



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

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

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

**Date of Review: 31 October – 2 November 2016  
SG108-C3-R080**

## Introduction

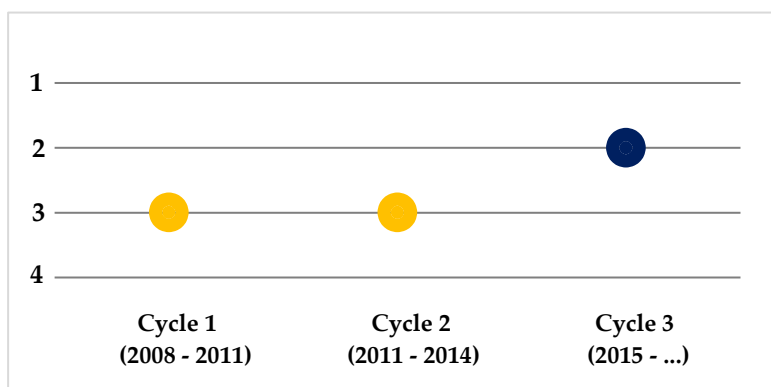
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-	-	3
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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• The school has made progress in most aspects of schoolwork, moving from 'Satisfactory' to 'Good'.</li> <li>• Students' standards in school and ministerial examinations are high in most of the core subjects, reflecting their real attainment in most lessons especially science and Arabic.</li> <li>• Self-assessment mechanisms are varied, accurate and comprehensive, which contributes to accurately specifying improvement priorities in strategic planning and clearly stating them in the plans of the academic departments.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching and learning processes in most lessons are effective and of good quality in terms of:             <ul style="list-style-type: none"> <li>– applying various teaching and learning strategies that suit students' different learning patterns and their multiple intelligences</li> <li>– varying encouragement and motivational methods that match age groups</li> <li>– implementing productive classroom management</li> <li>– using effective assessment for learning techniques that meet the</li> </ul> </li> </ul> |
|---|--|

educational needs of most age-groups.

- The academic support provided to low achievers in some lessons, including English, is inconsistent.
- Students' contribution to school life is outstanding, showing their remarkable self-confidence and their ability to assume leadership roles.
- The school is alert to those students who are special cases, effectively and professionally supporting them whenever they face problems through

a number of programmes and projects that aim to nurture behavioural values and boost personal development.

- There are remarkably diverse extra-curricular activities and significant community partnerships, especially with parents in different school activities and events. This enhances students' various expertise and interests, showing in students' and parents' satisfaction with the school's provision.

## **Main positive features**

- Accuracy of self-assessment and using its results to determine improvement priorities within strategic planning, which reflects senior leadership's awareness and inclusive development ideology.
- Active contribution of the vast majority of students in school life and their evident self-confidence.
- Effective teaching and learning strategies applied by most teachers, which enables students to achieve high pass rates that are in line with their proficiency rates in general, and reflect their real standards in most core subjects, especially in science and Arabic.
- Outstanding guidance and counselling programmes, and provision of a wide range of extra-curricular activities that enhance students' varied expertise and interests.

## **Recommendations**

- Make use of the school's positive practices to continue developing teaching and learning processes towards excellence, while further focusing on:
  - developing basic skills in English
  - supporting low achievers.
- Taking further actions to ensure students' safe departure.
- Address the shortage in human resources represented by senior teachers for core subjects, and in the educational facilities represented by a gymnasium.

## □ Capacity to improve 'Good'

### Judgement justifications

- Self-assessment and strategic planning is of excellent quality and is used in determining development priorities, the implementation of which are monitored in an accurate and organised manner so as to ensure progress and effectiveness.
- The school's evaluation of the self-assessment form (SEF) is objective and is in line with the judgments reached by the review team in the majority of aspects.
- The school's stakeholders are keen to develop the school's work within a team-work system, having a shared vision and an attentive leadership that offers support and encouragement.
- Professional development programmes are effective in refining most teachers' performance and developing their teaching practices in most lessons, and are in line with the latest educational developments, especially electronic aspects.
- Despite the shortage in senior teachers for core subjects, the school has managed to achieve noteworthy progress in teaching and learning and in students' academic achievement, with an upgrade from 'Satisfactory' to 'Good'. The school also provides effective care, within its available capabilities, to students with disabilities.
- Effective procedures are taken by the school towards providing a healthy and secure environment for its stakeholders, except for the concern regarding the inconsistent monitoring of students' departure caused by the traffic jam at the school gates.

## Appendix: Characteristics of the school

Name of the school (Arabic)	سلماباد الابتدائية للبنات													
Name of the school (English)	Salmabad Primary Girls													
Year of establishment	2000													
Address	Building 921 - Road 632 - Block 706													
Town/ Village/ Governorate	Salmabad/ Northern													
School's Contacts	17784322	17844314	Fax	17785324										
School's e-mail	salmabad.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	319			Total	319				
Students' social background	Most students come from limited or middle-income family backgrounds.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	2	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10													
Number of teaching staff	32													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE's examinations for mathematics in Cycle 2 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 a new Assistant Principal in the second semester of 2015-2016.</li> </ul>