



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

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

Date Reviewed: 11 – 13 January 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 788

Age range: 13 - 15 years

Characteristics of the school

Sitra Intermediate Girls School is one of the Central Governorate's schools. It was established in 1980. The age range in the school is between 13 and 15 years. The school's 788 students are distributed across 25 classes: eight classes for grade 7, eight for grade 8 and nine for grade 9. The school identified 24 students as gifted and talented, 153 as outstanding and 51 as having special educational needs. Most students come from stable, limited-income families. The Principal is in her fourth academic year in the school. There are 69 teaching and administrative staff.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 3 (Satisfactory)

The overall effectiveness of Sitra Intermediate Girls School is satisfactory. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. Students achieve high success rates in school examinations. These rates, however, do not reflect the actual level of students' understanding and knowledge in some lessons, which was generally satisfactory but less good in English, which is in line with the low proficiency rates in English language. Overall, students progress in lessons and the work assigned to them is satisfactory. Students' individual differences, however, are not consistently considered in a way that enables each group to achieve the progress expected of them. In science lessons, where activities are varied and of good quality, students make good progress. Students with special educational needs are given good support in and outside lessons and make remarkable progress in their academic achievement.

Students' personal development is satisfactory. Most students attend school on time. Students participate in the school's various extra-curricular activities and this helps them to develop their self-confidence and take on responsibility. In lessons, however, where teaching methods offer few opportunities for students to take leadership roles and work independently, students' participation is less effective. Opportunities given to students to develop their analytical thinking skills are generally satisfactory, and they are good in science lessons. Students are polite and respect each other.

The quality of teaching and learning processes is satisfactory overall. In the good lessons observed, particularly in Science, students' abilities were challenged and varied teaching methods were used; this helped students of all academic standards to make suitable progress. In addition, a number of assessment methods were used to ensure that students were achieving the objectives of the lesson. In the rest of the lessons, however, teaching did not take into account students' individual differences sufficiently, and students were seldom challenged. This is reflected in the students' academic achievement, which was variable in most lessons and weak in English language. Additionally, few assessment techniques and a narrow range of teaching strategies were used in those lessons.

The quality of curriculum enrichment and presentation is satisfactory. The curriculum is enhanced through a number of extra-curricular activities and internal and external competitions, which have had a vital role in helping students to develop their various talents and broaden their experiences, particularly those related to literary skills, such as writing stories. The school environment is enriched with displays and educational guidelines but students' work is insufficiently celebrated; there are few displays of students' work in corridors or classrooms. The school seeks to develop students' sense of citizenship and reinforce moral values. This is clearly reflected in students' politeness and the way they deal with each other; their singing of the national anthem, however, was ineffective. The teaching methods help students to acquire appropriate basic skills in most subjects but students do not gain English skills appropriate for their age.

The quality of support and guidance for students is satisfactory. Students are inducted when they first join the school through a number of programmes that help them settle easily in school. Induction programmes to prepare students for the following stage of their education are less effective. The school meets students' personal and learning needs and provides the necessary support in most lessons, although the support is less effective in some lessons where little attention is given to students' individual differences. The school follows up health and safety matters and liaises with the relevant authorities to provide a healthy and risk-free environment for its staff and students. The science laboratory and main gate, however, still present some safety and security risks.

The effectiveness of leadership and management is satisfactory. The school has a shared vision focused on high levels of performance and adopting effective teaching strategies. The vision is satisfactorily reflected in the school's practices and various activities. The school has a strategic plan, which it monitors and evaluates to check whether goals are achieved; the plan lacks clear performance indicators, however, to measure its impact on the teaching and learning processes and students' achievement. Teachers are inspired by the senior and middle management and motivated to work as a team and organise work effectively, particularly in relation to various committee tasks. There is a lack of facilities in the school such as a room set aside for gifted students and those with learning difficulties. This sometimes limits the effectiveness of programmes offered to these students. The school seeks students' and parents' views and agrees to their suggestions when possible.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. It has made recent improvements that include efforts to maintain good relations and team spirit, enhancements to the school's

environment, organisation of various committees' work and appropriate steps to meet students' personal needs. The school's strategic planning is based on the results of a satisfactory self-evaluation. Students' academic attainment has improved over the last three years in some subjects. The school still faces some challenges such as inconsistent teaching and learning processes that, in turn, are reflected in students' varied levels of academic achievement, particularly in English, and in their personal development.

The school's main strengths and areas for development

Main Strengths

- Meeting students' personal needs
- Inspiring and motivating school staff
- Extra-curricular activities
- Communication with parents
- Organisation of the school's administrative functions

Areas for development

- Self-evaluation
- Performance indicators in the strategic plan
- Considering students' individual differences when planning lessons and homework
- Higher thinking skills
- Collaborative learning
- Developing students' skills in English
- Using assessment to plan teaching
- Security and safety

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning processes taking the following into consideration:
 - Taking individual differences into account during planning for lessons and presenting homework
 - Developing students' basic skills in English
 - Developing students' analytical skills
 - Developing cooperative learning
 - Providing students with opportunities to develop their self-confidence and take on responsibilities in lessons.
- Employ varied assessment methods to diagnose and meet students' learning needs in lessons
- Support the strategic plan with clear and measurable performance indicators and monitor its impact on lessons
- Continue liaison with the relevant authorities to overcome shortages in school facilities
- Take necessary action, in coordination with the relevant authority, to solve safety issues related to the school's gate and Science laboratory.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory