



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-Muharraq Primary Girls School  
AL-Muharraq - Al-Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 23 - 25 December 2013  
SG093-C2-R142**

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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 eight 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-Muharraq Primary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1993															
<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>	765				<b>Total</b>	765							
<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>	4	4	4	4	4	4	-	-	-	-	-	-			
<b>Town /Village</b>		Al-Muharraq															
<b>Governorate</b>		Al-Muharraq															
<b>Number of administrative staff</b>		10 administrative 19 technicians															
<b>Number of teaching staff</b>		62															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		Two and a half years															
<b>External assessment and examinations</b>		MoE English language examination for Grade 6 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>			
		299				80				1				54			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>An increase in the number of students during the last two academic years of about 25%.</li> </ul>															

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

### 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

Overall effectiveness is good, matching the December 2009 review. Despite students' density in classrooms and variable performance of recently appointed teachers, the school has maintained its good performance in academic achievement and teaching and learning. More efforts are needed in helping low-achieving students in some lessons. Stakeholders' collaboration and the school's effective leadership enable the school to achieve outstanding performance in personal development, curriculum, guidance and support, and leadership and management. Action plans include priorities based on accurate self-evaluation. Students are distinguished by mature personalities, decent behaviour and ability to assume leading roles with confidence and enthusiasm, supported by educational provision and the creative programmes and activities provided in a stimulating learning environment. The school communicates with parents through various channels. Students and parents are well satisfied with the school's provision.

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

#### Grade: 1 Outstanding

The capacity to improve is outstanding, matching the previous review. This is attributed to distinguished leadership who believes in continuous improvement and the importance of shared decision-making, based on comprehensive self-evaluation and effective strategic planning. The school works to a unified policy that aims for a high level of excellence through continuous encouragement of initiative, supporting outstanding staff and effective professional development of teachers through Al- Muharaq Academy of Excellence. The school works closely with parents and representatives of the local community to provide educational opportunities and experiences that contribute to enhancing student's personalities. This enables students to achieve outstanding academic standards, independence and empowerment to lead in a spacious school environment where all facilities are effectively deployed. The school achieves sustained development alongside a creative and advanced levels of performance.

## The school's main strengths

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- Use of accurate and comprehensive self-evaluation in strategic planning, based on the twin priorities of school development and improvement
- Ambitious, productive and supportive school leadership which inspires and motivates school members through offering them various effective training programmes and working with them as one team within an organised, participatory working system
- Students' excellent awareness that was reflected in their self-confidence, distinguished behavior, ability to take responsibility, assume leadership roles and work independently and in harmony
- Various channels of communication with parents to inform them of their daughters' academic and personal levels, along with parents' and local community's roles in supporting school programmes and students' learning
- Variety of extra-curricular activities which meet students' different learning needs. The safe, stimulating learning environment and various supportive programmes when students encounter problems.

## Recommendations

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

- maintain the outstanding educational practices to sustain improvement in both teaching and learning processes, with a further focus on:
  - supporting low achieving students in lessons
  - investing time during lessons to ensure the highest degree of productivity.
- meet the shortage in the school's facilities represented in the science and home-economy labs.