technicians															
<b>Number of teaching staff</b>		61															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		One year															
<b>External assessment and examinations</b>		MoE English examination for Grade 6, 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>			
		281				60				2				39			
<b>Major recent changes in the school</b>		New appointments in 2012/13: <ul style="list-style-type: none"> <li>• school principal</li> <li>• second assistant principal</li> <li>• head of financial and administrative affairs.</li> </ul>															

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	3	-	-	3
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	3	-	-	3

### 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: 3 Satisfactory**

The school's overall performance has changed from good in the March 2010 review to satisfactory this time. Students' achievement is satisfactory in half of the lessons observed, as a result of students' inconsistent acquisition of basic skills, particularly in Cycle 2, and most evident in English, erratic effectiveness of teaching strategies, ineffectiveness of time management, and limited use of assessment results in meeting students' different learning needs, especially the low achievers. Nevertheless, students' personal development, curriculum, support programmes and activities that enrich students' experiences and reflect their high level of participation and self-confidence are good. Students are well inducted prior and after joining the school, and are sensitively supported when they face problems. Parents and students are satisfied with the school's provision. The school's staff admires the positive environment created by senior leadership. They are also motivated by various incentives.

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

#### **Grade: 3 Satisfactory**

The school's capacity to improve has changed from good in the previous review to satisfactory this time. The school's senior leadership is aware of the situation, and utilises the results of the comprehensive self-evaluation, which is embedded in strategic planning, to maintain good performance in students' personal development, their participation in school life, committees and activities that enrich the curriculum, and in the quality of support and guidance programmes. However, these efforts are insufficient to overcome the challenges facing the school including instability of senior leadership, shortage in middle management in English and science, and inconsistent performance of teaching staff many of whom are newly appointed. More efforts are required in following up the impact of professional development programmes on teachers' performance, particularly in core subjects in Cycle 2. These challenges negatively affect the school's capacity and prevent it from achieving more improvement.

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

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- Senior leadership's inspiration and motivation of staff
- Students' harmony, self-confidence, and enthusiastic participation in school activities that enrich their experiences and the curriculum
- Outstanding induction of students, prior and after joining the school
- Sensitive assistance offered to students when they face problems.

## Recommendations

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

- raise students' academic achievement, enabling them to acquire basic skills, particularly in Cycle 2 and in English
- develop effective teaching and learning strategies, so that lessons become student-centred, focusing on:
  - effective assessment to diagnose and meet students' different learning needs
  - supporting low achieving students
  - effective time management to increase productivity.
- follow up the impact of professional development programmes on teachers' performance, particularly on those who are newly appointed
- address the shortage in human resources, mainly senior teachers for English and science.