



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

Directorate of Government Schools Reviews Short Review Report

**Tubli Primary Girls School
Tubli - Capital Governorate
Kingdom of Bahrain**

Date of Review: 15-17 May 2017
SG099-C3-R124

Introduction

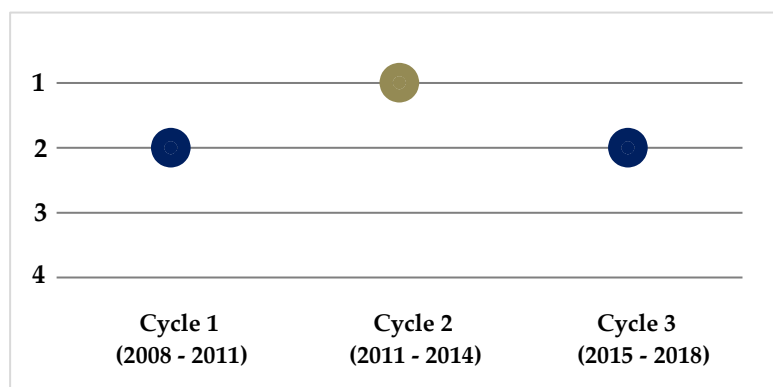
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	2	-	-	2
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 self-evaluation processes of all schoolwork aspects are comprehensive, and the school benefits from its results in setting and developing the school plans which include specific, regular implementation and monitoring mechanisms.
- Professional development programmes are diverse and their impact is evident on teachers' performance in the outstanding and good lessons, which make up approximately two-thirds of the observed lessons. However, the impact is inconsistent with the performance of a limited number of teachers, especially in Cycle 2, with disparity in the accuracy of monitoring and evaluating some class visits.
- Students' behaviour is remarkably positive, evident from their sense of psychological comfort and their enjoyment of school life.
- Most students participate effectively and enthusiastically in the extracurricular activities that enrich their various experiences and interests.
- Most students achieve good progress in lessons and in their written work, though there is inconsistency in managing learning time in some lessons and with

the effectiveness of some assessments in terms of the accuracy of marking and benefiting from the results in supporting students and challenging their different abilities, especially the low achievers.

- The intensive school care procedures, in terms of students' departure and following up their safety and security,

are evident, though it is necessary to ensure that this is maintained.

- The school's actively communicates with parents, who participate in school activities.
- Students and their parents are satisfied with the school's provision.

Main positive features

- Students' remarkable positive behaviour, and their sense of psychological safety and security at school.
- Most students' contribution in the extracurricular activities that enrich their experiences and interests.
- Active communication with parents, and their participation in the variety of school activities.

Recommendations

- Sustainability of the procedures taken by the school on students' departure to be more constant and more secure.
- Monitor the impact of teachers' professional development programmes on their performance to ensure that students achieve higher attainment, in addition to securing the effectiveness of the learning process towards excellence, by focusing more on:
 - effective assessment, in terms of accuracy in marking and benefiting from the results to meet the learning needs of different groups of students
 - optimal use of learning time
 - providing support and guidance to students and challenging their different abilities in lessons and written work, especially the low achievers.
- Address the shortage in human resources represented by senior teachers for class teaching, English, mathematics and science departments.

□ Capacity to improve 'Good'

Judgement justifications

- The school's performance has changed in all review aspects from outstanding in the previous visit to good.
- The school leadership focuses on the comprehensiveness of the self-evaluation processes, taking advantage of its results in determining the priorities

and translating these into the school plans, with clear implementation and monitoring mechanisms, though there is disparity in some performance indicators.

- The school's outstanding judgements in the self-evaluation form (SEF) are inconsistent with the good judgements reached by the review team.
- Though the school has made great efforts, its overall effectiveness has been

curtailed by the lack of middle leadership in the class teaching, English, mathematics and science departments. This has reduced the effectiveness of the professional development programmes and has impacted some teachers' performance.

Appendix: Characteristics of the school

Name of the school (Arabic)	توبلي الابتدائية للبنات													
Name of the school (English)	Tubli Primary Girls													
Year of establishment	1997													
Address	Building 2507 - Road 573 - Block 705													
Town / Village / Governorate	Tubli/ Capital													
School's Contacts	17786567				Fax		17789073							
School's e-mail	tubli.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		704		Total		704			
Students' social background	Most students are from limited income backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	3	4	4	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and 7 technicians													
Number of teaching staff	50													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in mathematics for Cycle 2 and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the academic year 2016-2017: <ul style="list-style-type: none"> - Assistant Principal - 3 teachers: 2 for class teaching and 1 for computer technology.