



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

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

**Hamad Town Primary Girls School  
Hamad Town - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 23-25 September 2013**  
SG122-C2-R114

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven 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

<b>School's name</b>		Hamad Town Primary Girls School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1984											
<b>Age range of students</b>		6-12 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				-				-			
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	641				<b>Total</b>	641			
<b>Students' social background</b>		Majority of students come from limited income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	3	3	4	4	3	3	-	-	-	-	-	-
<b>Town /Village</b>		Hamad Town											
<b>Governorate</b>		Southern Governorate											
<b>Number of administrative staff</b>		13 administrative and 6 technicians											
<b>Number of teaching staff</b>		49											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		6 years											
<b>External assessment and examinations</b>		MoE Graden6 English Language examination and QQA National Examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		224			28			10 in inclusion class			30		

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• The most important appointments during the school year 2012-2013 were:<ul style="list-style-type: none"><li>- 2 social workers</li><li>- 4 teachers: 1 for each of the following subjects: Arabic, mathematics, English, social studies.</li></ul></li><li>• Extension of the school day during this current school year.</li></ul>
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## 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

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### **Grade: 2 Good**

The school maintains overall effectiveness as good, as in the previous review in December 2009. Students' academic achievement and teaching and learning are good, while progress in the remaining aspects is outstanding. This is attributed to planning based on comprehensive and accurate self-evaluation of work priorities. Students demonstrate self-confidence and ability to assume responsibility and leadership roles. They participate effectively in school activities, with educational and personal guidance for the various categories of students, particularly high achievers and talented ones along with merged-class students. This strongly contributes to students' and parent's satisfaction with the school. Most students acquire basic skills in most core subjects, except for English in Grade 6, as a result of varied assessment methods and provision of support for low achievers.

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

#### **Grade: 1 Outstanding**

The school's capacity to improve has changed since the last review from good to outstanding. This is due to developmental thinking, strategic planning, comprehensive and accurate self-evaluation of all work aspects, the provision of educational support such as sustainable professional development programmes for teachers, use of effective teaching and learning strategies and implementation of educational projects such as "multiple intelligence" and "a differentiated teaching" by most teachers. This supports students' outstanding achievements in Arabic, English and science in the first cycle is mathematics in the second cycle. Students' experiences are enhanced and the curriculum enriched with programmes and activities that contribute to effective participation by the vast majority of students. They enthusiastically take leadership roles and assume responsibility. This supports outstanding academic achievement and develops self-confident students.

## **The school's main strengths**

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- Leaderships' developmental thinking and strategic planning based on comprehensive and accurate self-evaluation
- Students' self-confidence in assuming responsibility and taking leadership roles during their participation in school activities and events
- Various activities and programs enhancing students' experiences, particularly for higher achievers and talented students as well as merged-class students
- Diagnosis of the educational and personal needs of various categories of students.



## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement even more, especially in English in Grade 6
- benefit from the excellent educational practices to improve teaching and learning processes to a greater extent, to include:
  - provision of support and guidance for low achievers in classes
  - implementation of learning-based assessment approaches to meet students' educational needs.