



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

Schools Review Unit Review Report

**Ain Jaloot Primary Girls' School
Isa Town - Central Governorate
Kingdom of Bahrain**

Date of Review: 30 April and 2-3 May 2012

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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 national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

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

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

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

Characteristics of the school

School's name		Ain Jaloot Primary Girls													
School's type		Government													
Year of establishment		1989													
Age range of students		6-12 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		Grades: 1, 2, 3 (Cycle 1) Grades: 4, 5, 6 (Cycle 2)				-				-					
Number of students		Boys		-		Girls		164		Total		164			
Students' social background		Most students belong to middle-income families													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		1	1	1	1	1	1	-	-	-	-	-	-
Town /Village		Isa Town													
Governorate		Central													
Number of administrative staff		7 administrative, 17 technical													
Number of teaching staff		25													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		2 years													
External assessment and examinations		QAAET's national examinations													
Accreditation (if applicable)		-													
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Disabilities				Learning Difficulties	
		38				26				8				26	
Major recent changes in the school		<ul style="list-style-type: none"> • Changing school principal in the academic year 2010-11 • Opening a class for e-learning and a class for talented students in the academic year 2008-09. 													

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

Key:

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

Review judgements

Overall effectiveness

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

Grade: 1 Outstanding

Overall effectiveness has changed from being judged good in the previous review in February 2009 to outstanding in this one. This is attributed to excellent strategic planning based on accurate and comprehensive self-assessment bringing improvements. It has unified practice. Technology, resources and the environment are used effectively. Teaching and learning are correctly focused on students being the core of the process. Links among subjects and outstanding support for students mean they achieve well above expected levels. Students show clear self-confidence, self-learning skills, distinguished behaviour and take on responsibility and leading roles willingly. The school is well organised in identifying and meeting teachers' training needs. Professional development programmes are well organised and used to identify and meet teachers' needs. Strategies are monitored throughout for impact. Excellent approval ratings come from students and their parents.

- How strong is the school's capacity to improve?**

Grade: 1 Outstanding

The school's capacity to improve has similarly changed to outstanding. This is due to the organised work performed by the management and leadership team, which is based on the on-going implementation of the strategic plan. Clear, measurable performance indicators and rigorous self-assessment against correct priorities, in addition to the approach of joint planning and decision-making is making a difference. The middle leadership is able to increase the teachers' professional competency highly effectively by their implementation of improved teaching strategies that raise students' academic achievement. Attainment is well above in the national examinations and pass rates are high in other examinations. The school has distinguished performance in its varied improvement programmes such as the 'open lesson' and communication with the local community.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 1 Outstanding

Students in Grade 3 attained average results in the national examinations in Arabic and mathematics from 2009 to 2011. Grade 6 students made noticeable progress and attained levels that were above average and, in Arabic, well above average. These results reflect the levels of the vast majority of students in lessons, especially in science and mathematics.

The students attained high pass rates in the school examinations over the past three years as it reached 100% in all core subjects in 2011. Whilst this is clearly an indicator of highly undifferentiated assessment, students' proficiency levels in Cycles 1 and 2 are high, especially in English and science respectively. Students perform exceptionally well in lessons, especially outstanding lessons, which account for about half the core subject lessons. This is due to the students' motivation to learn and effective use of various teaching methods by staff. The vast majority of students master the basic skills in core subjects well above the expected levels. They acquire arithmetic, scientific and enquiry skills in both cycles well and particularly well in Cycle 2. They also acquire IT skills and reading and speaking in Arabic and English in Cycle 1 very well, but less well in Cycle 2, especially in Arabic.

The students maintained high pass rates in all core subjects in both cycles from 2008 to 2011. This is also true as students transitioned to the second cycle. The vast majority of students make considerable progress because they achieve the lessons' objectives, lesson upon lesson and because their written work is based on tasks set in line with their differing abilities. This is also attributed to these various activities challenging the students' abilities according to their different interests and levels of prior achievement.

