



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

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

**Hafsa Um Almoumineen Primary Girls School
Isa Town - Central Governorate
Kingdom of Bahrain**

Date of Review: 29 - 31 December 2013

SG155-C2-R147

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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 eight 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		Hafsa Um Almoumineen Primary Girls School															
School's type		Government															
Year of establishment		1984															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	622				Total	622							
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	4	4	4	4	-	-	-	-	-	-				
Town /Village		Isa Town															
Governorate		Central															
Number of administrative staff		14 administrative and 10 technicians															
Number of teaching staff		56															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		Two and a half 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			
		200				60				6				77			
Major recent changes in the school		<ul style="list-style-type: none"> Principal appointed in 2011-2012 2 Assistant Principals and Head of Financial and Administrative Affairs appointed in 2012-2013. 															

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	2	-	-	2
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 effectiveness is good, matching the March 2010 review. The school got good judgment in most of the review aspects, and outstanding in the students' personal development and in support and guidance. Students and parents are well satisfied with the school's provision. Senior leadership develops operations, motivates and inspires the staff and intensify links with parents and the local community. Counselling and guidance programmes promote students' awareness and encourage them to confidently and enthusiastically participate in school activities. Students achieve good progress in most lessons and written work, especially in Arabic and class teaching due to effective and varied teaching and learning strategies. However in a few lessons inconsistent performance of some teachers, ineffective time management, varied support offered and poor links between subjects.

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

Grade: 2 Good

The capacity to improve is good, matching the judgement of the previous review. The school strategic planning for improvement focuses on priorities, which includes accurate performance indicators, based on comprehensive self-evaluation results on the real situation of the school. The leadership team is fully aware of the school's strengths and areas for improvement which enabled them to develop and implement projects that enhance students' experiences, provide support and guidance programmes and improve some educational practices in classrooms. All of which, was because of the staff efforts and the cooperation of the external support team. However, instability in the school's leadership, inconsistent performance of a few teachers in a limited number of lessons, particularly English and mathematics where there is a lack in middle management, prevents the school from achieving further progress.

The school's main strengths

- Effectiveness of senior leadership in improving and following up the school's provision, motivating its members, and the effective communication with parents and the local community
- Students' awareness and enthusiastic participation in school life
- Effective teaching and learning strategies in most lessons, specifically cooperative learning with clear roles and responsibilities
- Outstanding support offered for different-ability groups of students, and the quality of enrichment and remedial programmes.

Recommendations

In order to improve, the school should:

- raise students' academic achievement in core subjects to ensure high standards
- continue to develop teaching and learning processes, with greater emphasis on:
 - supporting low achieving students
 - best use of time to ensure a higher level of productivity
 - links between subjects.
- address the shortage in human resources, particularly senior teachers in English and mathematics.