



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

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

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

**Date of Review: 20-22 October 2014
SG194-C2-R195**

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Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 six 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

School's name		Al-Salam Primary Girls School											
School's type		Government											
Year of establishment		2009											
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		Majority of students are 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	-	-	-	-	-	-
Town /Village		Jidhafs											
Governorate		Northern											
Number of administrative staff		12											
Number of teaching staff		42											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		One month											
External assessment and examinations		MoE English examination for Grade 6, QQA National Examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		56				30			1			20	
Major recent changes in the school		<ul style="list-style-type: none"> Appointment of principal in 2014-2015. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 3 Satisfactory

Overall effectiveness changed from 'good' in the 2011 review to 'satisfactory' this time, with all aspects being satisfactory. This is due to inconsistency in self-evaluation and in use of the results in strategic planning and defining priorities. The impact of the professional development programmes on the majority of teachers' educational practices inside the classroom is erratic, affecting lesson management. Use of assessment techniques as well as the support provided for students of all categories, in and outside lessons, is similarly erratic. This impacts on students' basic skills, especially in Cycle 2. Induction of new students is effective and helps them to settle in. There is mutual respect between the majority of students. Students and their parents are satisfied with the school.

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

Grade: 3 Satisfactory

The 'outstanding' capacity to improve in the previous review has changed to 'satisfactory' this time. Improvements largely focus on administrative aspects, especially on ensuring the safe departure of students and caring for the school environment. Maintaining and improving academic performance lacks focus within the school's planning, a result of inconsistency in the accuracy and comprehensiveness of self-evaluation and poor implementation and follow up of the strategic plan's objectives. Major challenges include the constant changes in the senior leadership, the latest being during the current academic year. This affects the monitoring of teachers' professional performance and leads to inconsistency in both students' acquisition of basic skills and in teachers' ability to provide educational support for those with different abilities. Thus, the school's capacity to develop and improve has declined to satisfactory.

The school's main strengths

- The majority of students' relations with their peers and their respect for the feelings and beliefs of others
- Induction of new students, helping them settle in with ease
- Encouragement and motivation to enhance students' learning.

Recommendations

In order to improve, the school should:

- carry out an accurate and comprehensive self-evaluation, utilise results in determining the school's work priorities, develop the strategic plan and monitor implementation
- support students of different abilities in and outside lessons
- follow up the impact of teachers' professional development programmes on the improvement of teaching and learning strategies, to include:
 - enabling students to acquire basic skills in subjects, especially in Cycle 2
 - productive time management
 - use of assessment for learning.