Outstanding students make noticeable progress in lessons, written work and enrichment programmes. Through remedial programmes as a result of the effective support they receive, low achieving students, those with learning difficulties and specially integrated students make significantly good progress based on their abilities and starting points for learning

□ How good is the students' personal development?

Grade: 1 Outstanding

The vast majority of students enthusiastically participate in school life. This is represented in their participation in the morning broadcast programme, the 'good order' committee and other school committees such as the 'water and power rationalisation' and 'integration of friends' committees. The students play an awareness-raising role in the Students' Council, as members take part in presenting educational and awareness-raising programmes. The students also participate in internal and external events such as 'Arabic calligraphy', 'Creative touches' and 'Ain Jaloot camp', which has contributed to promoting the students' understanding of their rights and responsibilities, developing their personalities and increasing their self-confidence. Students take leading roles during cooperative work and play the role of the teacher, which contribute to developing their self-confidence and personal skills.

Students share good relationships and show mutual respect for each other and with their teachers. This is reflected in their consistently excellent behaviour, sense of awareness and responsibility, and is seen in their abidance to school rules, attendance at school, punctuality to lessons and preservation of school property. The students show understanding of Bahraini culture and Islamic values during daily situations. For example this understanding is evident through the 'I am a Muslim' project and the citizenship committee, which is reflected in the absence of any misbehaviour.

The quality of provision

□ How effective are teaching and learning?

Grade: 1 Outstanding

Teachers have excellent subject knowledge and are familiar with their study material, which is reflected in their self-confidence, clear explanations and logical progression in lessons. They use various strategies very effectively, such as cooperative learning, learning through play and exploration, brainstorming and role-play. Resources such as smart boards, projectors, learning cards and illustrations are used creatively, which contributes to broadening students' mental and creative perceptions, experiences and their acquisition of the necessary skills in all core subjects, especially arithmetic, IT and scientific skills. Talented students use these skills well when conducting presentations and e-learning lessons to other groups.

The effective strategies used in teaching help develop students' higher order thinking skills, such as critical thinking and problem solving. These skills are considerably reflected in their self-confidence and their own enrichment of educational situations through conversation and discussion. Lesson planning takes into consideration ways of challenging students' abilities. Individual differences among them are taken into consideration by teachers' awareness of the students' levels of performance and educational needs. The students receive support in class and around the school that has considerable impact on the academic progress of the varied groups of students.

The vast majority of teachers manage their classes very well. This is seen in the firm and clear instructions about the teachers' expectations on conduct in class. This clarity of expectation results in time being managed very well and students being well motivated to learn. This renders the classroom environment and the general learning experiences more productive than is often seen in less successful schools.

Students are given varied homework which challenges their abilities based on their levels of prior achievement. The homework is regularly corrected and students are given feedback on how to improve their learning. Teachers ensure they acquire the needed concepts, knowledge and skills. They use formative assessment which relies on observation and 'assessment stops' in lessons, such as verbal questions and written activities. These contribute well to the attainment, progress and achievement of lesson goals by the vast majority of students.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 1 Outstanding

Curriculum support is provided through a wide range of extra-curricular activities that develop students' experience and improve their academic achievement. This is reflected in students' participation in the English club and competitions such as 'Bahrainis' where the students achieved third place recently. Talented students participate in Arabic calligraphy competitions and Quran recitations, which enrich their experiences and help satisfy their educational needs.

The curriculum implementation methods are constantly reviewed and analysed with students' collaboration, such as analysing the Arabic work book and working out ways to improve coverage. Observations and recommendations are offered for editing to the concerned authority. The syllabus is regularly reviewed and updated, logical linking among subjects is used, which help students put the knowledge they have learned into use. This

enables the school to provide enrichment and remedial activities for the different groups of students appropriately.

Students' work is celebrated throughout the classrooms and school areas. The school promotes a spirit of citizenship and develops students' understanding of their rights and responsibilities by way of participation in national events. Educational boards, games and corners around the school clearly reflect the students' conduct, pride and eagerness to promote citizenship and preserve the school environment.

