



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

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

**Sar Secondary Girls School
Janabiya - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 14-16 April 2014
SG171-C2-R175**

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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 ten 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	Sar Secondary Girls School												
School's type	Government												
Year of establishment	1993												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	-	Girls	1115				Total	1115				
Students' social background	Most students come from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	16	9	9
	Grade 10: 16 classes (Unified Track)												
	Grade 11: 9 classes (Science Track)												
Grade 12: 9 classes (Science Track).													
Town /Village	Sar												
Governorate	Northern												
Number of administrative staff	33 administrative, 7 technicians												
Number of teaching staff	90												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure	3 years												
External assessment and examinations	MoE examinations 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				
	508	225				1			9				
Major recent changes in the school	-												

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	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 has changed from 'Satisfactory' in April 2010 to 'Good' this time. This is due to academic achievement, teaching and learning, and curriculum implementation and enrichment. Other aspects remain good. Students attain high levels in the MoE examinations, their results in all subjects being above secondary schools' average. This is reflected throughout, except for a few lessons in English and chemistry. The school follows a strategic plan based on accurate and comprehensive self-evaluation. It focusses on effective teaching strategies, varied programmes and activities that enrich the curriculum, and supporting students who face problems. The school develops students' self-confidence and enables them to take responsibility. However, support to low achievers and time management in a few lessons are inconsistent. Parents and students are satisfied with the school's provision.

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

Grade: 2 Good

The capacity to improve is 'Good', matching the judgement in the previous review. The leadership has an open door policy and shares decision making. Responsibilities are delegated and teachers are encouraged to work as a team, increasing motivation and aiding their development. Outstanding teachers have the responsibility of leading improvement programmes at the school. The strategic plan is based on accurate and comprehensive self-evaluation, focussing on clear improvement priorities, and is closely monitored. Great emphasis is given to professional development programmes through various sessions and workshops which are based on teachers' individual needs. This shows positively in most teaching practices, raising students' academic achievement and supporting their attainment of awards in curriculum enrichment programmes such as "Aseel".

The school's main strengths

- Students' high attainment in MoE examinations, achieving standards above average among secondary schools in all subjects
- The strategic plan which is based on accurate and comprehensive self-evaluation, is closely monitored, and clearly reflects in the overall improvement of the school's performance
- The analysis and enrichment of the curriculum through various programmes and activities which develop students' basic and life skills
- Most students' self-confidence and their ability to take responsibility, enhanced by various support and guidance programmes particularly when facing problems.

Recommendations

In order to improve, the school should:

- share the effective educational practices to ensure continued improvement of teaching and learning processes, to include:
 - developing students' English skills
 - supporting low achievers
 - effective time management to ensure lessons' productivity.