



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

Directorate of Government Schools Reviews Short Review Report

**Al-Khansa Primary Girls School
Isa Town – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 11-12 and 14 February 2018
SG142-C3-R157**

Introduction

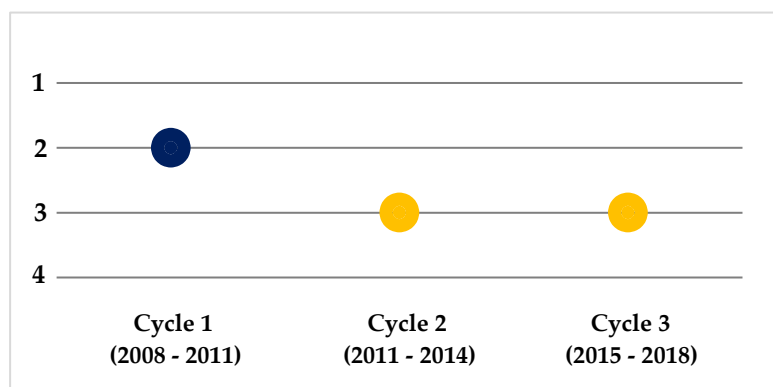
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • Self-evaluation is accurate and comprehensive. Its results are used to identify schoolwork priorities, and thereupon developing the school's strategic and action plans, which adequately cover schoolwork aspects. • Students' acquisition of the basic skills in core subjects is inconsistent, especially in the second cycle. These skills are in line with their inconsistent proficiency rates, particularly in English and mathematics in Grades 5 and 6. • Teaching and learning strategies are used well in most class teaching lessons and in science in the second cycle. | <p>However, they are only satisfactorily used in most second cycle lessons due to the inconsistent use of assessment results in meeting students' academic needs, managing learning time and supporting all groups of students in lessons, particularly low-achieving and disabled students.</p> <ul style="list-style-type: none"> • Most students behave well and participate with high confidence and enthusiasm in lessons and extracurricular activities while assuming leadership roles. • The academic and personal support programmes and the various activities to induct students and prepare them |
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for the next stages of their education are effective.

- The school has effective links with the local community, used to enhance

students' experiences. Parents are involved in school life and are satisfied with the school's provision.

Main positive features

- Most students' self-confidence, their assumption of leadership roles, their enthusiastic contribution to school life and their good behaviour.
- The effectiveness of personal and academic support programmes provided to students, as well as the induction programmes.
- The effective links with the local community to enrich students' experiences.

Recommendations

- Further raise students' academic achievement and acquisition of basic skills in core subjects, especially in English and mathematics.
- Develop teachers' professional development programmes and monitor their impact on improvement of their performance.
- Implement effective teaching and learning strategies that focus on:
 - utilising assessment results in meeting students' different academic needs
 - managing learning time effectively, to ensure better productivity
 - supporting all categories of students in classrooms, especially the low-achieving and disabled.
- Address the shortfall in human resources represented by senior teachers for English and science.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school's strategic planning processes, including self-evaluation and strategic and departmental plans, are comprehensive, inclusive and include adequate performance indicators and frequent monitoring mechanisms. However, their

implementation is inconsistent, particularly in relation to teaching practices and students' academic achievement.

- The effectiveness of teachers' professional development programmes is inconsistent, as is the

accuracy of monitoring their impact, leading to inconsistency in teachers' performance in lessons.

- Students adequately acquire the basic skills in subjects, the most successful being most class teaching lessons and science in the second cycle.
- The school's evaluation of its work aspects, as provided in the Self-

Evaluation Form (SEF), are not consistent with the judgements reached by the review team.

- The school faces some challenges, such as the lack of senior teachers for English and science.

Appendix: Characteristics of the school

Name of the school (Arabic)	الخنساء الابتدائية للبنات													
Name of the school (English)	Al-Khansa Primary Girls													
Year of establishment	1978													
Address	Building 3677, Road 909, Block 809													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17684284	17780116	Fax	17680304										
School's e-mail	khansa.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	787			Total	787				
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	4	4	4	4	4	5	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	21 administrative and 12 technical													
Number of teaching staff	72													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA National examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Major appointments in academic year 2017-2018: <ul style="list-style-type: none"> - Talent and excellence specialist. - Two senior teachers, for Arabic and mathematics.