



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

Directorate of Government Schools Reviews

Short Review Report

**Fatima Bint Alkhatab Primary Girls School
East Riffa – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 16-18 April 2018
SG154-C3-R181**

Introduction

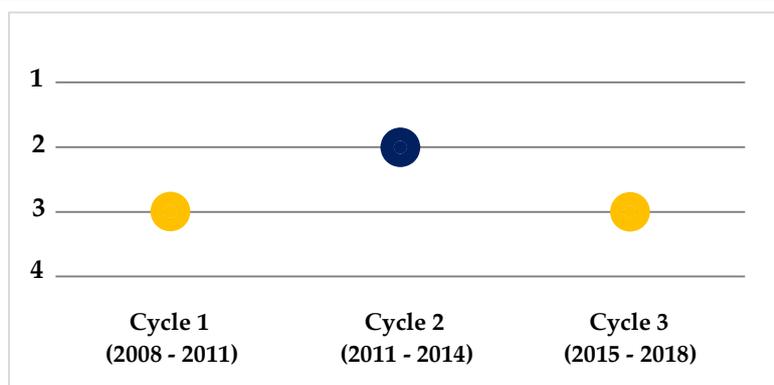
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The self-evaluation results are inconsistently used in prioritising development and improvement, to focus the strategic plan and consider priorities associated with academic achievement, and teaching and learning. • Teaching and learning strategies vary in their levels of positive impact on management of learning time, and making use of assessment in meeting students' learning needs and providing them with support, particularly the low achievers. The best practices have been observed in Cycle 1 and in Arabic. | <ul style="list-style-type: none"> • Cycle 1 students acquire basic skills better than those in Cycle 2 where they are inconsistent in most core subjects, being weakest in English. • Students are self-confident and well behaved. They act with a high degree of awareness and responsibility and are committed to the school rules and regulations. They work together in harmony. Islamic and citizenship values are evident in their actions and behaviour. • Students' experiences are enriched according to their interests through various extracurricular activities. |
|---|--|

- The effectiveness of educational support to students of all categories in the school programmes is inconsistent, especially for those with learning difficulties and the low achieving students.

Main positive features

- Students' good behaviour, their high degree of awareness and responsibility, and their sense of psychological security.
- Students' understanding of Bahrain's heritage and culture and Islamic values.
- The various extracurricular activities that enhance students' interests, talents and life skills.

Recommendations

- Make use of the self-evaluation results in identifying priorities for improvement and development of the strategic plan, which should include more accurate performance indicators and be followed up with clear monitoring mechanisms.
- Follow the impact of the professional development programmes in raising students' academic levels in lessons and developing teaching and learning processes, particularly in Cycle 2, to focus further on:
 - developing students' basic skills, especially in English
 - benefiting from assessment results to meet the learning needs of students of all abilities, in lessons and in their written work
 - effective and productive time management.
- Provide students, of different categories with further support to meet their educational needs, especially the low achieving and those with learning difficulties, in and outside lessons.
- Address the shortfall in human resources represented by 2 senior teachers, 1 for Arabic and 1 for English, and the lack of school facilities, namely a computer laboratory and shaded areas.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school's performance has regressed in most aspects from 'Good' to 'Satisfactory'. Personal development and Support and guidance have fallen from outstanding to good and satisfactory respectively.

- The process of building the strategic plan is inconsistent, which in turn affects the departments' plans which are not specific to the needs of each department. Performance indicators are unclear and follow up of what has been implemented is inadequate, particularly regarding academic achievement and teaching and learning.
- Following up the impact of professional development programmes on teachers' performance is inconsistent, especially in Cycle 2.
- The school faces many challenges, particularly:
 - two Assistant Principals have been replaced every year for the past three school years
 - the lack of 2 senior teachers, 1 for each of the Arabic and English departments
 - the transfer and appointment of many administrative and teaching staff, the gifted and talented specialist, and the learning difficulties specialist
 - the lack of educational facilities represented by a computer laboratory and shaded areas.
- The school's evaluation of its performance in the Self-Evaluation Form (SEF), does not match the judgement reached by the review team. There is a one degree difference in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	فاطمة بنت الخطاب الابتدائية للبنات												
Name of the school (English)	Fatima Bint Alkhatab Primary Girls												
Year of establishment	1997												
Address	Building 171, Road 2507, Block 925												
Town / Village / Governorate	East Riffa/ Southern												
School's Contacts	17779660				Fax				17773585				
School's e-mail	fakhatab.p.g@meo.gov.bh												
School's website	http://webmail.moe.gov.bh/exchange												
Age range of students	6-12 Years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				-				-				
Number of students	Boys		-		Girls		1,173		Total		1,173		
Students' social background	Most students come from average to low income-families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	6	6	7	7	6	6	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	7 administrative and 13 technicians												
Number of teaching staff	84												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	5 Months												
External assessment and examinations	<ul style="list-style-type: none"> Ministry of Education examination in mathematics for Cycle 2 and in English for Grade 6. BQA National Examinations. 												

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the first semester of 2017-2018: <ul style="list-style-type: none"> - a School Principal - 2 Assistant Principals - learning technology specialist - a nurse. • In the second semester: <ul style="list-style-type: none"> - senior teachers for the class teaching, mathematics and science departments - talented and gifted specialist - 2 teachers, 1 for mathematics and 1 for science from March to June 2018 to fill the shortfall - 1 teacher for class teaching - computer laboratory technician in April 2018 - learning difficulties specialist from April 11 until 19 April 2018.