



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

Directorate of Government Schools Reviews Short Review Report

**Sitra Primary Girls School
Sitra – Capital Governorate
Kingdom of Bahrain**

Date of Review: 2-4 April 2018
SG177-C3-R177

Introduction

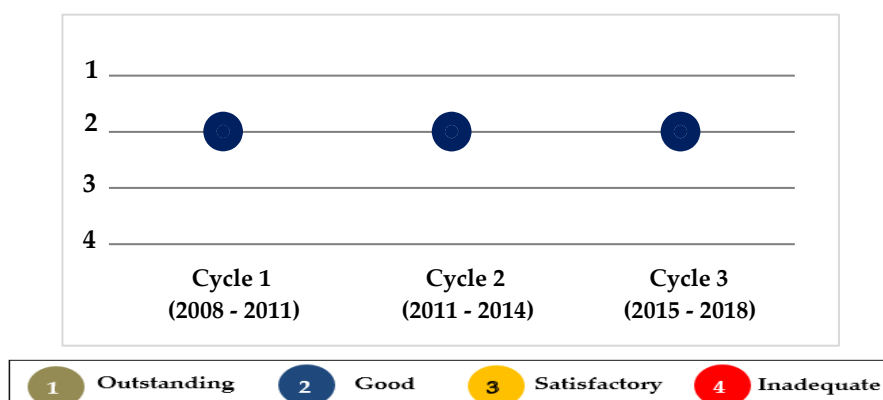
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review in three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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| <ul style="list-style-type: none"> • Self-evaluation of all school aspects is accurate and comprehensive. The results are used to determine school priorities and develop the strategic plan. • Teaching and learning strategies are implemented effectively. Motivational methods are used in the outstanding and good lessons which count for more than three quarters of lessons observed, particularly in Grades 2 and 3 class teaching and most of Cycle 2 lessons, especially science. They are adequately implemented in the other lessons, being weakest in English. | <ul style="list-style-type: none"> • Students' acquisition of basic skills in English is inconsistent, as is the use of assessment results in lessons and students' work, particularly for the low achievers. • Proficiency rates are high in most core subjects, being in line with students' standards in most lessons. • Students demonstrate remarkable self-confidence and participate enthusiastically in school life. They show high ability in taking leadership roles and handling responsibility. • Support and guidance programmes are outstanding, and the diverse extracurricular activities provided |
|--|--|

meet students' different interests and reinforce their experiences. This gains

the satisfaction of parents and students with the school's provision.

Main positive features

- Accurate self-evaluation of all schoolwork aspects and use of its results in developing school priorities.
- Students' enthusiastic and confident participation in school life, showing high ability in taking up leadership roles and handling responsibility.
- The distinctive support and guidance programmes and the variety of extracurricular activities provided to reinforce students' experiences.
- The implementation of a variety of effective teaching and learning strategies and motivational methods to enhance students' learning.

Recommendations

- Disseminate the outstanding practices throughout the school to achieve excellent students' academic attainment and improve the teaching and learning, to better focus on:
 - students acquisition of basic skills in English
 - utilisation of assessment results to meet the academic needs of students of all categories, particularly low achievers in lessons and in their written work.
- Address the shortfall in human resources represented by a senior science teacher.

□ Capacity to improve 'Good'

Judgement justifications

- The school's leadership is aware of the school's reality. They encourage a culture of change and the creation of learning groups. This has led to improvements in the variety of extracurricular activities and support programmes provided. As a result, the school maintains its outstanding performance in students' personal development and support and guidance aspects, while maintaining its good level in the remaining aspects. The school's efforts to raise teachers' professional competencies have resulted in improving teaching and learning, particularly in Cycle 1, raising proficiency rates in most core subjects.
 - The strategic and action plans are effective and reflect the school's goals which are based on improvement

priorities. Implementation is monitored using clear follow-up mechanisms.

- The school's judgements in the Self-Evaluation Form (SEF) match those of the review team in most aspects.
- The school faces some challenges that affect it attaining outstanding level,

namely students' inconsistent acquisition of basic skills in English, the fact that senior teachers in class teaching, English and mathematics have only recently been appointed, and the lack of a science senior teacher.

Appendix: Characteristics of the school

Name of the school (Arabic)	سترة الابتدائية للبنات													
Name of the school (English)	Sitra Primary Girls													
Year of establishment	1991													
Address	Building 342, Road 404, Block 604													
Town / Village / Governorate	Sitra/ Capital													
School's Contacts	17732781				Fax		17735655							
School's e-mail	sitra.pr.g@moe.gov.bh													
School's website	-													
Age range of students	6-12 Years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys		-		Girls		402		Total		402			
Students' social background	Most students belong to middle and low income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	2	2	3	3	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11													
Number of teaching staff	33													
Curriculum	Ministry of Education													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 Years													

External assessment and examinations	<ul style="list-style-type: none"> • Ministry of Education examinations for mathematics for Cycle 2, and English for Grade 6. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in school year 2017-2018: <ul style="list-style-type: none"> – senior teachers for Arabic, class teaching, English and mathematics departments – social counsellor – class teaching teacher.