



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

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

**Shahrakan Primary Girls School  
Shahrakan - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 10-12 November 2014**  
SG200-C2-R200

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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:

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 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>		Shahrakan Primary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1989															
<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>	458				<b>Total</b>	458							
<b>Students' social background</b>		Most 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	2	3	2	3	2	-	-	-	-	-	-				
<b>Town /Village</b>		Shahrakan															
<b>Governorate</b>		Northern															
<b>Number of administrative staff</b>		10 administrative, 3 technicians															
<b>Number of teaching staff</b>		35															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		3 years															
<b>External assessment and examinations</b>		MoE English examination for Grade 6 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>			
		145				23				-				36			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• In 2014-2015: <ul style="list-style-type: none"> <li>- appointing 2 new teachers for Arabic and English</li> <li>- establishing a new class for Grade 5 in Cycle 2.</li> </ul> </li> <li>• Changes in 2013-2014: <ul style="list-style-type: none"> <li>- appointment of a new assistant principal</li> <li>- establishing a new class in Cycle 1.</li> </ul> </li> </ul>															

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### 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**

Overall effectiveness has changed from 'satisfactory' in the December 2010 review to 'good' this time. Progress has been made in academic achievement and teaching and learning, while the good performance in the other aspects is maintained. Strategic planning focuses on priorities based on accurate self-evaluation. Leadership is inspirational. Students' awareness is shown in their good behaviour and ability to work independently and confidently. The school offers various activities and programmes that promote students' experiences in an attractive learning atmosphere. Effective communication with parents and the local community leads to students' and parents' satisfaction. However, inconsistency in monitoring the impact of teachers' professional development programmes, time management, and use of assessment results in supporting low achievers in some lessons slightly affect students' acquisition of mathematical and higher order thinking skills.

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

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

The school's good capacity to improve matches the judgement of the previous review. The leadership is very aware of the school's strengths and areas for improvement and looks forward to continuing to develop overall performance. The comprehensive strategic plan includes rigorous performance indicators that focus on development and improvement priorities. This shows in the success in raising students' academic achievement and the professional competency of most teachers. Despite the school's challenges, that include a shortage of middle management and social counsellors, there is an enthusiastic management team that drives it forward and enabled the school to progress, through applying the assigned tasks, and maintain improvement and development.

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

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- Accurate and comprehensive self-evaluation and utilisation of results in setting work priorities and constructing the strategic plan
- Motivating and inspiring staff and working as a team
- Students' awareness, commitment to good behaviour, their self-confidence and ability to work independently
- The variety of activities that enrich students' different experiences in an attractive and encouraging learning environment where effective communication is maintained with parents and the local community.

## Recommendations

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

- further develop teaching and learning strategies, to include:
  - students' acquisition of basic skills in mathematics
  - using learning assessment results to determine and meet students' educational needs, particularly the low achievers
  - using time management effectively to improve productivity
  - developing higher order thinking skills.
- follow up the impact of teachers' professional development programmes, particularly in Cycle 1 lessons, and in mathematics in Cycle 2.