



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

# Directorate of Government Schools Reviews

## Short Review Report

**Sitra Primary Girls School  
Sitra – Central Governorate  
Kingdom of Bahrain**

**Date of Review: 24-26 March 2014  
SG177-C2-R164**

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 six 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

<b>School's name</b>		Sitra Primary Girls School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1991											
<b>Age range of students</b>		6-12 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				-				-			
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	395				<b>Total</b>	395			
<b>Students' social background</b>		Majority of students come from middle income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	2	3	2	2	2	2	-	-	-	-	-	-
<b>Town /Village</b>		Sitra											
<b>Governorate</b>		Central											
<b>Number of administrative staff</b>		10											
<b>Number of teaching staff</b>		32											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		2 weeks											
<b>External assessment and examinations</b>		MoE English examination for Grade 6, QQA national examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>	
		183				23			2			30	
<b>Major recent changes in the school</b>		<p>New appointments in 2013-2014:</p> <ul style="list-style-type: none"> <li>• school principal</li> <li>• new assistant principal</li> <li>• head of administrative and financial affairs</li> <li>• two teachers: 1 for English, 1 for Islamic Studies.</li> </ul>											

## 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	1	-	-	1
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	1	-	-	1
The quality and effectiveness of leadership, management and governance	2	-	-	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 2 Good

Overall effectiveness remains good, as in the May 2010 review. Personal development and students' support and guidance have improved to outstanding. This is due to the strategic plan which is based on comprehensive self-evaluation and evident emphasis on development of school work priorities. Action plans are closely monitored, with support and guidance programmes for different groups of students being successfully implemented outside lessons. Teachers use a variety of effective teaching and learning strategies that motivate students to learn, resulting in their sound acquisition of basic skills in science and Arabic, but inconsistent acquisition in mathematics and English. Differentiated activities that support low achieving students are also inconsistent. Students participate in school life with high confidence and maturity. Students and parents are satisfied with the school.

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

#### Grade: 2 Good

The school's capacity to improve remains satisfactory, as in the previous review. The strategic plan is based on comprehensive self-evaluation, which has an outstanding impact on both personal development and support and guidance. However, its impact is judged as good on the other aspects, particularly students' achievement and most teachers' performance in educational situations such as science and Arabic. Senior leadership's awareness of the strengths and areas for improvement maintains good general performance. The collaborative spirit in the school contributes to excellent support programmes. These enhance students' confidence and improve the classroom learning environment. The impact of professional development programmes is monitored. There is a shortage of senior teachers in core subjects.

## **The school's main strengths**

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- Strategic planning which is based on comprehensive and accurate self-evaluation, with clear work priorities
- Students' behaviour, with high confidence and maturity and their ability to take on responsibilities in school life
- Effective use of varied teaching and learning strategies that motivate students to learn
- Effective induction, and support and guidance programmes provided to special needs students outside lessons.

## Recommendations

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### **In order to improve, the school should:**

- continue to improve teaching and learning processes, to include:
  - developing basic skills, particularly in mathematics and English
  - developing differentiated activities to meet students' different needs.
- increase the use of the various extra-curricular activities, to further reinforce the experiences and interests of different categories of students.