



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

Directorate of Government Schools Reviews Short Review Report

**Saar Primary Girls School
Saar – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 2-4 April 2018
SG170-C3-R174**

Introduction

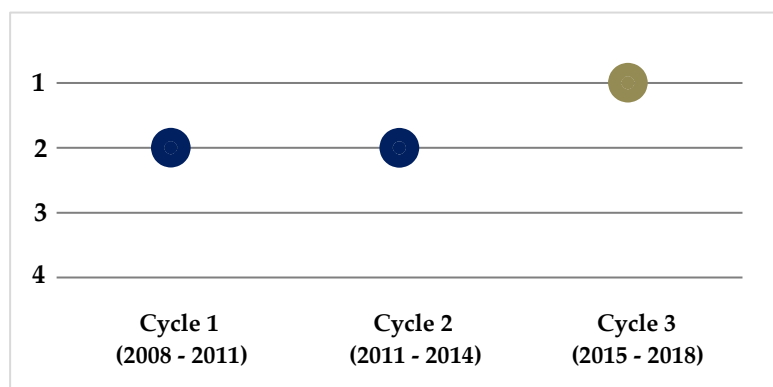
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

- The strength of strategic planning, based on the results of a comprehensive self-evaluation, enable the inspirational senior leadership and the highly competent school staff to achieve the desired excellence according to a clear and accurate work system in terms of implementation and follow-up, in a positive and sharing work environment.
- The academic standards of students in school tests and ministerial examinations are outstanding in all core subjects. Their proficiency in basic skills, and the progress made in the vast majority of lessons, in particular those of Grades 3 and 6 and in most of their written work, are also outstanding.
- The students have a strong sense of belonging to the school, which is shown by their outstanding participation in the wide range of extracurricular activities and events. They show remarkable harmony, a high sense of responsibility and self-confidence, and promising leadership qualities.
- The use of teaching strategies and assessment methods in the outstanding

and good lessons, which account for more than three-quarters of the lessons of core subjects, is effective, with teachers managing the students with the highest degree of order and productivity.

- The school offers a variety of guidance, educational and pioneer programmes

to support students of different categories, both academically and personally.

- The school gains the satisfaction of students and their parents with their high quality of services.

Main positive features

- The senior leadership's awareness of the school's situation, which is the result of a thorough, embedded and comprehensive self-evaluation. The strongly set strategic plan has clear goals and an accurate methodology in application and follow-up, in a positive and sharing atmosphere.
- The academic standards achieved by students in school tests and ministerial examinations are outstanding in all core subjects, and compatible with the outstanding progress made in lessons, written work, and the various school programmes.
- There is high self-confidence and harmony between students, with enthusiastic participation in school life and in the wide range of extracurricular activities. They have outstanding leadership traits that are developed in the committees and the targeted projects such as:
 - 'Our Values in the Footsteps of our Prophet', a project aimed at imitating the Holy Prophet, peace be upon him, stimulating Islamic values and positive behaviour through the character of Sarona, which motivates students to attend the school early and be committed to correct behaviour
 - 'The Princess of Discipline', in which the ideal and disciplined student is chosen from each class each week according to specific criteria and is celebrated in the weekly bulletins
 - 'Guidance Minute', an awareness project offered by the social counselling department immediately after the morning assembly and during the substitute classes, which includes providing various awareness guidance sessions to students
 - 'Yes, to Early Attendance' and 'My Future is more Important', two projects targeting all students and including seminars, distribution of awareness booklets, organising counselling sessions, mentoring, and providing individual and group guidance to encourage early attendance to school, with strong participation from the Parents' Council and Young Girl Scouts.
- Outstanding and innovative educational support programmes and projects which have an impact on the academic progress of students include:

- ‘Grammar Medals’, a project for students of Grades 5 and 6, which includes various activities in support of grammatical competence and understanding, with a focus on cumulative adequacy of grammatical expression
 - ‘Queen of Verbal Questions’, a project for Grade 3 students, to improve their skills in solving mathematical questions and linking them to values
 - ‘More Creative Expression’, a project for students of Grade 1, which is run weekly and includes the provision of written expression activities, where students demonstrate the most prominent skills of the curriculum
 - ‘Reading Chocolate’, a project that aims to develop loud reading skills in English language classes and to provide students in both cycles with enrichment reading activities
 - ‘The English Language Club’, which develops the reading skills of students through a selection of stories
 - ‘Labiba, Fatina, Fahima’, a motivational project that aims to raise the level of achievement among students of different categories, giving them motivational titles according to their degree of proficiency in mathematics
 - ‘Young Researcher’, a project aimed at all students to train them to conduct scientific research on environmental and school problems, to implement the steps of problem solving and to provide solutions, recommendations, and practical applications to measure the impact
 - ‘Seed of Giving’, a project for Inclusion Class Students to train them on the basics of farming and promote their participation in improving the school environment.
- Outstanding professional development programmes have evidently contributed to meeting teachers’ training needs and show clearly in classroom practices. These are enriched by the ‘Reading Hour’ project that aims to reinforce lifelong learning and raise their psychological awareness through educational books.
 - Social and professional relationships are characterised by a strong cohesion between the senior leadership, school staff and partners, with a high degree of satisfaction with the quality of provision. The satisfaction of school staff is enhanced with a series of successive and stimulating incentive programmes, such as:
 - ‘Queen of Discipline’, a programme designed to raise the level of professional discipline and to celebrate outstanding staff in a special bulletin
 - ‘Golden Hours’, which are awarded to qualified, disciplined, motivated, and fastest-performing teachers, who are promoted to ‘Diamond Hours’ when they keep the title of ‘Queen of Discipline’ for successive months.

Recommendations

- Continue to implement the outstanding educational practices in the various aspects of schoolwork, and spread the practices to other educational institutions to contribute in improving the overall performance in the schools of the Kingdom of Bahrain.

- Address the shortfall in human resources represented by a senior teacher for Arabic and a nurse.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school has improved its overall performance in all aspects from good to outstanding. • The senior leadership's high awareness of the school's situation, strengths and development priorities, and the inspirational leadership that achieves excellence, is based on rigorous assessment mechanisms and a solid strategic plan with clear objectives and indicators. All school staff and partners are determined to achieve the vision of excellence and innovation in the various aspects of their work. • The school has maintained efficiency in facing the shortage in human resources represented by a senior teacher for | <p>Arabic by delegating a teacher to carry out the duties as a coordinator, as happened for the rest of the core subjects' departments in the past, before they were filled recently. Similarly, a health counsellor is appointed as an alternative for the nurse. The school facilities have been developed to suit people with adverse health conditions.</p> <ul style="list-style-type: none"> • The Self-Evaluation Form (SEF) closely matches the judgements reached by the review team in all aspects. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	سار الابتدائية للبنات													
Name of the school (English)	Saar Primary Girls													
Year of establishment	1994													
Address	Building 1197, Road 2343, Block 523													
Town / Village / Governorate	Saar/ Northern													
School's Contacts	17790709	17790037	Fax		17790757									
School's e-mail	Saar.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	778			Total	778				
Students' social background	The majority of students are from average income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13 administrative, 9 technical													
Number of teaching staff	67													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in Cycle 2 mathematics and Grade 6 English. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Main appointments in the school year 2017-2018: <ul style="list-style-type: none"> – senior teachers for mathematics and science departments (shared) – new teachers in core departments, including 1 for English, 2 for Arabic, 2 for class teaching – a social counsellor.