



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

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

**Safrah Primary Intermediate Girls School  
Safrah - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 18-20 October 2015  
SG034-C3-R030**

## Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), 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

**Outstanding** 1

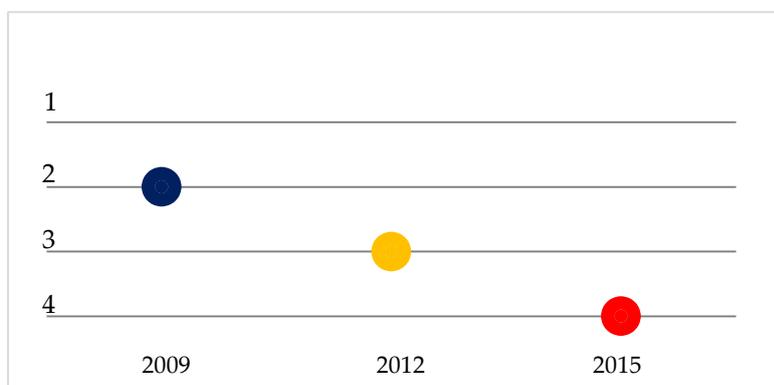
**Good** 2

**Satisfactory** 3

**Inadequate** 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	-	4
	Students' personal development	3	3	-	3
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	3	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

#### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school has achieved inadequate performance levels in most aspects of the review, especially students' academic achievement and teaching and learning.</li> <li>• Strategic planning is weak, especially the rigorousness of self-assessment, weak implementation and monitoring mechanisms, and lack of focus on schoolwork priorities.</li> <li>• The school mainly uses teacher-centred teaching and learning strategies. This negatively affects the students' achievements and their participation in most lessons, as they are not provided with enough</li> </ul> | <p>opportunities to develop self-confidence. Moreover, differentiation among the different categories of students is not considered so their abilities are not sufficiently challenged.</p> <ul style="list-style-type: none"> <li>• Most students adequately acquire basic skills in Arabic and mathematics. However, their acquisition of these skills is inadequate in most lessons in Cycle 1, science in Cycle 2, and English in all cycles.</li> <li>• Most teachers mainly use oral and group assessment techniques without making use of the results, especially in inadequate lessons which account for</li> </ul> |
|--|---|

more than one third of all lessons. This was observed across all academic subjects, especially in class-teaching, English, and science.

- The low productivity of inadequate lessons and the insufficient support provided for most students as support focuses on outstanding students only and leaves out the other categories, especially the low-achievers. However, students are supported when they face problems, which makes them feel psychologically safe

and helps promoting harmony among them.

- Most students behave well and understand Bahrain's heritage and identity which is reinforced by several school programmes such as 'Safrah Jewel'.
- Relationships between the school's leadership and its stakeholders are positive, and students and their parents are adequately satisfied with the school's provision.

### **Main positive features**

- Most students demonstrate good behaviour and feel psychologically safe.
- Relationships between the school's leadership and its stakeholders are positive.

### **Recommendations**

- Implement rigorous self-assessment, utilising the results to inform schoolwork prioritisation and develop the strategic plan, and closely monitor its implementation.
- Monitor the impact of professional development programmes with regard to raising the students' academic achievement and developing their basic skills in core subjects, especially in class-teaching and English lessons.
- Develop the teaching and learning processes and use varied, student-centred teaching strategies which focus on:
  - supporting the different categories of students, especially low-achievers
  - managing lessons in an orderly and productive manner
  - using assessment results to meet the students' learning needs
  - using differentiated teaching activities and challenging the students' abilities.
- Provide more opportunities for students to develop their self-confidence and improve their ability to work independently and take responsibility.
- Address the shortfall in human resources, namely senior teachers for class-teaching, Arabic, science and mathematics.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- There is no prospect of achieving significant improvements in most main criteria of the review's aspects. This is attributed to the clear regression in performance over successive reviews, moving from 'Good' to 'Satisfactory' to 'Inadequate'. However, the school has implemented several programmes and projects which improve the students' behaviour, enrich their experiences and promote their sense of citizenship and belonging. Support is provided to students when they face problems.
- Self-assessment is inaccurate, and implementation and monitoring of the strategic plan are weak.
- Assessment of teachers' performance in teaching situations is inaccurate, negatively impacting on their application of effective teaching strategies.
- The school's assessment of its performance in the (SEF) is inconsistent with the judgements of the review team in all aspects.
- There is a shortfall in human resources, namely senior teachers for class-teaching, Arabic, mathematics and science.

## Appendix: Characteristics of the school

Name of the school (Arabic)	سافرة الابتدائية الإعدادية للبنات													
Name of the school (English)	Safrah Primary Intermediate Girls													
Year of establishment	1997													
Address	Building 2001 - Road 4438 - Block 944													
Town /Village / Governorate	Safrah / Southern													
School's Contacts	17797818				Fax		17750724							
School's e-mail	safra.ing@moe.gov.com													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		-		Girls		601		Total		601			
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		2	3	3	2	2	2	3	3	3	-	-	-
Number of administrative staff	12 administrative and 19 technicians													
Number of teaching staff	76													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE Examinations in mathematics for Cycle 2, in English for Grade 6, and all subjects for the Intermediate Stage, and QQA National Examinations.													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointed a new Assistant Principal in 2014-2015.</li> </ul>													