



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews

Short Review Report

**Aminah Bint Wahab Primary Girls School
Muharraq – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 21, 22, 24 December 2015
SG051-C3-R044

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), 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 |
|-------------|---|------|---|--------------|---|------------|---|

| Aspect | | Grade | | | |
|---|---------------------------------------|----------------------|-----------------------|------------------|---------|
| | | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Quality of outcomes | Students' academic achievement | 1 | - | - | 1 |
| | Students' personal development | 1 | - | - | 1 |
| Quality of processes | Teaching and learning | 1 | - | - | 1 |
| | Students' support and guidance | 1 | - | - | 1 |
| Quality assurance of outcomes and processes | Leadership, management and governance | 1 | - | - | 1 |
| Capacity to improve | | 1 | | | |
| The school's overall effectiveness | | 1 | | | |

The chart demonstrates the school's overall effectiveness throughout the review cycles.



| | | | | | | | |
|---|-------------|---|------|---|--------------|---|------------|
| 1 | Outstanding | 2 | Good | 3 | Satisfactory | 4 | Inadequate |
|---|-------------|---|------|---|--------------|---|------------|

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 'outstanding'

Judgement justifications

- Strategic planning is comprehensive, well established and focused on continuous exceptional performance. It is implemented and followed up through rigorous systematic monitoring with the strong positive collaborative involvement of the school staff. Moreover, the senior leadership provides strong support and inspiration to the staff.
- Students' attainment is high in all core subjects and this is consistent with the proficiency rates, which range between high and very high in most core subjects, particularly in Arabic and science in the Cycle 2. Whereas,

the pass rates varies with proficiency rates in mathematics and English in Grades 5 and 6. These high pass rates are an actual reflection of the high standards of the vast majority of students in outstanding and good lessons and in their written work. The outstanding lessons were mainly in Arabic in the Cycle 2 and in the majority of the class-teaching. Furthermore, the different groups of students make tremendous progress in lessons and in the various programmes provided, particularly for those whose mother tongue in not Arabic. There were no satisfactory or

- inadequate lessons observed during the review process.
- The vast majority of students demonstrate great enthusiasm and self-confidence when participating remarkably in the various lessons activities and in school life. They are self-disciplined and have exceptional independent learning skills. Students show strong commitment to Islamic values and work in full harmony during the various activities and programmes.
- Highly effective student-centered teaching and learning strategies are implemented by the vast majority of teachers, who manage lessons in orderly and effective manner ensuring the highest productivity.
- The extra-ordinary, leading, learning and personal support provided to the various groups of students. A rich and extensive range of programmes, projects and extra-curricular activities, which match the students' various interests and their multiple intelligences.
- Parents and students are highly satisfied with the school's provision.

Main positive features

- The rigorous self-evaluation and the effective use of its results in all school's plans. This is implemented rigorously through highly effective and systematic monitoring and follow up which impacted on the quality of the school's practices, including:
 - effective use of teaching and learning strategies and resources such as learning by play, role play and dramatization
 - implementing outstanding incentive and reward programmes such as 'Friendly Hour' and 'Spread Happiness'
 - adopting pioneer projects that raise staff job satisfaction such as 'Think. Create. Enhance'
 - 'Professional Pioneers' project enables experienced teachers to spread their best practices among other teachers in the school and other schools.
- The high professional competency of the different academic faculties and administrative departments supported by the senior leadership's high awareness and development mentality.
- Students' standards and the remarkable progress different groups of students make in lessons and in the various distinguished programmes, including:
 - tracking the academic progress of students through the 'Accumulative Academic Attainment Record' for each student.
- Harmonious relations between students, their high self-confidence and their participation with great enthusiasm in school life, events and various activities, including:
 - 'I Know my Intelligence in Aminah' project which provides learning and entertainment activities that meet students' multiple intelligences

- ‘We Are All Responsible’ campaign to raise awareness of taking responsibility.
- The exceptional and leading educational and personal support provided to students and the rigorous support programmes to students whose mother tongue is not Arabic, including:
 - ‘Building Self-Esteem’ and ‘Learning Step by Step’ projects dedicated for students with learning difficulties
 - ‘With the Quran Language I Develop” for students whose mother tongue is not Arabic
 - ‘My Mum in My Class’ and ‘Butterflies Friends’ projects to develop mental abilities and social skills for the inclusion class students.

Recommendations

- Continue to implement the outstanding practices in the different aspects of school work establishing a learning community with other educational institutes in the Kingdom of Bahrain.
- Address the shortage in human resources mainly the senior teachers for all core subjects and class-teaching, bearing in mind the over-population of students in comparison to the school facilities, particularly the toilets and the school gymnasium.

Capacity to improve ‘outstanding’

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The continuous outstanding performance achieved by the school in all aspects of its work due to the inspirational senior leadership and the quality of its strategic planning, which is based on accurate and comprehensive self-evaluation. • The high efficiency of the academic faculties and administrative departments who are highly satisfied, which effectively reflects the school’s shared vision. • The school’s success in maintaining its outstanding performance and overcoming challenges represented mainly in: | <ul style="list-style-type: none"> – the increasing number of students population and portable cabins – students’ different cultural backgrounds – shortage in human resources in senior teachers for all core subjects and class-teaching – the consistent annual change in some of the administrative and teaching staff. • The very close match between the team judgements and the school judgements in the self-evaluation form (SEF). |
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Appendix: Characteristics of the school

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|--------------------------------------|--|----------|-------|----------|--------|-----|---|---|------|---|----|
| Name of the school (Arabic) | آمنة بنت وهب الابتدائية للبنات | | | | | | | | | | |
| Name of the school (English) | Aminah Bint Wahab Primary Girls School | | | | | | | | | | |
| Year of establishment | 1979 | | | | | | | | | | |
| Address | Building 370 – Road 709 – Block 207 | | | | | | | | | | |
| Town /Village / Governorate | Muharraq/ Muharraq | | | | | | | | | | |
| School's Contacts | 17324030 | 17332306 | Fax | 17322834 | | | | | | | |
| School's e-mail | aminah.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 | 967 | Total | 967 | | | | | |
| Students' social background | Majority of students come from limited or average income families | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Classes | 5 | 6 | 5 | 4 | 5 | 4 | - | - | - | - |
| Number of administrative staff | 18 administrators, 19 technicians | | | | | | | | | | |
| Number of teaching staff | 79 | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | |
| Principal's tenure in the school | 5 years | | | | | | | | | | |
| External assessment and examinations | MoE examinations in mathematics for cycle 2, English for Grade 6, QQA National Examinations | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> • Changes in 2013/2014 and 2014/2015: – 6 portable cabins are added | | | | | | | | | | |

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|--|--|
| | <ul style="list-style-type: none">- appointment of 15 new teachers as follows: (5 for English, 1 for science, 3 for mathematics, 5 for class-teaching, 1 for Arabic).• The increase in students population from 895 in 2013/2014 to 967 in 2015/2016. |
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