



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

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

**Saba' Primary Girls School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 20-22 April 2015  
SG016-C3-R007**

## 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

**Outstanding** 1

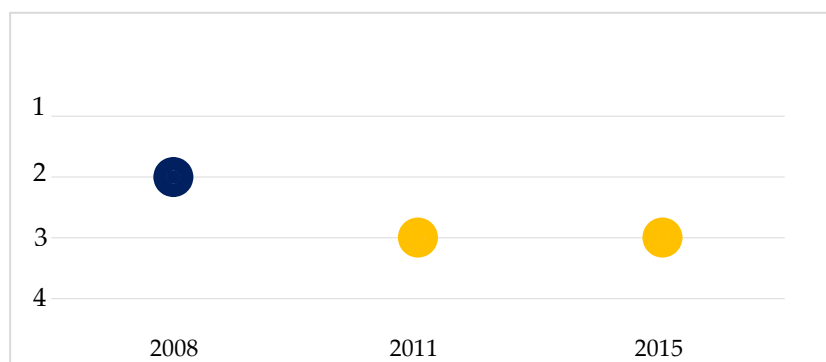
**Good** 2

**Satisfactory** 3

**Inadequate** 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
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.



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

## 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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• The school's strategic planning is comprehensive and based on a self-evaluation of all schoolwork aspects. Key performance indicators are specified and utilised in the action plans, but are inconsistently followed up by the academic departments.</li> <li>• The leadership plays a clear role in building human relations with the school staff through establishing a family atmosphere, adopting shared decision making and instilling enthusiasm and motivation among all.</li> <li>• Most students understand Bahraini culture and identity and are committed to Islamic values. They</li> </ul> | <ul style="list-style-type: none"> <li>• behave well, act responsibly in and outside classrooms and interact with each other harmoniously. This positively influences their feelings and makes them feel safe and secure.</li> <li>• A wide range of extra-curricular activities matches students' diverse educational needs and interests.</li> <li>• Most students are self-confident and enthusiastically and actively participate in school life. They take on leadership roles, particularly outside classes.</li> <li>• Teaching and learning strategies, including managing time in lessons,</li> </ul> |
|--|--|

challenging students' abilities during activities and assessments, which often cater for differentiation, are inconsistent. Assessment techniques are inconsistently used. This negatively affects students' acquisition of skills in core subjects, with the poorest being in English.

- Adequate educational support is provided to low achieving students.

Support projects and programmes outside lessons are effective in meeting the different categories of students' needs. Students' and their parents' satisfaction regarding the school's provision is clear, though the percentage of participation in the electronic questionnaire is low.

### **Main positive features**

- Relationship between the school's leadership and the staff.
- Most students are self-confident and enthusiastically participate in school life. They show respect in interacting with each other.
- Students' sense of being secure, their good behaviour, commitment to Islamic values and understanding of Bahraini culture and identity.
- Support and guidance programmes provided to different categories of students and the variety of extra-curricular activities that enhance their experiences.

### **Recommendations**

- Follow up on implementation of the action plans, identifying performance indicators related to raising academic achievement.
- Follow up the impact of professional development programmes on developing teaching and learning process further, to include:
  - developing basic skills, especially in English
  - employing effective teaching and learning strategies to make lessons student-centred
  - optimal use of assessment results, generally taking into account differentiation and challenging students' abilities in all educational activities
  - time management, to make lessons more productive
- Address the shortage in the human resources represented in English, Arabic and mathematics senior teachers.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- Self-evaluation shows in the school's current situation, with results being adequately utilised in building up the comprehensive strategic plan. Action plans include specific performance indicators. This contributes to maintaining the good standard of the support and guidance programmes which effectively develop the students' personalities.
  - Inconsistency in following up departments' plans and the impact of teachers' professional development programmes on their performance, variably affects the improvement of students' achievements, especially in English.
  - Challenges that the school is trying to address are represented in:
    - the promotion and transfer of two social counselors without providing a substitute
    - parents' refraining from communicating with the school in following up their children's academic attainments
- shortage in staff represented in Arabic, English and mathematics senior teachers.
  - Some improvements in educational practices are carried out. These focus on:
    - encouraging the students' involvement by providing them with opportunities to participate in school life and organising a variety of extra-curricular activities
    - creating an environment that is safe, educational and conducive to learning, and raising the level of communication with parents by organising programmes and lectures
    - implementing a new vision and mission that aim to improve the school overall performance.
  - The school assesses its current situation by completing its own self-evaluation form. This reflects the school leadership's awareness and knowledge of its strengths and areas that need improvement.

## Appendix: Characteristics of the school

Name of the school (Arabic)	سبأ الابتدائية للبنات													
Name of the school (English)	Saba' Primary Girls School													
Year of establishment	1990													
Address	Building 1221 - Road 1621 - Block 1216													
Town /Village / Governorate	Hamad Town - Northern													
School's Contacts	17441282	17443626	Fax		17442086									
School's e-mail	saba.pr.g@gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	-			Girls	501			Total	501				
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	3	3	3	4	-	-	-	-	-	-	
Number of administrative staff	18 administrative and 12 technicians													
Number of teaching staff	53													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	MoE's mathematics in Cycle 2 and English examinations for Grade 6, QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointment of an assistant principal in 2014/2015.</li> </ul>													