



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

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

**Fatima Al-Zahra Primary Girl School  
Manama - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 28-30 October 2013  
SG153-C2-R127**

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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 nine 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>		Fatima Al-Zahra Primary Girls											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1951											
<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>	174				<b>Total</b>	174			
<b>Students' social background</b>		Most students come from average 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	2	2	2	2	2	-	-	-	-	-	-
<b>Town /Village</b>		Manama											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		5											
<b>Number of teaching staff</b>		26											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		6 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>	
		111				18			1			17	
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Converting some classrooms into an arts studio, science and design technology laboratories in 2011-2012.</li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

### 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

Effectiveness is in line with the previous judgment of May 2010. However, there is noticeable progress in teaching and learning, where a diverse range of exciting & effective strategies have been implemented. There is continuity of excellence in strategic planning based on accurate self-evaluation. This all reflects strongly on overall performance, particularly regarding students' personal development, high self-confidence, and participation in the outstanding educational projects and varied school activities. The different learning needs of students are met in the vast majority of lessons, with support provided through remedial and enrichment activities. However, low achieving students are less well supported, leading to their inconsistent achievement in some lessons in the first cycle as well as in grade 3 national examinations. The schools' provision gains high satisfaction with students and parents.

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

#### Grade: 1 Outstanding

The school's capacity to improve is outstanding, as in the previous review. It maintains high performance in most aspects of its work, especially in the quality of educational and personal outputs and students high morale, self-confidence and discipline. Support programmes and developmental projects cater for the needs of the different categories of students. Improved processes of teaching and learning are excellent, resulting from comprehensive strategic planning based on accurate self-evaluation. The leadership team believes in the principles of improvement and development, operating with high levels of awareness, efficiency and enthusiasm to promote the strengths and address areas of improvement. Follow up procedures are consistent. This all points to the school's continuing ability to achieve further progress.

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

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- Accurate self-assessment based on analysis of the school setting and imbedded in establishing a comprehensive strategic plan, carefully and continuously followed-up
- Students' high morale, self-confidence and ability to handle responsibilities, particularly through their outstanding participation in school life
- Implementation of outstanding and diverse teaching and learning strategies which contribute to meeting the different needs of students
- Outstanding educational and developmental projects and remedial activities that enrich the curriculum, alongside optimal utilisation of the school's facilities in a stimulating environment conducive to learning
- Regular diagnosis and accurate follow-up of students different educational levels, especially those whose mother tongue is not Arabic.

## Recommendations

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

- spread outstanding educational practices throughout the school, using this to raise the level of students' achievement towards excellent, with more focus on the follow-up of low achieving students.