



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

Directorate of Government Schools Reviews Short Review Report

Confidential

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

Date of Review: 6-8 May 2013

SG108-C2-R110

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The 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		Salmabad Primary Girls School											
School's type		Government											
Year of establishment		2000											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys		-		Girls		264		Total		264	
Students' social background		Most students come from low-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	1	1	-	-	-	-	-	-
Town /Village		Salmabad											
Governorate		Central											
Number of administrative staff		7 administrative and 6 technicians											
Number of teaching staff		26											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		One year											
External assessment and examinations		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		
		110				15		-			24		
Major recent changes in the school		<ul style="list-style-type: none"> Joining schools improvement projects in the current academic year 2012-13. 											

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

The school's performance in all review aspects is satisfactory which is in line with its previous review judgement conducted in December 2009. Students' achievement in lessons is satisfactory due to teachers' varying use of teaching and learning strategies, class management, the provision of differentiated class activities and implementation of assessment. Moreover, the support provided for low achieving students is inconsistent; all of which resulted in the students' adequate acquisition of skills in core subjects, least of which is in English. On the other hand, most students have demonstrated self-confidence, acted maturely and responsibly, participated enthusiastically in the school events and activities, especially in the second cycle. They also work together in a conducive educational environment which promotes Islamic values and enriches the curriculum. The school's leadership and management have made efforts to improve teachers' professional development in order to adequately achieve its strategic goals. Students and parents are well satisfied with the school's performance as their opinions are sought and considered.

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

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory as its previous judgment. Leadership and management have promoted team work among the staff, encouraged teachers to adopt improvement projects, according to its strategic plan that is based on an adequate self-evaluation. Self-evaluation includes some aspects of school work, and focuses on teachers' training to enable them to implement effective teaching and learning strategies in cooperation with the internal and external improvement teams. The school's leadership focuses on professional development programmes and monitors the impact of training on the teachers' performance; however, teachers' varying use of teaching strategies, shortage of senior teachers, insufficient provision of the social guidance, and lack of a multimedia room are considered challenges that have affected the school's capacity to improve, mostly the students' academic achievement and developing their personal development.

The school's main strengths

- Most students feel safe and secure, have respect and act well when they work together
- The educational conducive school environment, developing the students' understanding of their rights and responsibilities, and promoting Islamic values
- Seeking and responding to students' and their parents' views, and the school's cooperation with the local community.

Recommendations

In order to improve, the school should:

- develop self-evaluation mechanisms and make better use of its findings to improve the strategic plan based on the priorities
- develop teaching and learning strategies to ensure:
 - enabling students' to acquire basic skills, especially in English
 - making use of the different class activities and assessing them effectively in order to meet the students' learning needs
 - effective time-management
 - providing effective learning support to all students inside and outside classrooms, particularly, low achievers and those with learning difficulties.
- maintain the toilets on a regular basis to ensure a healthy, safe environment.