



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 5-7 March 2018

SG201-C3-R164

Introduction

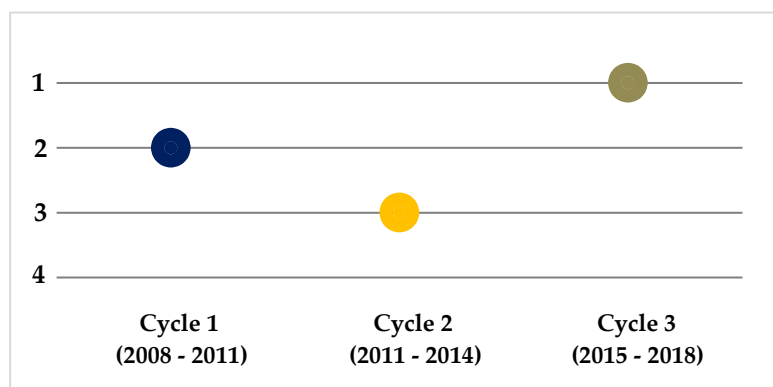
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

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 'Outstanding'

Judgement justifications

- The school has made a significant leap in its performance in all of its work aspects. This is a result of the accuracy of self-evaluation, the comprehensiveness of planning and monitoring, the effective role of the inspiring school leadership, in-house professional training, and the practical implementation of the school's vision.
- The vast majority of students' levels have risen, as has their progress to become outstanding in lessons and written work due to the excellent use of effective strategies matched to learning styles. However, in some English lessons the academic support provided to students, especially low achievers, has varied.
- Students demonstrate high self-confidence, assume leadership roles, take responsibility and contribute with great enthusiasm to school life.
- The extra-curricular activities are varied and outstanding and the pioneering projects and programmes, which match students' interests and preferences, are diversified.
- Personal and academic support programmes are outstanding and have an evident impact on the personal and academic progress of all students,

especially those whose mother tongue is not Arabic.

- Students and their parents are satisfied with the school's provision.

Main positive features

- The practical implementation of the school's vision alongside a work system which is based on strategic planning and constant, accurate and comprehensive self-evaluation, using the results of the latter in identifying improvement priorities.
- The levels of the vast majority of students in school and in the ministerial examinations, and their exceptional acquisition of the basic skills, concepts and knowledge.
- Students' high self-confidence, their assumption of leadership roles, their ability to take responsibility and their enthusiastic contribution to school life, alongside positive initiatives and their evident motivation towards learning, are all enhanced by the school's remarkable activities which include:
 - 'Science Bees'; this targets the outstanding students and aims to spread education and scientific awareness among them and encourage them to take part in the varying aspects of school life.
 - 'It is great to live with responsibility'; this aims to enhance responsibility and self-dependence among students.
 - 'I respect you though we're different' and 'Roses without thorns'; these aim to promote Islamic values and personal aspects, and prevent behavioural misconduct through creative thinking.
 - 'A story and a moral'; in this programme students demonstrate their contributions in borrowing stories and using them in research.
 - 'My homeland is the master of homelands'; this aims to instil loyalty and patriotism within students through their production of distinctive homeland paintings.
 - 'Morning queens' and 'Excuse me, I won't be late'; these aim to encourage students to be punctual to school in the morning and avoid absences.
- The outstanding personal and academic support programmes and their impact on students' academic progress and personal development, including:
 - 'Educational Gate'; this promotes students' e-learning, enriches their experiences, broadens their knowledge and challenges their abilities by encouraging them to watch educational films that enhance what has been taught in lessons and covered in online homework.
 - 'Science excellence checks'; this motivates students to compete among each other to obtain the highest scores in science.
 - 'Creative hands'; this develops the talents of students with learning difficulties through handicraft projects.
 - 'Reading Café' and 'Arabic Alphabets'; these develop the basic skills of students whose mother tongue is not Arabic.

- 'Sakeena's Sparkling Stars'; this encourages students who are talented and outstanding in mathematics.
 - 'Pearls of Wisdom' and 'Together to achieve the best'; these raise the levels of low-achieving students.
 - 'Educational flashes'; this aims to use innovative strategies that match learning styles to raise the academic achievement of students with learning difficulties.
 - 'Twins Challenge', 'Brilliant Talent' and 'I can' are competitions involving talented and learning difficulties students, in which they achieve first positions.
- Monitoring the impact of projects, academic and behavioural programmes, activities and pioneering projects such as remedial and enrichment programmes, which is shown in the standards of most students in lessons and written work.

Recommendations

- Disseminate the outstanding educational practices and pioneering projects widely to enable Bahrain's schools to benefit from these.
- Support low achieving students in lessons and written work in English.
- Address the shortfall in human resources represented by senior teachers for all core subjects in Cycle 2.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school's evident progress in all work aspects, upgrading from "Satisfactory" to "Outstanding". • The accuracy of the self-evaluation that is in line with the school's situation and that focuses on priorities in strategic planning, which provides clear performance indicators and integrated, rigorous implementation and monitoring mechanisms. • The consistency between the school's assessments as provided in the self-evaluation form (SEF) and the judgments reached by the review team. | <ul style="list-style-type: none"> • The outstanding success achieved by the school leadership, bringing about remarkable changes and overcoming the challenges it faces, namely: <ul style="list-style-type: none"> - lack of middle leadership in all core subjects departments - the old building, and lack of shaded areas and certain facilities such as a gymnasium - the constant need for support of students whose mother tongue is not Arabic, in light of the reduced communication between parents and the school. |
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- The effectiveness of professional programmes that the academic departments are characterised by, and the innovative teaching strategies and pioneering educational projects that

consider learning patterns, broaden most students' intellectual perception and challenge their abilities.

Appendix: Characteristics of the school

Name of the school (Arabic)	سكينة بنت الحسين الابتدائية للبنات												
Name of the school (English)	Sakeena Bint Al-Hussain Primary Girls												
Year of establishment	1966												
Address	Building 48, Road 602, Block 306												
Town / Village / Governorate	Ras Rumman/ Capital												
School's Contacts	17534840	17531302	Fax		17535319								
School's e-mail	sakeena.pr.g@moe.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	113		Total	113					
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	1	1	1	1	1	1	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	6 administrative and 5 technicians												
Number of teaching staff	23												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One and a half years												

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for mathematics in Cycle 2 and Grade 6 English. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2017-2018: <ul style="list-style-type: none"> - a teacher for class-teaching - a teacher for Arabic - a teacher for English - a social worker. • Appointments in the previous school year: <ul style="list-style-type: none"> - Principal - Assistant Principal - learning difficulties specialist.