



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

**Date of Review: 18-20 April 2016  
SG070-C3-R063**

## Introduction

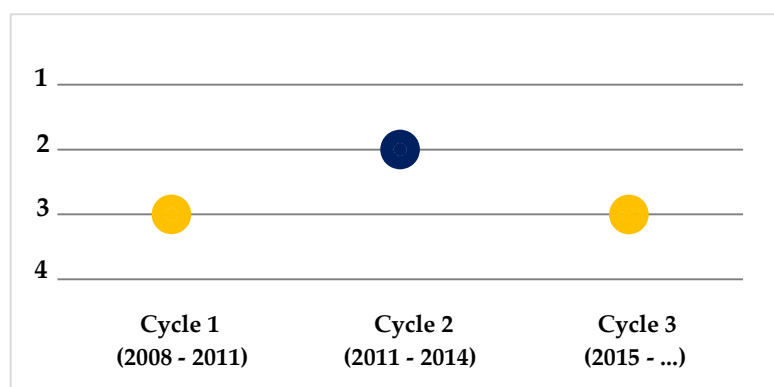
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	-	3
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	3	3	-	3
	Students' support and guidance	3	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



<b>1</b>	<b>Outstanding</b>	<b>2</b>	<b>Good</b>	<b>3</b>	<b>Satisfactory</b>	<b>4</b>	<b>Inadequate</b>
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## School Summary Report

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### 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"> <li>• The students' personal development aspect has changed from 'Outstanding' to 'Good', while the other aspects are graded 'Satisfactory' compared to the 'Good' judgement of the previous review.</li> <li>• Students behave well, work together in harmony, and participate confidently and enthusiastically in the various school activities and programmes. They also have good citizenship spirit and adhere to Islamic values.</li> <li>• The school enriches students' experience and promotes their talents and various interests through different</li> </ul> | <p>extra-curricular activities. Students and parents are satisfied with the school's provision</p> <ul style="list-style-type: none"> <li>• Students' acquisition of basic skills in lessons and their standards of achievement, particularly in Arabic and mathematics in Cycles 2 and 3 and in science in Cycle 3, are inconsistent.</li> <li>• The majority of teachers vary in their use of teaching and learning strategies, learning resources, and assessment activities. This results in erratic effectiveness in meeting students' different learning needs and challenging their abilities.</li> </ul> |
|---|--|

- Teachers manage learning situations effectively in terms of guiding students towards learning. However, time management in meeting the lessons' objectives and increasing productivity varies.
- Accuracy of self-evaluation of all schoolwork activities and use of their outcomes in determining development priorities, the strategic planning and follow-up mechanisms is inconsistent.
- Students' progress in special and supporting programmes varies. Talented students make good progress, whereas that of high achievers is only satisfactory. Students with learning difficulties and low achievers' progress in their special enrichment programmes, is less.

### **Main positive features**

- Students behave well, work together in harmony and participate confidently and enthusiastically in the extra-curricular activities. They also have good citizenship spirit and adhere to Islamic values.
- Students of Cycle 1, especially in classroom teaching, achieve progress in lessons.
- A wide range of extra-curricular activities enriches students' experiences and develops their various talents and interests.

### **Recommendations**

- Use a more accurate self-evaluation process and utilise its outcomes in determining the school's priorities and developing the strategic plan, following up its implementation effectively.
- Enable students to acquire the basic skills and promote their academic achievement, especially in mathematics and English in Cycles 2 and 3 and in science in Cycle 3.
- Follow up on the teachers' professional development programmes in order to improve teaching and learning processes, to include:
  - applying effective self-assessment and using its outcomes in meeting the various categories of students' learning needs
  - productive classroom management
  - considering differentiation and challenging students' abilities, especially the high achievers.
- Support and guide various categories of students, particularly students with learning difficulties and low achievers in lessons, written work and school programmes.

- Address the shortage in human resources, mainly senior teachers for English, mathematics and science plus a learning resources centre specialist.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Accuracy varies in the self-evaluation mechanisms of all school activities and using the outcomes in determining development priorities, shaping the strategic plan and the KPIs. This does not reflect the significance of each educational stage or the students' achievement in school subjects. The accuracy of assessing the educational situations is inconsistent.</li> <li>• The school faces a number of challenges:             <ul style="list-style-type: none"> <li>- a shortfall in human resources, mainly in senior teachers for English, mathematics and science and a learning resources centre specialist</li> <li>- an increase in the number of new students who have joined the school at the start or during the</li> </ul> </li> </ul> | <p>school year, amounting to 60 more students than in the previous year. These students are of various cultural and economic backgrounds.</p> <ul style="list-style-type: none"> <li>• The school has made some improvements in creating a motivational learning environment where students are involved in the school activities, and has partially addressed the shortage in school facilities by making alternative arrangements such as equipping the internal training centre.</li> <li>• There is some disparity between the school's judgement of its overall performance in the self-evaluation form (SEF) and the review team's judgments.</li> </ul> |
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## Appendix: Characteristics of the school

Name of the school (Arabic)	الإعدادية للبنات الزلاق الابتدائية													
Name of the school (English)	Al-Zallaq Primary Intermediate Girls													
Year of establishment	1960													
Address	Building 634 - Road 6621 - Block 1056													
Town /Village / Governorate	Al-Zallaq - Southern													
School's Contacts	17631037-17631036				Fax				17630261					
School's e-mail	zallaq.in.g@moe.gov.bh													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		-		Girls		441		Total		441			
Students' social background	Most students come from middle-limited income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		2	2	2	1	2	2	2	2	2	-	-	-
Number of administrative staff	7 and 20 technicians													
Number of teaching staff	53													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE examinations in mathematics for Cycle 2 and English for Grade 6 - QQA National Examinations.													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Six new teachers were appointed in the school year 2015-2016, including 1 for Arabic and 1 for English.</li> </ul>													