



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

# Directorate of Government Schools Reviews

## Short Review Report

**Hamad Town Primary Girls School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 20-22 February 2017**

**SG122-C3-R095**

## Introduction

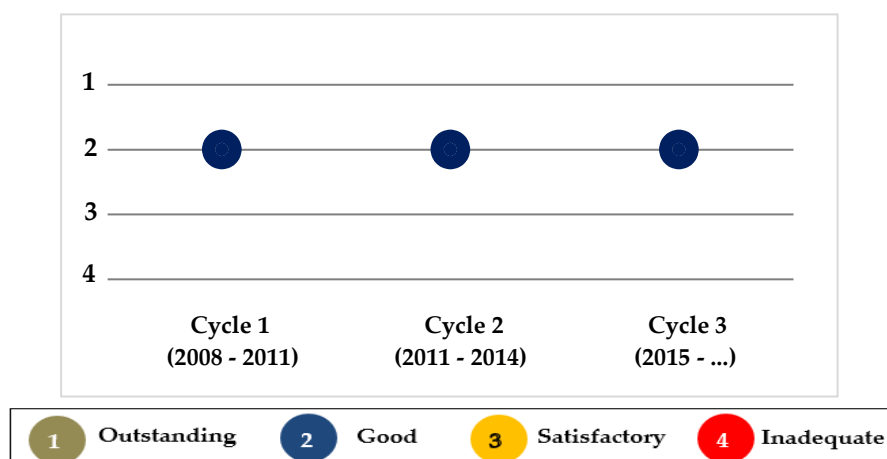
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	-	-	2
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	2	-	-	2
	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		2			

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



# School Summary Report

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## 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 'Good'

#### Judgement justifications

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|--|--|
| <ul style="list-style-type: none"> <li>• The leadership is fully aware of the school's situation and development priorities, due to the comprehensive and accurate self-evaluation. The results of the self-evaluation are reflected in the school plans which include clear performance indicators and codified mechanisms for implementation and monitoring.</li> <li>• The school focuses on professional development programmes in cooperation with its partners and through effective programmes. The impact of these shows in students' standards and in the effectiveness of teaching and learning in the good and</li> </ul> | <p>outstanding lessons, which account for about two thirds of the lessons, and especially in the outcomes of both cycles.</p> <ul style="list-style-type: none"> <li>• Students show outstanding personal characteristics. They are positively aware, feel confident and secure, show initiative and participate in the various school activities.</li> <li>• Most students achieve progress in lessons and written work, despite uneven consideration of differentiation by teachers, erratic challenging of students' abilities, and the variations in benefiting from assessment to support low achievers.</li> </ul> |
|--|--|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The academic and personal support programmes provided to all groups of students are outstanding.</li> </ul> | <ul style="list-style-type: none"> <li>• The students and their parents are satisfied with the school's provision.</li> </ul> |
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## **Main positive features**

- The school leadership's awareness of the positive aspects and those in need of development, and its organised management of evaluation, planning, implementation and monitoring mechanisms for all school work aspects.
- The professional development programmes in cooperation with the school's partners, and their impact on the employment of effective teaching and learning strategies in most lessons, especially in the outcomes of both cycles.
- The noticeable personal characteristics of students, their significant awareness, their feeling of comfort and security, and their confident and enthusiastic participation in school life.
- The outstanding academic and personal support programmes provided to all groups of students.

## **Recommendations**

- Benefit from the good and outstanding educational practices at school in order to raise students' achievements towards excellence.
- Continue in the implementation of outstanding professional development programmes and further monitor their impact on the development of the teaching process by focusing on:
  - benefiting from assessment results to meet the academic needs of low achieving students
  - considering differentiation, and challenging students' abilities in lessons and written work.
- Support the stability of administrative and teaching staff through the relevant parties at MoE, in order to ensure the elevation of school performance to outstanding levels.
- Address the shortage in human resources represented in senior teachers for class teaching, mathematics, English and science, and in the material resources represented in the equipment for the e-class.

## □ Capacity to improve 'Outstanding'

### Judgement justifications

- The school's overall performance in all aspects has been maintained at the same level as in the previous review.
- The school work flows according to a systematic mechanism that is based on organised management and codified evaluation, planning, implementation and monitoring processes.
- The school management has introduced improvements, despite the short period from taking charge of the school. This is especially noticeable with regard to professional development programmes, focusing on raising teachers' professional competence, and the obvious improvement in students' standards compared to the previous school year.
- The school's evaluations in the self-evaluation form are consistent with the judgements made by the review team in most aspects.
- The ability of the school's leadership in limiting the effect of challenges on the overall performance is apparent. These challenges involve the constant and major changes in the administrative and teaching staff and the shortage in human resources, represented in senior teachers for most core subjects' departments.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الابتدائية للبنات													
Name of the school (English)	Hamad Town Primary Girls													
Year of establishment	1985													
Address	Building 809 - Road 609 - Block 1206													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17410730				Fax		17413672							
School's e-mail	hamadtown.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		703		Total		703			
Students' social background	Most students belong to limited and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	3	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	15 administrative, 17 technical													
Number of teaching staff	60													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for second cycle mathematics and Grade 6 English.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Four principals have headed the school since the last visit in September 2013.</li> <li>• Major appointments in the academic year 2016-2017: <ul style="list-style-type: none"> <li>- School Principal</li> <li>- Deputy Principal</li> <li>- 11 teachers, including: 2 teachers for class teaching, 1 for Arabic, 1 for English, 1 for mathematics and 1 for science.</li> </ul> </li> </ul>