



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

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

**Bait Al-Hekmah Primary Girls School  
Isa Town - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 April 2015  
SG007-C3-R001**

## Introduction

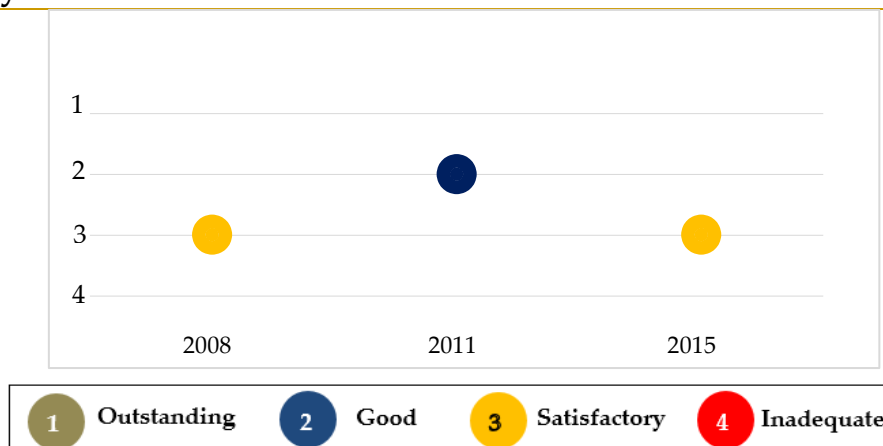
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities,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

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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

- Students' attainment during lessons in school and in ministerial examinations is inconsistent. Grade 5 students' attainment in mathematics is the lowest in terms of success and proficiency.
- Teachers' performance in implementing teaching and learning strategies and utilising learning resources is erratic, varying between good and satisfactory. The best performance was observed in Cycle 2 science, while English was the poorest, particularly in Cycle 1.
- Time is not always used effectively. Individual differences, challenging students' abilities during activities and assessment, and making use of the results to meet students' educational needs are variable.
- Good guidance and support programmes are offered for most categories of students outside lessons.
- Most students are self-confident, well behaved and enthusiastically participate in school life.
- The good relations between the school's leadership, staff and the local community.
- Students and parents are quite satisfied with the school's provision.

## Main positive features

- Most students are self-confident, well behaved and enthusiastically participate in school life. They feel safe and secure and work together in a stimulating learning environment.
- Support and guidance programmes offered to various groups of students, and the multiple extra-curricular activities that enhance their experiences.
- The good relations between the school's leadership and staff, effective communication with the local community, and utilisation of resources and facilities.

## Recommendations

- Follow up on the impact of professional development programmes to ensure further improvement in teachers' performance.
- Raise students' academic achievement, particularly in English in Cycle 1 and mathematics in Grade 5.
- Develop teaching and learning strategies to ensure:
  - utilisation of assessment results to meet the various groups of students' educational needs
  - time management during lessons
  - differentiation among students and challenging their abilities to develop their higher order thinking skills
  - development of self-learning skills.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The school's overall effectiveness regressed from 'Good' to 'Satisfactory'.</li><li>• Inconsistent performance by teachers in applying teaching and learning strategies resulted in students' disparity in acquiring the basic skills in most subjects, especially in English.</li><li>• Comprehensive self-assessment and utilising the results in setting the strategic and action plans, which adequately contribute to achieving most of the school's main goals, particularly those related to personal</li></ul> | <ul style="list-style-type: none"><li>development and guidance and support.</li><li>• The school faces many challenges caused by the sudden transfer of some teachers and the shortage of human resources such as a senior teacher for Arabic.</li><li>• The school adequately works to raise the professional competency of teachers, especially newly appointed, though the impact on their performance requires monitoring.</li></ul> |
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## Appendix: Characteristics of the school

Name of the school (Arabic)	بيت الحكمة الابتدائية للبنات													
Name of the school (English)	Bait Al-Hekmah Primary Girls School													
Year of establishment	1988													
Address	Building 140 - Road 1601 - Block 816													
Town /Village / Governorate	Isa Town - Southern													
School's Contacts	17620963				Fax				17621650					
School's e-mail	hekma.pr.g@moe.gov.bh hekma.prg@hotmail.com													
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		539		Total		539			
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	3	3	3	3	3	4	-	-	-	-	-	-	
Number of administrative staff	7 administrative and 22 technicians													
Number of teaching staff	54													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>• Newly appointed staff in 2013/2014, including: <ul style="list-style-type: none"> <li>- a Principal</li> <li>- an assistant principal</li> <li>- a social worker.</li> </ul> </li> </ul>													