



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

Directorate of Government Schools Reviews Short Review Report

**Sar Secondary Girls School
Al-Janabiya – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 19-21 March 2018
SG171-C3-R169**

Introduction

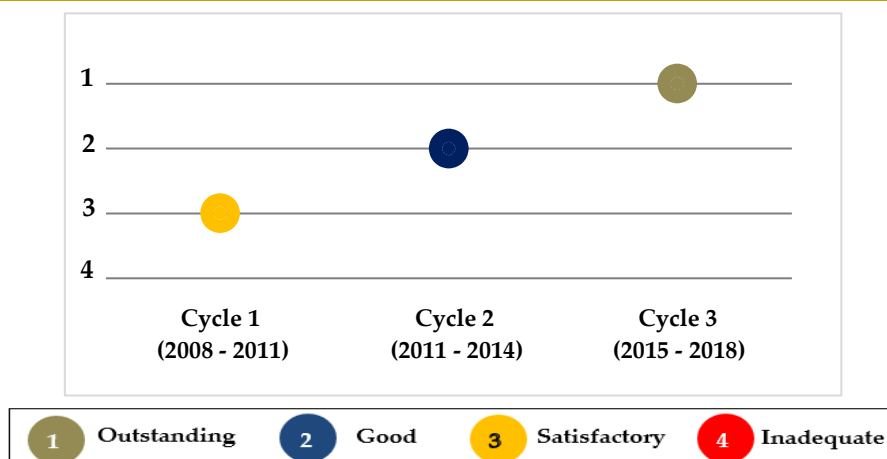
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	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 leadership has a high awareness of the real situation in the school. Work priorities are considered and there is a high ability to manage and embed them within the strategic plan. This is followed up effectively, with systems that monitor the progress in order to achieve the ambitious vision. • The students have a passion for learning. They contribute to school life with enthusiasm, representing the school in local and international forums with confidence and competence which has enabled them to achieve high places in various events. This demonstrates their leadership | <ul style="list-style-type: none"> traits, ability to take responsibility, and outstanding communications skills. • Teachers employ effective teaching and learning strategies that are student-centred, with a skilled use of educational resources and in a productive learning environment. This enables students to gain exceptional knowledge, concepts and skills in the vast majority of good and excellent lessons, which constitute more than three quarters of the lessons observed. Despite that, the standards of students represent a challenge in comparison to the activities and written work given in |
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some lessons, in terms of the suitability to their high abilities.

- Support programmes for students of all educational categories, including students with special needs, are

excellent, including pioneering projects which have a clear impact on the performance of students. All of this earns satisfaction of the students and parents.

Main positive features

- The school leadership's accurate and comprehensive awareness of the school's situation and their execution of schoolwork according to an integrated system that contributes strongly to achieving the ambitious vision through:
 - effective follow-up of the quality of strategic planning and its projects through leadership teams, preparing a second line of leadership that is trained to carry out all the functions of the middle management, school working teams, and the effective use of 'results analysis' and 'performance indicator' cards. This is all supported by training to develop professional competency in the teachers, with distinctive projects such as 'The Story of Excellence', the excellent use of professional development sessions in the academic departments, and the implementation of workshops such as those relating to digital empowerment
 - students' effective contribution to school life, which shows their high ability to assume responsibility and their evident leadership traits and communication skills. They also have a passion to learn, shown by their participation in various projects, exhibitions and forums such as 'Awan', part of the Aseel Programmes which relate to web page designing where they won first place
 - their organising the Science and Fine Arts Exhibitions, the purposes of which are to encourage students in creativity, inventiveness and independent learning
 - their involvement in the 'Saar Shines with Creativity' forum, which is concerned with presenting students' inventions and projects
 - the outstanding teaching practices that are spread throughout the different departments, which focus on students and development of their higher order thinking skills and their independent leaning. This is done through strategies such as 'Problem Solving' and 'Scamper' which focus on developing creative thinking. All of this contributes to achieving high results in ministerial examinations, and improving students' skills in chemistry and English.
- Pioneering academic and personal support programmes aim to meet the needs of students of different abilities, such as:
 - projects related to supporting outstanding students like 'With You We Start the Journey', 'Excellence Station' and 'My Scholarship is my Destiny'
 - projects related to raising the academic achievement of the low achieving students like 'A Halt to Change my Life' and 'A Step Forward'

- projects to support special needs students such as those with learning difficulties, mental disability and those studying part time, such as 'I am Distinctive' and 'Seed of Success'
- projects to reinforce students' positive behaviour like 'I am not Alone', 'Together towards a Better World', 'Saar's Flower' and 'I am Rewarded for my Discipline'.

Recommendations

- Spread the outstanding practices, productive teaching models and pioneer projects on a wide scale so as to include other teaching organisations in the Kingdom of Bahrain.
- Further challenge students in a manner that suits their distinctive abilities.
- Fill the shortfall in human resources represented by senior teachers for mathematics, English and science.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The improvement of the school's performance in terms of academic achievement and teaching and learning, from good to outstanding, while remaining at that distinctive levels in other aspects. • The senior leaderships' high aspirations, their desire to achieve excellence, and their seriousness in developing the school's performance and work areas within an integrated work system, based on accurate and comprehensive strategic planning and utilising the high capacity and competencies of staff in the management of work, with consideration to the quality of implementation and follow-up. • The school's evaluations of aspects in the Self-Evaluation Form (SEF) is consistent | <p>with the judgements reached by the review team.</p> <ul style="list-style-type: none"> • The high ability of the senior leadership to overcome obstacles and face challenges. This has resulted in successes that show their managerial skills, especially regarding the lack of middle management in most subjects, and raising the level of performance from satisfactory and inadequate levels in English and chemistry to high levels. • The school staff have a team spirit and work in accordance with the principles of partnership in decision-making, initiative, conscientiousness, assumption of responsibility, and taking additional work to achieve the desired vision. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	سار الثانوية للبنات												
Name of the school (English)	Sar Secondary Girls												
Year of establishment	1994												
Address	Building 891, Road 7515, Block 575												
Town / Village / Governorate	Al-Janabiya/ Northern												
School's Contacts	17697838			Fax			17697826						
School's e-mail	saar.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	1,236			Total	1,236			
Students' social background	Most students are from average income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	20	10	10
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	Unified tracks system											
	Grade 11	Science stream: <ul style="list-style-type: none"> • First Alternative: chemistry – biology (8) sections. • First Alternative: physics – mathematics (2) sections. 											
	Grade 12	Science stream: <ul style="list-style-type: none"> • First Alternative: chemistry – biology (9) sections. • First Alternative: physics – mathematics (1) section. 											
Number of administrative staff	28 administrative, 5 technicians												
Number of teaching staff	109												
Curriculum	Ministry of Education (MoE)												

Main language(s) of instruction	Arabic
Principal's tenure in the school	Two and a half years
External assessment and examinations	<ul style="list-style-type: none"> • Ministry of Education (MoE) Examinations • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in 2016-2017: <ul style="list-style-type: none"> - an Assistant Principal - social counsellor. • Appointments in 2017-2018: <ul style="list-style-type: none"> - two teachers, one for English and one for science.