



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

Directorate of Government Schools Reviews Short Review Report

**Um Salama Intermediate Girls School
Al-Manama - Capital Governorate
Kingdom of Bahrain**

Date of Review: 6-8 March 2017

SG061-C3-R101

Introduction

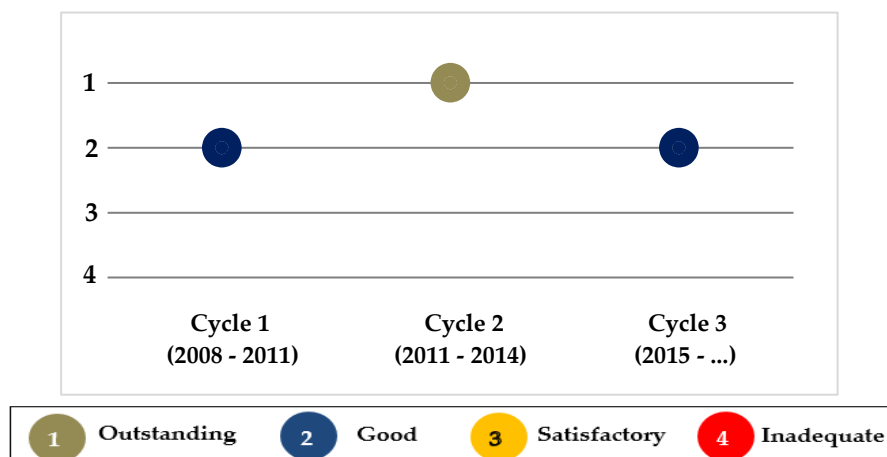
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	1	-	1
Quality of processes	Teaching and learning	-	2	-	2
	Students' support and guidance	-	1	-	1
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

- The impact of the strategic planning contributes positively toward the school retaining its outstanding level in the aspects of students' personal development and support and guidance. However, its focus on the procedures in following up the action plans rather than monitoring the impact has reduced most of the school work aspects, downgrading them from outstanding to good. The grades have been also affected by the succession of five different administrations over the last four years.
- Students achieve high pass rates in all core subjects, and very high proficiency rates in Arabic in Grades 8 and 9 and in English in all Grades. However, they achieve average proficiency rates in science and low proficiency rates in mathematics in general.
- Students achieve outstanding standards in Grade 9 lessons, most evidently in half of the Arabic lessons, and good standards in most other lessons.
- Students behave with great responsibility, participate with high

self-confidence and enthusiasm in school life and get along well with each other despite their diverse cultures.

- Effective teaching and learning strategies and outstanding encouragement methods are employed in the vast majority of lessons. The productivity of some lessons, however, is affected by prolonged learning time and the inconsistent learning support provided to low achieving students.

- A wide range of extracurricular activities and programmes is provided to students, which meet students' learning and personal needs and gaining students' and parents' satisfaction.
- There is a positive work atmosphere under the new school leadership and the specialised training team, who work together to constantly motivate school members and raise their professional competency.

Main positive features

- Students' enthusiastic and self-confident participation in school life and the harmony among them despite their diverse cultures.
- The excellence of support and guidance programmes, and the provision of a wide range of extracurricular activities and programmes that suit students' needs and develop their talents and interests.
- The effectiveness of professional development programmes that positively affect the performance of most teachers.
- Driving students' motivation towards learning through the use of exceptional encouragement methods.

Recommendations

- Support the stability of administrative and teaching staff through the relevant parties at MoE to ensure the improvement of students' performance to even higher levels.
- Further monitor the implementation of the departmental action plans to raise students' standards in science and mathematics.
- Continue promoting the employment of teaching and learning strategies to even higher standards, especially in science and mathematics, while focusing on:
 - increasing the profile for supporting low achieving students
 - optimal investment of learning time, to raise lessons' productivity to the highest standards.
- Address the shortage in human resources; represented by:
 - two senior teachers, for Arabic and mathematics
 - an education technology specialist.

□ Capacity to improve 'Good'

Judgement justifications

- The self-evaluation is comprehensive and multi-faceted, and its results are used in renewing the strategic plan and reordering of priorities.
- The school has the ability to put its shared vision into practice by maintaining the excellent personal development of its students and the quality of its support and guidance programmes, though its vision has not been as successful in the aspects of teaching and learning and students' academic achievement, especially with regards to raising the proficiency rates in mathematics and science.
- The school encounters the challenges it faces with good awareness, including:
 - the instability of administrative staff
 - the shortage in middle leadership of the Arabic and mathematics departments
 - the increasing number of non-Arabic speaking students each year.
- There is consistency between the school's assessments of its performance, as provided in the self-evaluation form, and the judgements reached by the review team in general, while being identical in students' personal development and support and guidance programmes.

Appendix: Characteristics of the school

Name of the school (Arabic)	أم سلمة الإعدادية للبنات												
Name of the school (English)	Um Salama Intermediate Girls												
Year of establishment	1982												
Address	Building 477 - Road 2013 - Block 320												
Town / Village / Governorate	Al-Manama/ Capital												
School's Contacts	17291812				Fax		17293049						
School's e-mail	umsalma.in.g@moe.gov.bh												
School's website	-												
Age range of students	13-15 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				7-9				-				
Number of students	Boys		-		Girls		409		Total		409		
Students' social background	Most students belong to middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	5	5	4	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	7 administrative and 8 technical												
Number of teaching staff	48												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	4 months												

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"> • Five administrations have been responsible for the management of school, the last of which was the appointment of the school Principal and Assistant Principal in the school year 2016-2017. • There was no Principal between 4 September 2016 and 7 November 2016. • The increase in the number of non-Arabic speaking students in the last three years, from 66 to 107.