



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-Hunaineya Primary Girls School  
East Riffa - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 11-13 April 2016  
SG044-C3-R059**

## Introduction

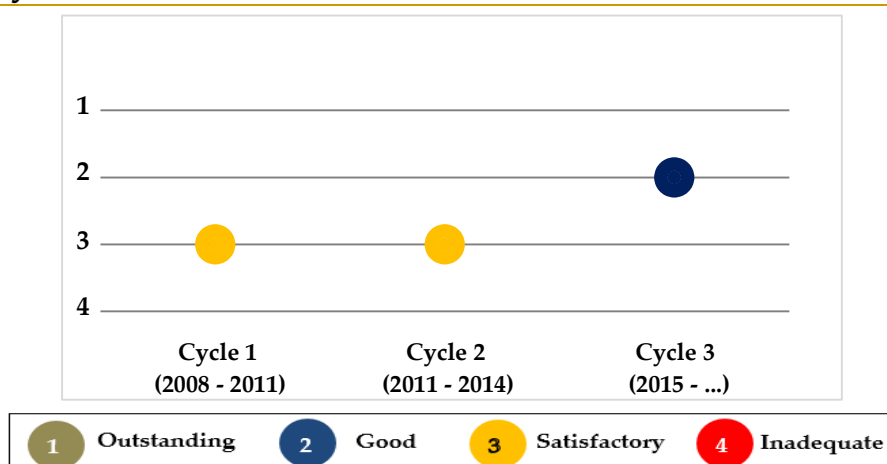
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	-	-	2
	Students' personal development	1	-	-	1
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 has achieved exceptional progress in the students' personal development aspect, which is judged 'Outstanding'. The remaining aspects are graded 'Good', having been 'Satisfactory' during the last review.
  - Students have high self-confidence, assume responsibility, take leading roles and are highly enthusiastic in lessons and in the various extra-curricular activities that enrich their experience.
  - Students have great awareness, are well behaved, adhere to Islamic values, and work together in harmony
- which is reflected in their feeling of psychological security.
- The school leaders are aware of the school's strengths and areas for development. They adopt a partnership approach to the decision-making process and an open-door policy, leading to excellent staff relations and morale. An enthusiastic spirit is encouraged among the staff, motivating their development and dedication.
  - Strategic planning focuses on the school's development and improvement priorities, and is based

on comprehensive accurate self-evaluation of all school activities. This greatly contributes to improving the school's overall performance.

- Most teachers use effective teaching and learning strategies, particularly in the 'outstanding' and 'good' lessons that represent more than half of the total. Professional development programmes are effective and contribute to the high standards and basic skills achieved by students in most subjects, with the exception of English where results vary. Teachers

also vary in time management, challenging students' abilities, and utilising of assessment outcomes in supporting low achievers.

- The effectiveness of the support and guidance programmes provided to the various categories of students is good and has a prominent impact on their progress. This particularly applies to students with learning difficulties, talented students, and students whose mother tongue is not Arabic.
- Students and parents are highly satisfied with the school's provision.

## **Main positive features**

- Students are well-behaved, participate enthusiastically in school life, are self-confident and work together in harmony.
- The leadership is aware of the school's development and improvement priorities, determined through an accurate comprehensive self-evaluation process that forms an effective foundation for the school's plans.
- Teachers' professional competency programmes are effective, contributing to the development of most teachers' overall performance and improving students' standards.
- Students' experiences and various interests are enhanced through extra-curricular activities and events that meet their interests.

## **Recommendations**

- Develop students' standards to an outstanding level in lessons, enabling them to further acquire basic skills, especially in English.
- Continue to further develop teaching and learning processes as follows, to enable students to reach outstanding levels:
  - using assessment outcomes in supporting low achievers
  - optimal use of time management
  - promotion of students' higher-order thinking skills and challenging their abilities in lessons.

- Address the shortage in human resources, mainly in a senior teacher for English, a learning resource specialist, and in facilities such as a gymnasium and a learning resource centre.

## □ Capacity to improve 'Good'

### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school leadership is aware of the school's real situation regarding its strengths and areas for improvement, based on accurate comprehensive self-evaluation, using these in shaping up the strategic plan with effective accurate programmes, procedures and follow-up mechanisms.</li> <li>• The administrative and teaching staff enthusiastically work towards change and development. They overcome the challenges encountered by the school, especially with regard to the abilities of students whose mother tongue is not Arabic. This has resulted in the achievement of good and outstanding learning situations despite the</li> </ul> | <p>shortage in human resources, mainly in a senior teacher for English, a learning resource specialist, and in some physical resources such as a gymnasium and a learning resource centre.</p> <ul style="list-style-type: none"> <li>• Effective teachers' professional development programmes are evident in most teachers' performance, particularly in the good and outstanding lessons.</li> <li>• There is a very close match between the review team judgments and the school judgments in the self-evaluation form (SEF), of all schoolwork aspects and the overall performance.</li> </ul> |
|--|---|

## Appendix: Characteristics of the school

Name of the school (Arabic)	الحنينية الابتدائية للبنات												
Name of the school (English)	Al-Hunaineya Primary Girls												
Year of establishment	2003												
Address	Building 191 - Shaikh Hamood bin Sabah Road - Block 903												
Town /Village / Governorate	East Riffa/ Southern												
School's Contacts	17779143	17778429	Fax	17775169									
School's e-mail	Hunaineya.pr.g@moe.gov.bh												
School's website	-												
Age range of students	6-9 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-3			-				-					
Number of students	Boys	-	Girls	250	Total	250							
Students' social background	Most students come from limited-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	-	-	-	-	-	-	-	-	-
Number of administrative staff	7 and 14 technicians												
Number of teaching staff	24												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	1 year												
External assessment and examinations	QQA National Examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> <li>• The most important appointments in the 2015-2016: <ul style="list-style-type: none"> <li>- the Principal</li> <li>- an Assistant Principal</li> <li>- two social workers.</li> </ul> </li> </ul>												