



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 17-19 April 2017

SG106-C3-R116

Introduction

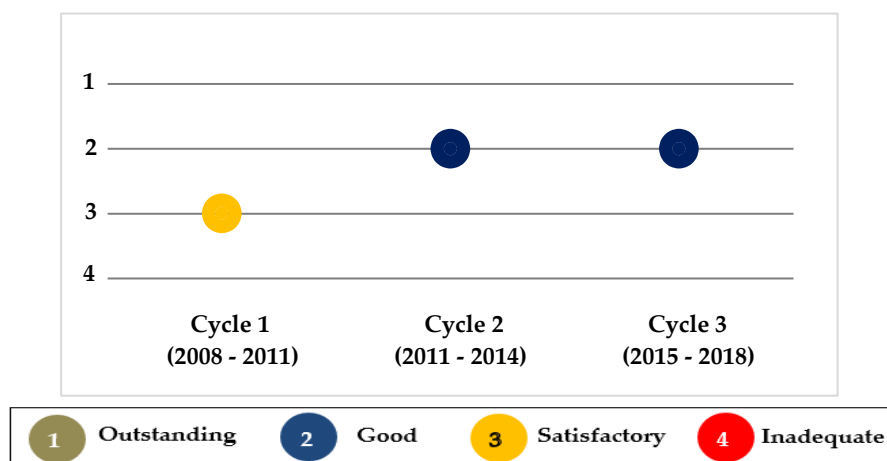
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	2	-	2
Capacity to improve		3			
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 school has maintained its 'Good' overall performance in most of the review aspects, with the exception of students' support and guidance, which is affected by the risks in the school environment represented by decrepit walls and inconsistent monitoring of students' safe departure; therefore it is graded 'Satisfactory'.
- The school has a strategic plan that includes clear performance indicators, using (SWOT) analysis and the Bahraini Outstanding School standards in evaluating its current situation. However, its following up on developments in some departments such as the English Department, evaluating the school environment risks and students' safety are inconsistent.
- Most teachers employ various motivational techniques that encourage students to learn in various situations.
- Students acquire basic skills effectively in more than half of the lessons, mainly in mathematics and science, while ranging between good and satisfactory in the remaining lessons with the lowest being in English. Teachers employ various assessment methods that help to meet the needs of most students. However, these are inconsistently used in the satisfactory

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| <p>lessons, particularly in terms of differentiation and support for low achievers.</p> <ul style="list-style-type: none"> • The counselling, support and guidance programmes provided to Special Educational Needs (SEN) students are outstanding academically and morally in terms of caring for students with physical disabilities. | <ul style="list-style-type: none"> • Students participate with high confidence in most lessons as well as in the extracurricular activities, school events and when assuming leadership roles. • A wide range of school programmes and activities enrich students' experiences and interests. • Students and parents are satisfied with the school's provision. |
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Main positive features

- Students' participation in school life, with great enthusiasm and high self-confidence, and their assumption of leadership roles.
- Techniques used for motivating and encouraging students to learn.
- The various extracurricular activities that enhance students' experiences and interests.
- The support and guidance programmes provided for Special Educational Needs Students (SEN), particularly the outstanding support for students with disabilities.

Recommendations

- Urgent intervention by the relevant parties in the Ministry of Education (MoE) to support the school's efforts in taking the necessary actions to address the risks relating to the decrepit walls, and monitoring students' safe departure, who use school buses in accordance with safety and security measures and procedures.
- Further improve the teaching and learning processes, by focusing more on:
 - students' acquisition of basic skills in core subjects, particularly English
 - assessment methods and benefiting from the results to meet the educational needs of students, particularly the low achievers
 - managing learning time in lessons to improve productivity
 - catering for differentiation, and challenging students' abilities in activities and homework.
- Address the shortage in human resources represented by an Assistant Principal.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The effectiveness of leadership, management and governance has changed from 'Outstanding' to 'Good', and support and guidance from 'Outstanding' to 'Satisfactory'. The school maintains its 'Good' level in academic achievement, teaching and learning and personal development.
- The school's strategic planning includes clear performance indicators, and is based on its self-evaluation of its current situation as per the priorities matrix. However, the school is inconsistent in following up on development in some aspects of schoolwork, as in the English Department's plan.
- The school's evaluation of its situation as provided in the self-evaluation form (SEF) is consistent with the judgements reached by the review team in all aspects, with the exception of support and guidance.
- The school resorts to delegation of responsibilities to fill the shortage in human resources represented by an Assistant Principal.
- Despite its effectiveness in providing a healthy environment, the school encounters some problems that might threaten the students' and the staff safety namely decrepit walls and the unsafe departure of the students.

Appendix: Characteristics of the school

Name of the school (Arabic)	سترة الإعدادية للبنات													
Name of the school (English)	Sitra Intermediate Girls													
Year of establishment	1980													
Address	Building 462 - Road 1 - Block 604													
Town / Village / Governorate	Sitra/ Capital													
School's Contacts	17730372				Fax		17735651							
School's e-mail	sitra.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		937			Total		937	
Students' social background	Most students come from average or low income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	10	9	9	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	12 administrative and 7 technicians													
Number of teaching staff	83													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 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"> • New appointments in the 2016–2017: <ul style="list-style-type: none"> - a Principal - an Assistant Principal - a social counsellor - 2 Senior Teachers, for English and science - 5 teachers, including 1 for English, 1 for mathematics and 1 for science. • An Assistant Principal is transferred in March 2017 without providing a replacement.