



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

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

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

**Date of Review: 17-19 February 2014
SG170-C2-R149**

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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 seven 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		Saar Primary Girls School													
School's type		Government													
Year of establishment		1994													
Age range of students		6-12 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				-				-					
Number of students		Boys				Girls		713		Total		713			
Students' social background		Most students come from good 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	-	-	-	-	-	-
Town /Village		Saar													
Governorate		Northern													
Number of administrative staff		12													
Number of teaching staff		69													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		One semester as Acting Principal													
External assessment and examinations		MoE English examination for Grade 6 and 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	
		321				138				2				59	
Major recent changes in the school		<ul style="list-style-type: none"> • New appointments during the school year 2012-2013: <ul style="list-style-type: none"> - second assistant principal - second special needs teacher - 2 senior teachers for Islamic education and physical education - learning resource technician. 													

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

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: 2 Good

Overall effectiveness is good, matching the judgement of April 2010. The shared strategic plan and action plans have objectives that focus on priorities, development and on improvement of the school's work. Students are self-confident and assume responsibilities through participation in the multiple extra-curricular activities that meet their interests and enhance the curriculum. Teachers apply teaching and learning strategies and deploy effective learning resources that help most students achieve well, especially those with learning difficulties and the inclusion-class. Parents and students are satisfied with the school's provision. However, insufficient support offered to low achievers and ineffective time management in some lessons affect students' reading and writing skills in English in both cycles (1 & 2), and their scientific skills in Cycle 2 in particular.

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

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory, dropping from good in the previous review. This is because it fails to achieve the expected progress in all aspects of the school's work, despite maintaining good overall effectiveness. Strategic planning, comprehensive self-assessment, students' educational levels particularly in class-teaching, Arabic and mathematics lessons, and students' personal development are good. However, students' acquisition of basic skills in some subjects, especially in English and science, decreased in Cycle 2 as a result of lack of educational support offered to low achievers and the shortage of middle management in both English and science departments. The impact of the professional development programme, focusing on teaching and learning strategies, requires further follow up.

The school's main strengths

- Good progress of special needs students
- Deployment of various effective teaching and learning strategies and resources during lessons
- Students' self-confidence, their ability to assume responsibility and their contribution to school life
- Meeting students' interests through various activities that enhance the curriculum and enrich the school's environment.

Recommendations

In order to improve, the school should:

- develop the teaching and learning processes to include:
 - raising the students' academic standards in English and science
 - making further use of assessment results to provide educational support for low achievers, particularly in cycle 2
 - effective use of time management.
- further follow up on the impact of professional development programmes on teachers' performance, especially in the science department
- fill the shortage in human resources, namely the two senior teachers in English and science.