



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

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

**Hajer Primary Girls School
Bani Jamra - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 21-23 October 2013
SG197-C2-R123**

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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		Hajer 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	419				Total	419							
Students' social background		Majority come from middle-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	3	3	3	3	2	3	-	-	-	-	-	-				
Town /Village		Bani Jamra															
Governorate		Northern															
Number of administrative staff		7															
Number of teaching staff		46															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 years															
External assessment and examinations		MoE English Language 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			
		145				57				-				16			
Major recent changes in the school		<ul style="list-style-type: none"> • Transferred the former two social workers in September 2013 and appointed one in their place • Added land to the school's area from Al Budaiya Primary Boys School at the beginning of this scholastic year. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
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: 1 Outstanding

Overall effectiveness is outstanding, raised from good in the January 2011 review. All aspects are outstanding, as is parents' and students' satisfaction, attributed to the concerted efforts of all stakeholders. Leadership works hard to improve the school's performance based on organised and thoughtful planning, with implementation and follow-up mechanisms focusing on priorities. These efforts reflect in outstanding achievement by students in the overwhelming majority of lessons, low achieving students being a minority. Pass and proficiency rates are high with good results in the national examinations. Effective teaching and learning processes and support and guidance are offered to different age-groups. Many activities, programmes and projects enrich the curriculum and promote learning. Students' awareness and discipline is remarkable. All this contributes to achieving outstanding performance.

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

Grade: 1 Outstanding

Capacity to improve is outstanding, raised from good in the previous review. This is attributed to the established vision across the school stakeholders. Clear objectives defined in the strategic plan, based on rigorous and comprehensive self-evaluation, and the pioneering professional development programmes positively impact teachers' performance. Students' academic achievement, personal development, teaching and learning processes, support and leadership are outstanding. Despite challenges facing the school, especially those related to the aging of the school's building, lack of some teaching facilities such as a gym and the instability of teachers in some departments, the school is capable of overcoming all challenges. This judgement is based on the professional systems applied across all aspects of school work.

The school's main strengths

- Comprehensive strategic plan with accurate performance indicators, based on accurate analysis and comprehensive assessment, reflecting in the outstanding overall effectiveness of the school
- Follow up on the significant impact of effective professional development programmes on teaching and learning processes
- Students' high performance in school and national examinations and the progress they achieve in lessons and written works
- Students' great enthusiasm, active participation in school life, high level of awareness, positive attitude, clear understanding of Bahraini culture and observance of Islamic morals and values
- Enriching the school curriculum with varied, effective programmes and activities, with students' committees that meet the personal and academic needs of the majority of students and enhance their diverse experiences.

Recommendations

In order to improve, the school should:

- spread outstanding educational practices across the school, making use of them to improve the teaching and learning processes with a further focus on:
 - supporting low achieving students
 - developing students' higher order thinking skills and challenging their abilities.