



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-Safa Primary Girls School
A'Ali - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 4-6 April 2016
SG047-C3-R056**

Introduction

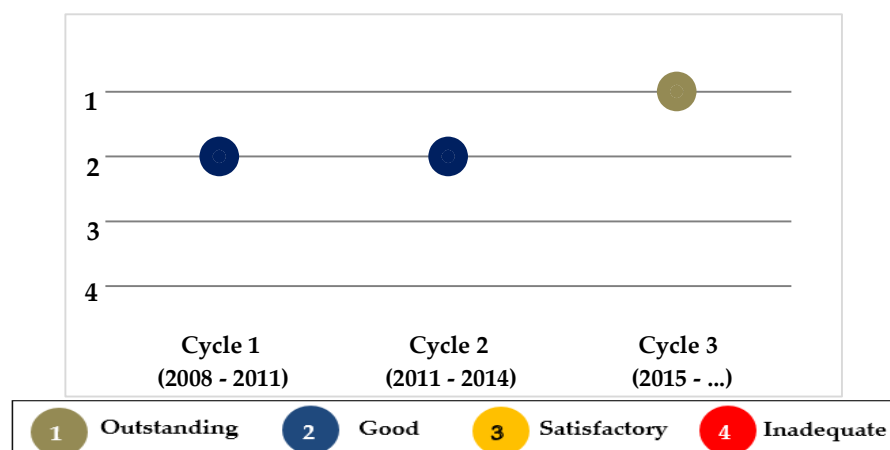
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with 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	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

- The school has a comprehensive accurate self-evaluation and uses its outcomes in strategic planning and determination of the school's priorities according to clear key performance indicators (KPIs). Systematic action plans are in place with effective and continuous follow-up procedures for implementing the strategic and action plans, resulting in the school's outstanding overall performance.
- Students achieve high and very high pass and proficiency rates in class-teaching subjects and the vast majority of Cycle 2 core subjects, particularly Arabic. These rates are reflected in their high and exemplary standards in two thirds of lessons and written works. Various categories of students also make outstanding progress in lessons and supporting programmes.
- Students take part in school life confidently and enthusiastically. They assume responsibility for learning, communicate productively and work together in learning situations and various activities and events. They lead projects effectively and are keen to gain knowledge and concepts, through self-learning.
- In more than two thirds of lessons, teachers use teaching and learning

strategies that enabled the vast majority of students to acquire knowledge, concepts and skills.

- The use of leading-edge programmes, activities and projects to support and guide the different categories of

students in and outside classrooms matches students' hobbies and interests, as well as enriching their experience.

- Students and parents are highly satisfied with the school's provision.

Main positive features

- A comprehensive accurate self-evaluation, and the use of its outcomes in setting the strategic plan with clear accurate priorities, shows in the quality of all the school's practices represented, for example:
 - a number of leading projects such as '5-Star Teacher' that diagnoses teachers' training needs and develops their performance. This contributes to raising their professional competency and has a positive impact on the teaching and learning processes
 - the 'Point of View and Suggestion' project in which teachers and students submit their points of view and suggestions on the action plans. This helps enrich the action plans with beneficial programmes
 - the effective use of various learning and teaching strategies that focus on students as the center of the educational process.
- Different categories of students achieve high standards and remarkable distinctive progress in core subjects as well as in various school programmes and projects such as the following:
 - outstanding projects offered to excellent students such as 'High Achievers' Portfolios', 'I am Outstanding', and 'Young Scholar'. These develop students' higher order thinking skills and increase their self-confidence. Such projects help enhance competitiveness and broaden students' outlook
 - low achievers' projects such as 'I can do it', 'I excel for the future', and 'I express my views'. These raise their performance and help improve their academic progress
 - the 'Knowledge Flowers' project is for students with learning difficulties. It contributes to helping them excel and achieve most competencies in Arabic and mathematics
 - the 'Enrichment Weeks' and 'Golden Brains' programmes aimed at talented students through various activities that contribute to enhancing their talents.
- Students have a sense of belonging to school and are motivated towards their learning. They participate enthusiastically in school life through a wide range of various activities and events, in which they demonstrate ability to assume leadership roles

effectively and confidently, for example, in 'My Break is Playing & Learning', as well as through Students' Council activities.

- Different categories of students' learning and personal needs are met through a wide range of activities, guiding sessions, and outstanding enrichment and remedial programmes and projects such as:
 - 'Shining Morning', which encourages and contributes to early reporting to school
 - 'Discipline Harvest', which enhances positive behaviour and contributes to reducing misbehaviours.

Recommendations

- Sustain the culture of excellence and progress in the various schoolwork aspects, and spread the outstanding practices and leading projects to further extent inside and outside the school to benefit other educational institutions across the Kingdom of Bahrain.
- Address the shortage in human resources, mainly in senior teachers for English, mathematics and science, and in physical resources such as a gymnasium and house economy laboratory.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school has the capability to progress from 'Good' to 'Outstanding' in terms of administrative, educational and achievement levels as its effective action plan is based on the strategic plan, accurate and comprehensive self-evaluation, and carrying out a wide range of leading programmes, activities and projects. • The school senior leadership deals efficiently with the challenges that the school faces such as: <ul style="list-style-type: none"> - shortage in middle leadership in English, science, and mathematics. This has been overcome by delegating responsibility to efficient teachers to carry out the roles of senior teachers for these departments | <ul style="list-style-type: none"> - shortage in physical facilities such as a gymnasium, art studio and house economy laboratory. The school makes the necessary arrangements according to its capabilities. • The impact of teachers' professional competency programmes on teaching and learning processes is effective, as is the continuous follow-up of teachers' performance, particularly the newly appointed. • There is a very close match between the review team's judgments and the school judgments of all schoolwork aspects and overall performance in the self-evaluation form (SEF). |
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Appendix: Characteristics of the school

Name of the school (Arabic)		الصفاء الابتدائية للبنات											
Name of the school (English)		Al-Safa Primary Girls											
Year of establishment		1993											
Address		Building 1309 - Road 4034 - Block 740											
Town / Village / Governorate		A'Ali – Northern											
School’s Contacts		17671238		17465295		Fax		17676114					
School’s e-mail		safa.pr.g@moe.gov.bh											
School’s website		-											
Age range of students		6-12											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	-			Girls	509			Total	509		
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	3	3	3	2	-	-	-	-	-	-
Number of administrative staff		4 and 10 technicians											
Number of teaching staff		42											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal’s tenure in the school		1 year											
External assessment and examinations		MoE examinations in mathematics for Cycle 2, English for Grade 6 - QQA National Examinations											
Accreditation (if applicable)		-											
Major recent changes in the school		<ul style="list-style-type: none">New appointments in the school year 2015-2016:<ul style="list-style-type: none">the Principal of the Schooltwo teachers: 1 for English, 1 for social studies.											