



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

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

**Safeyia Bint Abdulmuttalib Primary Intermediate
Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 March 2014
SG168-C2-R158**

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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 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

School's name		Safeyia Bint Abdulmuttalib Primary Intermediate Girls School															
School's type		Government															
Year of establishment		1986															
Age range of students		6-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				7-9				-							
Number of students		Boys	-	Girls	717				Total	717							
Students' social background		Most girls come from socially secure and 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	3	2	2	3	-	-	-				
Town /Village		Hamad Town															
Governorate		Northern															
Number of administrative staff		13 administrative and 10 technicians															
Number of teaching staff		74															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 years															
External assessment and examinations		MoE examinations 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			
		215				60				3				29			
Major recent changes in the school		-															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	-	3
Students' personal development	3	3	-	3
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	3	3	-	3
The quality of support and guidance for students	3	3	-	3
The quality and effectiveness of leadership, management and governance	3	3	-	3

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: 3 Satisfactory

Overall effectiveness has changed from good in May 2010 to satisfactory this time. All review aspects are satisfactory. The strategic plan is built on comprehensive self-assessment, though implementation and follow-up of action plans are inconsistent. The impact of professional development programmes on teaching practices varies in assessment effectiveness, motivating students, classroom management and inconsistency in educational support offered to students. This adversely affects students' standards and progress, especially in the second and third cycles. However, the good progress of outstanding, talented and merged-class students is evident in and outside of lessons. Students feel secure and safe in a motivational environment. Their behaviour is generally mature, they understand their rights and responsibilities and their work is celebrated. Students and parents are satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory this time. Despite senior leadership's awareness of the school's strengths, areas for development and its attempt to motivate middle leadership by delegating authority, implementation of action plans and accuracy of feedback provided to teachers by middle leadership are inconsistent. This negatively impacts the effectiveness of professional development programmes in classrooms. Students' acquisition of basic skills in most core subjects varies, especially in the second and third cycles. The school follows-up students' personal and behavioural problems, and develops their citizenship and awareness of Bahraini heritage and culture. Outstanding and talented students are supported where most students' work is celebrated in an educational environment. Students feel stable, safe and secure at school.

The school's main strengths

- Outstanding and merged-class students' progress inside and outside lessons
- Most students' understanding of their rights and responsibilities, and their feeling of being emotionally secure
- Students' work is celebrated, and the educational environment is utilised to enhance the curriculum.

Recommendations

In order to improve, the school should:

- raise students' academic achievements and develop their basic skills in core subjects, especially in the second and third cycles
- develop mechanisms for implementing and following up rigorously comprehensive strategic and action plans, and monitor their impact on improving teaching and learning processes
- develop teaching and learning strategies, to include:
 - effective implementation of assessment to meet the needs of students of different categories
 - supporting and guiding low-achieving students
 - activating students' roles in lessons
 - effective classroom management in order to achieve lessons' objectives.
- fill the shortage in human resources, namely senior teachers for mathematics, science, Arabic and homeroom teaching.