



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

Directorate of Government Schools Reviews Short Review Report

**Sitra Secondary Girls School
Sitra - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 24-26 October 2016
SG107-C3-R076**

Introduction

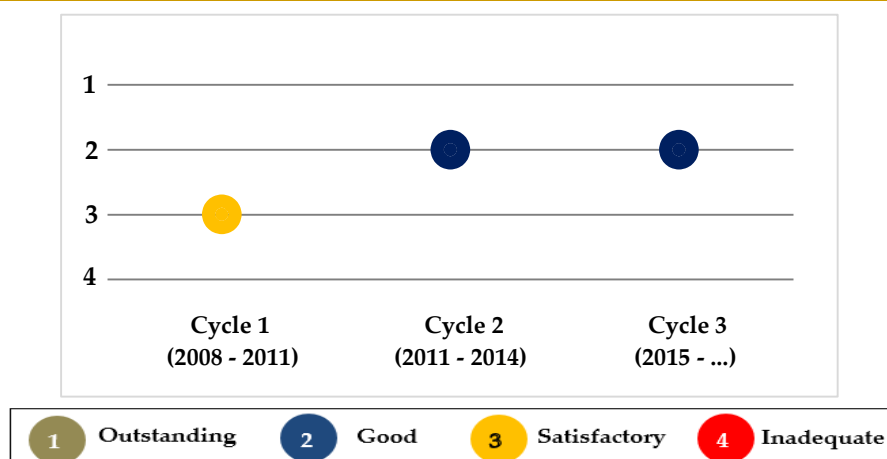
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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	-	-	2	2
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	2	2
	Students' support and guidance	-	-	2	2
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

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"> • Students achieved high pass rates in most core subjects, which are in line with the high proficiency rates in most subjects. This reflects students' standards in the good and outstanding lessons, which account for more than half of all lessons and are evident in the scientific and commercial tracks as well as in Arabic lessons. • The senior leadership clearly inspires staff and other stakeholders through applying the human touch in policy and spreading a spirit of teamwork. They prepare and empower teachers to achieve the school's ambitious vision through applying | <ul style="list-style-type: none"> comprehensive strategic planning that is based on accurate self-evaluation. • Students' acquisition of knowledge, scientific and commercial skills and Arabic skills is good. The acquisition of mathematical skills varies, particularly in Grade 11 in the literary track and to lesser extent in the use of the English language skills. • Students participate in school life with great confidence and clear enthusiasm. They show strong ability to assume leadership roles, such as running school activities through the Students Advisory Committee. They behave |
|---|---|

well, adhere to moral values and feel psychologically safe and secure.

- The school has various effective extra-curricular activities and programmes, such as sustainable development centres, which enrich students' interests and build their talents. However, remedial lessons' vary, particularly in English.

- Most teachers employ effective teaching and learning strategies which are evident in the good and outstanding lessons. However, in a few lessons, differentiation is varied in curricular activities, homework, use of learning time and supporting low achieving students.
- Students and parents are satisfied with the school's provision.

Main positive features

- Students' standards in MoE examinations are high in most core subjects.
- A positive relationship prevails within the school community and the staff work together in a team spirit.
- The effectiveness of the extra-curricular activities and the sustainable development centres which enrich students' interests and nurture their talents.
- Students' contributions to school life as show self-initiative, self-confidence, behave well and feel psychologically safe and secure.

Recommendations

- Further promote teaching and learning strategies, by focusing on:
 - enabling students to acquire the basic English skills by accelerating their progress in lessons
 - supporting low achieving students in and outside lessons
 - considering differentiation and challenging students' abilities in the class activities and in the assigned homework
 - optimal use of learning time in order to raise productivity in lessons.
- Increase monitoring of the impact of professional development programmes on teachers' performance in lessons, especially in English.
- Address the shortage in human resources represented in senior teachers for English, mathematics, social studies and commercial subjects.

□ Capacity to improve 'Good'

Judgement justifications

- The school's vision is apparent to the staff and other stakeholders. Self-evaluation is comprehensive and accurate and its results are used in determining the school priorities and in setting the strategic plan.
 - The school's leadership inspires the staff and plays an evident role in creating a positive and participatory work atmosphere that contributed to their high satisfaction. Staff are highly motivated towards effective participation in improvement and development.
- The school has maintained its focus on all aspects of school work despite the challenges it faces, critically being the lack of senior teachers for English, mathematics, social studies and commercial subjects and the constant change in the social guidance department.
 - The school's evaluations of its performance and overall effectiveness in all aspects of the self-evaluation form (SEF) match the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	سترة الثانوية للبنات													
Name of the school (English)	Sitra Secondary Girls													
Year of establishment	2002													
Address	Building 1967 - Road 931 - Block 609													
Town / Village / Governorate	Sitra/ Capital													
School's contacts	17731606				Fax				17736652					
School's e-mail	sitra.se.g@moe.gov.bh													
School's website	-													
Age range of students	16-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				-				10-12					
Number of students	Boys		-		Girls		1129		Total		1129			
Students' social background	Most come from limited and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	11	12	14	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	Unified Tracks System												
	Grade 11	5 Scientific Track, 4 Commercial Track, 3 Literary Track												
	Grade 12	6 Scientific Track, 5 Commercial track, 3 Literary Track												
Number of administrative staff	19 administrative and 4 technicians													
Number of teaching staff	114													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations. BQA National Examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointing 3 social councillors in the first semester of 2016-2017 after instability in this department in previous years. 													