



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 15-17 October 2018

SG200-C3-R195

Introduction

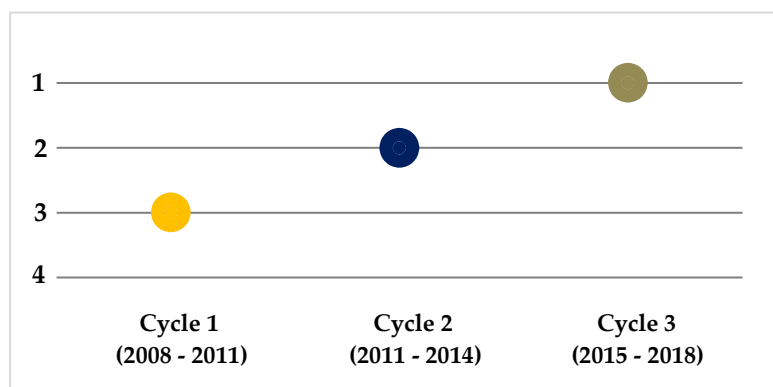
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed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

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| <ul style="list-style-type: none"> • The strategic planning processes, including the self-evaluation, are accurate and inclusive. The self-evaluation strongly focuses on improvement priorities in accordance with an effective educational system that contributes to the outstanding overall performance, gaining the satisfaction of students and their parents. • Students achieve high standards in school and ministerial examinations in all core subjects. They achieve very high proficiency rates that are in line with their excellent progress in the vast | <p>majority of lessons and in their written work in both cycles.</p> <ul style="list-style-type: none"> • Students' personal characteristics are evident, in terms of their commitment to positive behaviour, ability to bear responsibility through outstanding initiatives in school life, and their enthusiastic participation in school programmes and projects. • Student-centred teaching strategies and assessment methods are efficiently employed in the good and outstanding lessons, which account for almost three-quarter of the lessons. However, the support provided to low achievers |
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in a few lessons and their written work is inconsistent.

- The school provides a wide range of outstanding support activities and programmes that enhance the personal

experiences and needs of all groups of students, particularly the outstanding and talented. The school provides the utmost care to special case students and those with disabilities.

Main positive features

- The accurate and comprehensive self-evaluation processes and the strategic planning that is based on improvement priorities, in accordance with an integrated system that engages the partners, reflecting significantly on all school work aspects.
- Students' leading personalities and their ability to bear responsibility and express their views confidently, plus their contribution to school life and active participation in the focussed school programmes and projects such as:
 - 'Self-Management', which aims to assume the functions of administrative and teaching staff in order to refine students' leadership skills and independent work capability.
 - 'Reap the Fruit You Sow', which aims to develop students' sense of loyalty and citizenship and increasing their participation in school activities, programmes and events.
 - 'Princess of Morals', 'My Discipline is the Secret to my Success' and 'Values Beautify my Life', which aim to develop Islamic values and positive behaviour.
 - 'My Behaviour is the Secret to my Discipline', 'Thursday Souq' and 'No to Lateness; Yes, to Early Attendance' which target all students with the aim of encouraging early attendance.
 - 'We Grew Up', a project that aims to raise Grade 6 students' awareness and introduce them to the puberty and adolescence stages along with the accompanying physical and psychological changes.
 - 'Preservation of Grace' and 'Basket of the Good', which encourage students to engage in voluntary work, contributing to their communication with the local community.
- The high quality and outstanding teaching and learning strategies, in which students are the core of the educational process, in addition to the varying assessment methods that meet the learning needs of students of different abilities. This contributes to the quality of the professional development programmes for teachers, by localising training, especially for new teachers, which enhances students' academic achievement levels.
- The excellent support programmes and activities which promote the experiences and the learning and life needs of all students, especially the outstanding, talented and disabled as well as students with special cases. These programmes and activities include:

- 'My mom's Fingerprint' and "Buds of Tomorrow", which target first cycle students with the participation of parents and include a set of programmes and events that contribute to improving proficiency rates in core subjects; such as 'Creative Tweets', 'Pen Fragrance', 'A Nation that Reads' and 'Dictation Stars'.
- 'My Language Treasures', which aims to empower outstanding and talented students with Arabic language skills through various programmes such as 'Magic of Pens' and 'Calligraphy Marathon'.
- 'With the Will, We Reach the Top', and 'With my Mother I Reach my Goal', which aim to raise low-achievers' proficiency level in mathematics.
- 'Read and Search' and 'I Experiment', which aim to train second cycle students in scientific research skills and experiments.
- 'Challenge Ladder', 'Grape Beads' and 'Group Race', which encourage students to achieve rapidly and accurately in classrooms, records and activities.
- 'Creativity Butterflies; Steps Towards Excellence' and 'I Rise up with my Language', which aim to develop the Arabic skills of the disabled and learning difficulties students in terms of oral and silent reading, spelling and grammatical rules, and expressive writing.

Recommendations

- Widely disseminate the outstanding educational practices and programmes and well as the pioneering projects, enabling other educational institutions in Bahrain to benefit from them.
- Enhance the school's practices in challenging low achievers' abilities and providing them with greater academic support in lessons and written work.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school has raised its performance in all aspects from good to outstanding. • The leadership is aware of the school's strengths and development priorities. Its inspiring approach towards excellence stems from the accurate and comprehensive self-evaluation processes and school plans, including the action and strategic plans that include effective procedures and | <p>accurate indicators and are implemented and monitored with high levels of professionalism.</p> <ul style="list-style-type: none"> • The school demonstrates sophisticated educational thinking and performance, evident in the collaboration of the school community and partners and in their persistence to achieve the school's vision aiming at achieving excellence and innovation at all levels. This is |
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enhanced by a range of leading projects and programmes that contribute to the professional development of school members and lead to the school's efficiency in encountering the challenges it faces, such as assigning some competent teachers to take over the tasks of coordinators in all core departments in the second cycle, which

were recently occupied, and professionally preparing new teachers.

- The schools' assessments of its performance as provided in the self-evaluation form are consistent with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	شهران الابتدائية للبنات													
Name of the school (English)	Shahrakan Primary Girls													
Year of establishment	1989													
Address	Building 2337, Road 4279, Block 1042													
Town / Village / Governorate	Shahrakan/ Northern													
School's Contacts	17632701				Fax		17632382							
School's e-mail	shahrakan.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		516		Total		516			
Students' social background	Most students are from middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	3	3	3	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11 administrative and 4 technical													
Number of teaching staff	39													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	8 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the current school year 2018-2019: <ul style="list-style-type: none"> - A class teaching teacher - 6 senior teachers, including 1 each for the mathematics, Arabic, English and science departments.