



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Fatima Bint Asad Primary Girls School
Al-Hajar -Northern Governorate
Kingdom of Bahrain**

Date of Review: 18-20 March 2013

SG118-C2-R093

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The 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 six 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 Asad Primary Girls School													
School's type		Government													
Year of establishment		1972													
Age range of students		6-12 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				-				-					
Number of students		Boys		-		Girls		458		Total		458			
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	2	3	3	3	-	-	-	-	-	-
Town /Village		Al-Hajar													
Governorate		Northern Governorate													
Number of administrative staff		9													
Number of teaching staff		41													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		2 years													
External assessment and examinations		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	
		60				16				6				30	
Major recent changes in the school		<ul style="list-style-type: none"> • Appointment of School Principal in the past academic year 2011-2012 • the school joined the improvement projects in the second semester of the current academic year 2012-2013. 													

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 good performance is consistent with its previous review in January 2010, achieving outstanding levels in most aspects of work. Both academic achievement and teaching and learning are good, attributed to ambitious leadership and members' extensive efforts. Development plans focus on school work priorities, defined through self-evaluation, and promote participation and involvement of all school members in a positive and motivating environment. Diverse, effective teaching strategies, considering differentiation between students' levels, are used, challenging students' abilities. Varied assessment methods reflect outstandingly in students' acquisition of basic skills in most subjects, though to a lesser extent in English. Students show maturity and self-confidence in leadership roles. The vast majority of students and parents commend the school's outstanding efforts and express high levels of satisfaction with its provision.

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

Grade: 1 Outstanding

The school's capacity to develop and improve has changed from good in the previous review to outstanding this time. This is attributed to the implementation of a comprehensive strategic plan which includes accurate and clear performance indicators and focuses on priorities defined through rigorous self-evaluation. The school's leadership and members make outstanding efforts to monitor all administrative and educational practices, especially in respect of students' personal and academic progress. The execution of activities and their technical aspects are monitored and measured for impact. The school environment contributes significantly to improving overall performance, especially regarding students' personal development, teaching and learning strategies, extra-curricular programmes and the outstanding support provided for different categories of students. All of the above make the school capable of improving overall performance in the future.

The school's main strengths

- Students' self-confidence, their ability to take responsibility and leadership roles and their excellent cooperation
- Diversity of effective teaching strategies, resulting in students' outstanding acquisition of basic skills in most subjects, and the use of resources in varied activities which challenge students' abilities
- Outstanding measures to ensure the safety and security of school members, alongside effective support provided for students when they have problems
- An ambitious and productive leadership which bases strategic planning on school work priorities, defined through rigorous self-evaluation and inspired and motivated school members who support educational initiatives and projects.

Recommendations

In order to improve, the school should:

- benefit from the outstanding and good practices at the school, continuing to improve teaching and learning processes with a focus on:
 - developing students' basic skills in English
 - supporting low achieving students during lessons
 - time management in order to achieve maximum productivity of lessons.