



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

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

**Gharnata Primary Girls School  
Sitra - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 14-16 November 2016**  
SG117-C3-R083

## Introduction

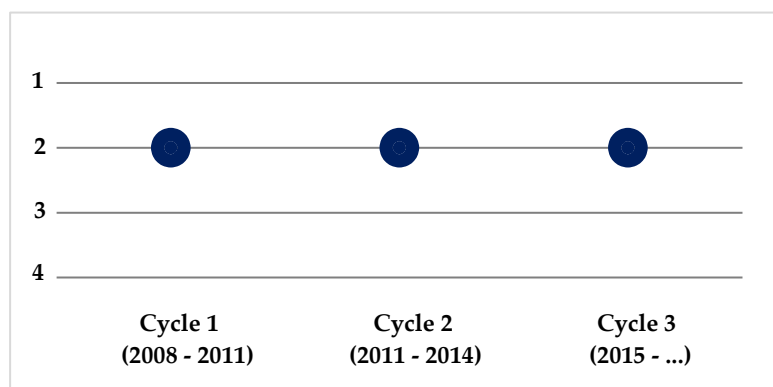
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- The school's overall effectiveness, academic achievement and teaching and learning are the same good level as in the previous review. However, students' personal development and leadership, management and governance have regressed from 'Outstanding' to 'Good'. The aspect of support and guidance has also retrograded from 'Outstanding' to 'Satisfactory'. This has been affected by some aspects related to students' safety and security, such as leaking water tanks that have affected WC ceilings and the school building.
- Advisory guidance and personal support programmes provided to students are effective, especially those related to behavioural values. Students receive sensitive care when they face problems, resulting students and parents' satisfaction with the school's provision.
- Students show self-confidence and ability to assume leadership roles and take responsibility. They also show enthusiasm and motivation towards participating in the school life.
- Most teachers effectively apply teaching and learning strategies, especially in the good and outstanding lessons, which account for over three-quarters of the lessons observed, particularly in class teaching. They

employ various motivational and encouragement techniques and assessment methods that enable students to achieve high performance levels in most core subjects, except in English where their levels vary especially in Cycle 1. Some lessons are

also affected by time management and in utilising assessment results to support low achievers.

- Community partnership with parents and local community institutions are diverse, with a substantial role in enriching the students' experiences.

## Main positive features

- The effectiveness of behavioural values programmes that enhance students' personal development and the care provided to them when they face problems.
- The various and effective encouragement techniques that motivate students to actively participate in lessons.
- Students' active and enthusiastic contribution to school life and their evident self-confidence.
- The fruitful communication with the local community; enhancing students' expertise and developing their personalities.

## Recommendations

- Take the necessary measures and actions to address the leakage in the water tanks as soon as possible to prevent any damage that might affect the bathrooms' ceilings and the school building in general, and to ensure students' safety and security.
- Further monitor of the impact of professional development programmes, in order to apply effective teaching and learning strategies, focusing on:
  - developing students' basic skills in English
  - benefiting from the effective assessment techniques to support low achievers and assist them during lessons
  - optimal investment in learning time to make lessons more productive.
- Address the shortage in human resources represented by a senior teacher of mathematics, and in school facilities such as the bathrooms, to suit the number of students and staff.

## □ Capacity to improve 'Good'

### Judgement justifications

- The leadership is aware of the school's situation, points of strength and areas for development and understands the

improvement priorities. This is attributed to applying continuous and accurate self-evaluation of the school's

situation and using of results in developing the annual plan, which is systematically implemented and monitored.

- The school has introduced several improvements, including shared teamwork, delegation of authority, involving parents more often in the various activities, promoting students' personal aspects and developing their talents.
- The school faces a number of challenges that negatively affect its performance. These include:
  - insufficient capacity of some facilities, such as the computer lab and bathrooms

- the diversity of social cases, , severe health issues and few disabled students
- the lack of a senior teacher of mathematics
- the old school building and lack of shaded areas in general, while the gym is shared with another school.
- The school's evaluations provided in the self-evaluation form (SEF), which are viewed as outstanding in all aspects, are inconsistent with the review team's judgments, though are consistent in some criteria.

## Appendix: Characteristics of the school

Name of the school (Arabic)	غرناطة الابتدائية للبنات													
Name of the school (English)	Gharnata Primary Girls													
Year of establishment	1983													
Address	Building 15 - Road 10 - Block 608													
Town / Village / Governorate	Sitra / Capital													
School's Contacts	17730632	17731156	Fax	17735833										
School's e-mail	gharnata.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	735			Total	735				
Students' social background	Most students come from middle-income family backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	3	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13 and 2 technicians													
Number of teaching staff	56													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	<ul style="list-style-type: none"> <li>MoE examinations for mathematics in Cycle 2 and in English for Grade 6.</li> <li>BQA National Examinations.</li> </ul>													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointed a gifted and talented specialist in 2015-2016.</li> </ul>													