



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

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

**Fatima Bint Alkhattab Primary Girls School
East Riffa - Central Governorate
Kingdom of Bahrain**

**Date of Review: 5-7 May 2014
SG154-C2-R182**

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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		Fatima Bint Alkhattab Primary Girls School															
School's type		Government															
Year of establishment		1998															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	1240				Total	1240							
Students' social background		Most students come from medium-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	6	6	6	6	6	6	-	-	-	-	-	-				
Town /Village		East Riffa															
Governorate		Central															
Number of administrative staff		20 administrative, 19 technicians															
Number of teaching staff		108															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 years															
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			
		504				70				-				70, and 12 integrated class			
Major recent changes in the school		<ul style="list-style-type: none"> • New appointments in 2013-2014: <ul style="list-style-type: none"> - 25 teachers: 5 each for Arabic, English, classroom teaching; 2 each for mathematics, science, social studies, Islamic studies, physical education - learning difficulties specialist. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	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	2	-	-	2

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

Overall performance has changed from 'Satisfactory' in May 2010 to 'Good' this time. Personal development, support and guidance, and curriculum enrichment are outstanding, attributed to the leadership's awareness of strengths and areas for improvement. The school focuses on priorities and provides excellent extra-curricular activities and support programmes effective in enhancing students' experiences. Students are self-confident and assume responsibility and leading roles. The school's communication with the community is productive and parents participate well in school activities, reflecting in parents' and students' high satisfaction. Professional development programmes positively impact educational practices. This enables students to acquire basic skills in Arabic and classroom teaching, though less so in mathematics and English in Cycle 2 as time management and use of assessment results are inconsistent, especially for low achievers.

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

Grade: 2 Good

The capacity to improve has changed from 'Satisfactory' to 'Good' this time, attributed to the senior leadership's ambition and its awareness of planning priorities for development and improvement. The school's strategic plan is accurate, based on comprehensive self-evaluation, and includes clear performance indicators. The school has made several improvements, particularly in developing students' personalities and providing them with outstanding support and guidance programmes alongside various extra-curricular activities which contribute to enhancing their educational experiences. Most teachers' performance has improved. Classroom environments and murals positively impact students' academic achievements, especially in classroom teaching and Arabic, though to a lesser extent in mathematics and English in Cycle 2, due to the shortage of a senior teacher for English and a gifted and talented specialist.

The school's main strengths

- Students' high level of awareness and good behaviour, their ability to assume responsibility and take leading roles with high confidence at school
- Senior leadership's awareness of priorities
- Effective support, outstanding curriculum enrichment programmes, and promotion of different categories of students' educational experiences
- Effective and productive communication with parents and community institutions.

Recommendations

In order to improve, the school should:

- make use of its outstanding and good practices, focussing professional development programmes to improve teaching and learning further by emphasizing on:
 - development of basic skills in English and mathematics in Cycle 2
 - utilising assessment in lessons and written works to meet students' educational needs, especially for low achievers
 - effective time management, to ensure the highest productivity.
- address the shortage in human resources, namely a senior teacher for English, a gifted and talented specialist and a nurse.