



# **Directorate of Government Schools Reviews**

## **Short Review Report**

**Sakeena Bint Al-Hussain Primary Girls School  
Ras Rumman - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 22–24 September 2014  
SG201-C2-R188**

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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 six 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>		Sakeena Bint Al-Hussain Primary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1966															
<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>	142				<b>Total</b>	142							
<b>Students' social background</b>		Most students come from middle-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>		1	1	1	1	1	1	-	-	-	-	-	-		
<b>Town /Village</b>		Ras Rumman															
<b>Governorate</b>		Capital															
<b>Number of administrative staff</b>		11 administrative, 6 technicians															
<b>Number of teaching staff</b>		22															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		3 weeks															
<b>External assessment and examinations</b>		MoE Grade 6 English 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>			
		57				15				-				56			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Appointments in 2014-2015: <ul style="list-style-type: none"> <li>– school principal</li> <li>– SEN specialist.</li> </ul> </li> </ul>															

## 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
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

### 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: 3 Satisfactory**

Overall effectiveness has changed from 'good' in the November 2010 review to 'satisfactory' in all aspects, due to difficulties that include inconsistent implementation of strategic planning and activities, which are not in line with improvement priorities, particularly, deployment of staff and monitoring the impact of professional development on teachers' performance. Most students achieve the expected standards in lessons, but are affected by inconsistent teaching and learning strategies, and inadequate support for those whose mother tongue is not Arabic. Assessment and time management are inconsistent, and opportunities for students to develop their self-confidence are limited. Induction of students is effective, helping them settle in school, as well as developing their understanding of rights, responsibilities, culture and Islamic values. This reflects in their behaviour in and outside classes. Students and parents are generally 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' to 'satisfactory'. This is attributed to inconsistent monitoring and following up on the impact of professional development on teachers' performance, and the shortage in human resources in cycle 2 middle management. This impacts on teaching and learning processes, reducing the educational support provided to students in and outside classrooms, especially those whose mother tongue is not Arabic, and leading to their inconsistent academic achievement. The new senior manager is making an impact in evaluating requirements, identifying areas of strength and those needs to be developed. The work priorities are set, which confirm the school's ability to meet the challenges.

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

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- Students' awareness, and understanding of culture and Islamic values
- Students understanding of rights and responsibilities
- Induction of students into the school.

## Recommendations

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

- monitor strategic planning programmes and activities, developing them according to school priorities
- monitor the impact of teachers' professional development programmes on raising students' academic achievement, and developing teaching and learning strategies, to include:
  - enabling students to acquire basic skills in core subjects
  - supporting the different categories of students, particularly those whose mother tongue is not Arabic
  - managing time effectively during lessons to achieve optimal productivity
  - using a variety of assessment techniques to meet students' academic needs.
- provide more opportunities for students to participate in school life, thereby enhancing their self-confidence and ability to take responsibility
- address the shortfall in human resources in cycle 2 middle leadership.