



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

Directorate of Government Schools Reviews Short Review Report

**Tulaitela Primary Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 25-27 November 2013
SG173-C2-R133**

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

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		Tulaitela Primary Girls School											
School's type		Government											
Year of establishment		1993											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	-	Girls	462				Total	462			
Students' social background		Most students come from limited income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	3	3	3	3	-	-	-	-	-	-
Town /Village		Hamad Town											
Governorate		Northern											
Number of administrative staff		19 administrative, 11 technicians											
Number of teaching staff		45											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 months											
External assessment and examinations		MoE examinations for Grade 6 English, 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	
		163				62			2			33	
Major recent changes in the school		<ul style="list-style-type: none"> Appointment of a new principal and assistant principal in the academic year 2013-2014. 											

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

Overall effectiveness is satisfactory, as are all aspects, changed from good in the March 2010 review. Problems include inconsistent students' performance and poor acquisition of basic skills in core subjects, particularly science and mathematics in the first cycle and science in the second cycle. The effectiveness of teaching strategies and time management is inconsistent, with insufficient use of assessment results to meet students' learning needs, especially low achievers. Professional development programmes are poorly monitored for impact. All this provides limited opportunities for students to develop enthusiasm and confidence. However, students' awareness, dedication and ability to work together in extracurricular activities enables them to enrich their experiences and interests and feel safe in school. The school communicates well with parents and the local community, to the satisfaction of both students and parents.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory this time. The strategic plan focuses through precise performance indicators on improving the school's work, based on comprehensive self-evaluation with clear priorities, but its impact on performance is inconsistent. The professional development programmes provided have varied impact on teachers' performance and enthusiasm in lessons. The school makes noticeable efforts to provide educational activities during breaks, as well as support, guidance and curriculum enrichment programmes. Nevertheless, the impact on teaching and learning is erratic, though some success is evident in mathematics and English in the second cycle. All these inconsistencies in performance represent a crucial challenge to the school, limiting its capacity to improve.

The school's main strengths

- Students' awareness and feeling safe and secure
- Good communication with parents and the local community, enriching the educational process
- Extracurricular activities which enrich students' experiences and interests.

Recommendations

In order to improve, the school should:

- monitor the impact of professional development programmes on teachers' performance, in order to improve teaching and learning
- develop teaching and learning by:
 - enabling students to further acquire the basic skills in core subjects, particularly in the first cycle
 - effectively managing time in lessons
 - using assessment results to meet students' learning needs further, particularly low achievers
 - providing opportunities for students to develop their confidence and enthusiasm in lessons.
- further support and guide all students of different abilities.