



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

# **Directorate of Government Schools Reviews Short Review Report**

**Tulaitela Primary Girls School  
Hamad Town – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 13-15 November 2017  
SG173-C3-R144**

## Introduction

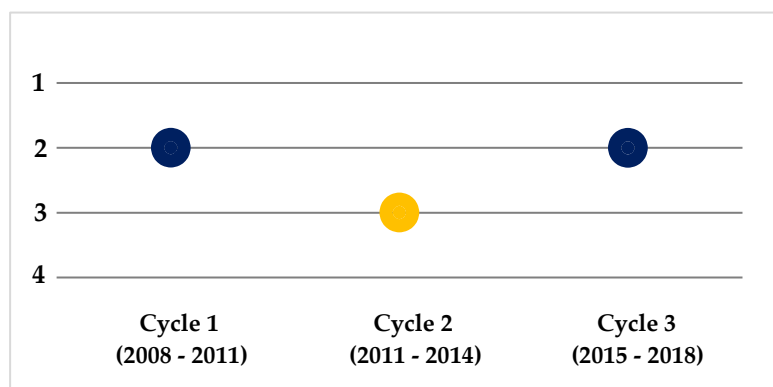
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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

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## 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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The effective strategic planning is based on an accurate and comprehensive self-evaluation. This has a positive effect on schoolwork aspects and on students' and parents' satisfaction with the school.</li> <li>• The impact of professional development programmes improves teaching and learning, which shows in the effective use of teaching and learning strategies and on students' progress in more than three quarters of lessons. The impact is inconsistent in the remaining lessons in terms of:</li> </ul> | <ul style="list-style-type: none"> <li>- benefiting from the results of assessment for learning in meeting the needs of low achieving students in lessons and written work</li> <li>- further developing the basic skills in core subjects, especially English.</li> <li>• Most students are motivated to participate actively in and outside lessons, with an evident confidence to assume leadership roles. They behave well.</li> <li>• Outstanding support is provided to students with learning difficulties through targeted programmes.</li> </ul> |
|---|---|

- The induction of students is evident in contributing to their settling into the school.
- There is significant embracement of students with special needs and they are outstandingly integrated into the school community.

### **Main positive features**

- The effectiveness of the strategic planning processes that are based on an accurate and comprehensive self-evaluation of the schoolwork aspects.
- The effectiveness of teaching and learning strategies and their impact on the progress of most students in lessons.
- Most students' self-confidence in the assumption of leadership roles, their active contribution to school life and their good behaviour.
- The outstanding embracement of students with disabilities, the effective support for students with learning difficulties, and the evident induction of students to enable them settle into the school.

### **Recommendations**

- Monitor the impact of professional development programmes on teachers' performance; especially in Cycle 2, to excel by focussing further on:
  - developing students' skills, especially in English
  - benefiting from the results of assessment for learning to meet the needs of low achieving students in lessons and written work.
- Address the shortfall in human resources represented by senior teachers for English and science.

### **Capacity to improve 'Good'**

#### **Judgement justifications**

- The school has raised the level of its overall performance from satisfactory to good, along with all aspects of schoolwork, due to the accurate and comprehensive self-evaluation of its situation and its awareness of the strengths and areas for development.
- This all shows in the identification of priorities and development of strategic and action plans.
- The school's assessments of its situation, as provided in the self-evaluation form, are consistent with some of the judgements reached by the

review team, particularly with relation to the overall effectiveness, academic achievement and teaching and learning.

- Students achieved high proficiency rates in most core subjects in school and ministerial examinations in the school

year 2016-2017, significantly the outstanding results in Cycle 1.

- Most teachers employ effective teaching and learning strategies, particularly considering the lack of senior teachers for English and science.

## Appendix: Characteristics of the school

Name of the school (Arabic)	طليلة الابتدائية للبنات													
Name of the school (English)	Tulaitela Primary Girls													
Year of establishment	1993													
Address	Building 1628, Road 1123, Block 1211													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17431365	17430781	Fax		17431524									
School's e-mail	tulaitela.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	471			Total	471				
Students' social background	Most students belong to limited and middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	3	3	3	3	2	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	14 administrative and 12 technical													
Number of teaching staff	45													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Cycle 2 mathematics and Grade 6 English.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointing a learning difficulties specialist in October 2017.</li> </ul>