



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

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

**Halima Al-Sa'adeyya Intermediate Girls School  
Al-Saguiya - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 13-15 April 2015  
SG010-C3-R006**

## Introduction

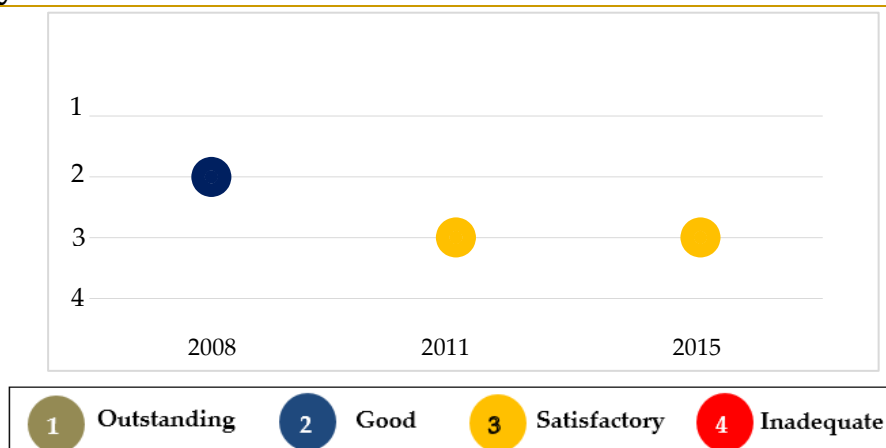
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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	-	3	-	3
Quality of processes	Teaching and learning	-	3	-	3
	Students' support and guidance	-	3	-	3
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

- An adequate strategic plan is in place but built on self-evaluation that is inconsistent in its accuracy and comprehensiveness, thereby affecting arrangement of the school's work priorities.
- The majority of students satisfactorily acquire basic skills in core subjects.
- Teachers provide good support for the more able students, but inconsistent support for the less able ones in lessons and those in the inclusion class.
- The more able students achieve good progress in lessons and in their written work, especially in English.
- The majority of teachers manage lessons effectively. They plan and use adequate teaching strategies, though some of them vary in the effectiveness of time management and use of assessment to meet students' educational needs.
- Students are inducted for the next stage of education and their life skills are enhanced adequately through the use of information technology and electronic learning.
- The majority of students have good communication skills, which they employ in discussions and in stating their views. This also shows in their

adequate harmonious interaction, good behaviour and clear understanding of Islamic and national values.

- The school communicates appropriately with the local

community, parents and students. Students and parents are satisfied with the school, though parents' participation in the electronic questionnaire was low.

## Main positive features

- Students' behaviour and their high harmonious interaction in school life.
- Students clear understating of Islamic and national values.
- The majority of students possess communication skills, exhibited during their working together.

## Recommendations

- Improve self-evaluation to be more accurate and comprehensive, and make better use of its results in arranging school work priorities and developing the strategic plan.
- Use effective teaching and learning strategies that contribute more in raising students' achievement and take into account:
  - acquiring students basic skills
  - using assessment for learning
  - managing time to ensure better productivity
  - providing educational support and guidance for students, especially low achievers and inclusion class students.
- Fill shortages represented in:
  - human resources: a social counsellor and senior teachers in the academic department, especially in English, mathematics and science
  - physical resources for the e-learning class.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- The school's appropriate efforts in facing challenges, represented by:
  - inconsistent expertise of the teaching staff, which includes a large number of newly appointed

teachers. There is also a shortage in social counsellors and senior teachers of English, mathematics and science. This affects the following up of the impact of

<p>professional development programmes on the teachers' performance and thereby the students' achievements, which are inconsistent</p> <ul style="list-style-type: none"> <li>– lack of some educational facilities, such as for the electronics class.</li> <li>• Self-evaluation is adequate, but benefiting from its results in arranging the school work priorities and strategic planning is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of teachers are open to change and participate in the development of the overall performance of the school.</li> <li>• Students' personalities are prominent and so is their clear understanding of Islamic and national values.</li> <li>• Good support is provided to the more able students.</li> </ul>
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## Appendix: Characteristics of the school

Name of the school (Arabic)	حليمة السعدية الإعدادية للبنات												
Name of the school (English)	Halima Al-Sa’adeyya Intermediate Girls School												
Year of establishment	1959												
Address	Building 270 - Road 2807 - Kuwait Avenue - Al-Suqia 328												
Town /Village / Governorate	Al-Suqia - Capital												
School’s Contacts	17255188					Fax		17246637					
School’s e-mail	halema.mm@gmail.com												
School’s website	-												
Age range of students	13-15 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	-			7-9				-					
Number of students	Boys	-		Girls	432		Total	432					
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	-	-	-	-	-	-	6	5	5	-	-	-
Number of administrative staff	13 administrative and 4 technicians												
Number of teaching staff	56												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal’s tenure in the school	6 months												
External assessment and examinations	MoE’s examinations and QQA’s National examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"><li>Recently appointed staff in 2014/2015, including:<ul style="list-style-type: none"><li>a Principal</li><li>5 new teachers (3 for English, 1 for Arabic and 1 for French.</li></ul></li></ul>												