



الهيئة الوطنية
للمؤهلات وصمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Directorate of Government Schools
Reviews
Short Review Report**

**Almustaqbal Primary Girls School
Riffa – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 November 2014
SG182-C2-R198**

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Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 nine 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

School's name		Almustaqbal Primary Girls School															
School's type		Government															
Year of establishment		2007															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	982				Total	982							
Students' social background		Most students come from good income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	4	5	5	5	6	5	-	-	-	-	-	-				
Town /Village		Riffa															
Governorate		Southern															
Number of administrative staff		17 administrative, 21 technicians															
Number of teaching staff		89															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		1 year															
External assessment and examinations		MoE English examination for Grade 6 and QQA National Examinations															
Accreditation (if applicable)		-															
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		116				285				1				9 + 12 merged			
Major recent changes in the school		<ul style="list-style-type: none"> • New appointments in 2013-2014: <ul style="list-style-type: none"> - principal - assistant principal - 2 social workers 															

	<ul style="list-style-type: none">- administrative and financial affairs supervisor- IT specialist.• 354 additional students joined the school during the last 3 years• A new assistant principal appointed in 2014-2015.
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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

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 2 Good

The school's performance is 'good', matching the 2010 review. Overall effectiveness, academic achievement and teaching and learning are good, with all other review aspects being outstanding. The school offers excellent extra-curricular activities that enhance students' experiences and their remarkable self-confidence, and enable them to take responsibility. Effective support programmes are provided, particularly for learning difficulties and merged students. Students are advised and guided whenever they face problems, which makes them feel safe and enjoy learning in a conducive environment. Planning is highly effective, as are implementation and follow-up mechanisms. Professional development programmes positively impact teachers' performance in most lessons, though to a lesser extent in mathematics and English basic skills in cycle 2, and the support offered to low achievers. Students and parents are satisfied with the school's provision.

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

Grade: 1 Outstanding

The school's capacity to improve is 'outstanding', matching the previous review. Leadership is aware of the school's strengths and areas for improvement. There is strong determination, shared with the competent stakeholders, to achieve its ambitious vision, face and overcome challenges including senior leadership instability, the transfer of all mathematics and most English teachers, and the significant increase in student numbers who join it from different areas and whose educational standards vary. The school has a strong plan based on accurate and comprehensive self-evaluation. Senior leadership motivates and encourages middle management through delegation and sharing responsibilities, and the school provides various programmes that enhance and promote students' experiences and meet their needs and interests. All this enables the school to maintain its outstanding judgement and develop leaders with high self-confidence.

The school's main strengths

- Accurate self-evaluation, action plans and effective implementation positively impacts on constant improvement in overall performance
- Most students' effective participation in school life, their obvious self-confidence, ability to take responsibility and accept leadership roles
- The various extra-curricular activities and programmes that enhance and promote students' experiences and meet their interests and needs
- The support and guidance programmes offered to different categories of students, and the care provided when they face problems which makes them feel safe in a conducive learning environment.

Recommendations

In order to improve, the school should:

- make use of the outstanding practices to raise students' academic achievement, developing their basic skills in mathematics and English in Cycle 2
- further develop teaching and learning, to include:
 - effective time management
 - supporting low achievers in lessons.