



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

# Directorate of Government Schools Reviews

## Short Review Report

**Al-Salam Primary Girls School  
Jidhafs – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 1-3 October 2018**

**SG194-C3-R189**

## Introduction

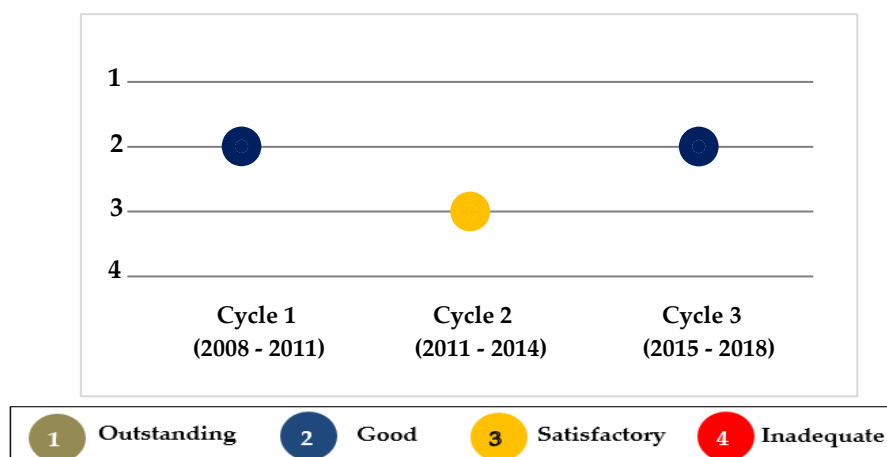
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	2	-	-	2
Quality of processes	Teaching and learning	2	-	-	2
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		3			
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 review aspects, when compared to the previous Cycle, have improved from satisfactory to good.</li> <li>• The self-evaluation is comprehensive and the strategic planning focuses on most of the schoolwork priorities, though the results are not sufficiently used in developing some objectives of the executive and operational plans, which failed to consider the particulars of core subjects.</li> <li>• Most students behave well, contribute enthusiastically to school life and assume leadership roles such as presenting scientific experiments.</li> </ul> | <ul style="list-style-type: none"> <li>• Students achieve high pass rates that are consistent with the proficiency rates in the vast majority of the core subjects.</li> <li>• Teachers employ a range of effective teaching and learning strategies in most lessons. However, inconsistency in the academic support provided to low achievers and in benefiting from assessment-for-learning results affects the effectiveness of some lessons, particularly Arabic in the second cycle, which was only satisfactory.</li> <li>• The support and assistance programmes provided to learning difficulties, talented and outstanding, and special case students are effective.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• The encouragement and motivation methods used vary but are effective, raising most students' motivation</li> </ul> | <p>towards learning. Educational resources are employed effectively.</p> <ul style="list-style-type: none"> <li>• Students and parents are satisfied with the school's provision.</li> </ul> |
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## Main positive features

- The commitment of most students to moral values and good conduct, and their adherence to school rules and regulations.
- The effectiveness of support and assistance programmes provided to learning difficulties, talented and outstanding, and special case students.
- The effectiveness of encouragement and motivation methods in raising students' motivation towards learning.
- Students' enthusiastic participation in school life, their evident ability to assume leadership roles and their active communication in the various extracurricular activities.

## Recommendations

- Continue to benefit more from the results of self-evaluation, and focus further on all development priorities in the executive and operational plans.
- Elevate teaching and learning to higher educational levels by focussing on:
  - developing students' basic skills in Arabic, especially in the second cycle
  - benefiting from assessment results to support all categories of students, particularly low achievers
  - considering differentiation and challenging students' abilities in lessons and written work.
- Address the shortfall in human resources represented by a talent and excellence specialist and a school nurse.

### Capacity to improve 'Satisfactory'

### Judgement justifications

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The comprehensive self-evaluation leads to the availability of a strategic plan with clear performance indicators. However, the objectives of the academic departmental' operational plans are generally drafted without considering</li> </ul> | <p>the particulars of each departments and their individual areas in need of development. Added to that, the middle leadership is not consistent in monitoring their implementation.</p> |
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- Students' acquisition of the skills of most core subjects is good, though in Arabic this is only satisfactory, especially in the second cycle.
- The inconsistency between the higher and middle leaderships in evaluating classroom situations.
- The school's assessments provided in the self-evaluation form and the judgements reached by the review team are inconsistent, with a one-degree difference in personal development, support and guidance, leadership and

management and school effectiveness, and a two-degree difference in the school's capacity to improve.

- The school faces a number of challenges, namely:
  - the constant changes in the higher and middle leaderships and the recent appointment of some of their members
  - the shortfall in human resources represented by a talent and excellence specialist and a school nurse.

## Appendix: Characteristics of the school

Name of the school (Arabic)	السلام الابتدائية للبنات												
Name of the school (English)	Al-Salam Primary Girls												
Year of establishment	2009												
Address	Building 1214, Road 2238, Block 422												
Town / Village / Governorate	Jidhafs/ Capital												
School's Contacts	17004372	17004376	Fax		17004375								
School's e-mail	salam.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	559	Total	559							
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	3	3	3	3	3	3	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	15												
Number of teaching staff	45												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	1 academic year												
External assessment and examinations	<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>• Appointing the school Principal in school year 2017-2018.</li> <li>• New appointments in school year 2018-2019: <ul style="list-style-type: none"> <li>– A senior teacher for each of the English and science departments.</li> <li>– 3 core subject teacher: 2 class teachers and 1 English language teacher.</li> </ul> </li> </ul>