Facilities such as the science laboratory and e-learning classroom are well used and contribute to the students' acquisition of the skills needed for their next educational stage.

□ How well are students guided and supported?

Grade: 1 Outstanding

New students are helped to settle through educational entertainment programmes for them and their parents. This includes introductions to facilities and holding competitions and lectures for parents on topics such as e-learning. The students are prepared for their next educational stage through visits and effective guidance.

The findings from diagnostic tests identify students' educational needs and proper support is provided. Outstanding and talented students are given opportunities to use their skills at events such as the morning broadcast programme and participate in competitions. Hand-outs for English and extra-activities on creative writing are supplied. The school prepares remedial programmes for low-achieving students, such as home dictation. The learning difficulties specialist provides weekly lessons for students, including individual support with monitoring of its impact with teachers. All of this contributes to students' personal development, motivation and accelerated progress. Students' personal needs are met by providing them with breakfasts and clothing. The school assesses the students' personal needs and helps those who have problems.

Parents are regularly informed about their daughters' progress through text messages, periodical reports and trimestral meetings, which considerably help students' academic and personal progress.

The health and safety committee regularly assesses the school environment and strictly follows up issues of maintenance. School members practise evacuation drills. A healthy and safe environment is maintained.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 1 Outstanding

The school develops, fosters and has embedded a culture of self-assessment among its members. This is the school policy in assessing all areas and services provided. The findings are analysed in various ways, enabling the development of a comprehensive strategic plan from which action plans are set according to the school's partnership-based vision, which focuses on raising academic achievement by utilizing learning technologies.

Staff and students are inspired by the relationship among them which the school builds and the ambition for improvement. Teachers' training needs are identified accurately and teachers participate in workshops and regularly share expertise among each other. The impact of training is monitored to ensure its effectiveness. Workshops are followed up to ensure their impact on the practices in lessons. Class visits are organised by the senior management and attended by senior and fellow teachers. Leadership is exemplary in delegating authority to address the shortage in senior teachers of science, mathematics and English. Additionally, the school adopts a shared decision-making approach, which is reflected in the distinguished middle leadership that plays an important role in supporting and monitoring the school performance.

Facilities such as the science laboratory and the e-learning classroom are used well. Also, the school allocates a room for the committees and sports.. Educational resources are used effectively in lessons, particularly electronic resources.

The views of students and their parents are explored and the relevant councils are effectively used. Communication methods are improved and the school has created a hotline for receiving suggestions and complaints. Students with special needs are supported well, which is reflected in the approval of the students and their parents. Communication with the local community is enhanced by establishing strong relationships that enable many activities, for example the civil defence and health centre giving lectures. Other schools contribute to raising students' awareness and broadening their experiences by making effective community contributions.

The school board takes decisions and facilitates the procedures needed to develop the school through its periodical meetings. The internal improvement team play a special role in developing teaching and learning, monitoring the recommendations of the previous review

and securing impact of the professional training programmes. The external improvement team contributes to raising the level of educational practices via training programmes, workshops and consultations, which contribute significantly to the on-going improvements in teaching.

The school's main strengths

- Systematic self-assessment and strategic planning approaches well embedded have translated the school's vision into procedures that contribute to desired improvement
- Inspiring senior leadership which has helped school members to reach excellence, and facilitated middle leadership in attaining the school goals
- Personal development of students, especially in terms of their self-confidence and their ability to take on leading roles and responsibility
- Effective use of teaching and learning strategies where the students are the core of the educational process, with a focus on developing basic skills and higher order thinking skills
- Effective support programmes for different students' abilities, especially students with learning difficulties.

Recommendations

In order to improve, the school should:

- implement and develop outstanding practices in all areas of the curriculum and learning in order to maintain the school's high level of performance
- spread the school's best practices among educational institutions in Bahrain.