



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

Directorate of Government Schools Reviews Short Review Report

**Aisha Um Al Moamneen Primary Girls School
Al-Manama – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 26-28 March 2018
SG110-C3-R173**

Introduction

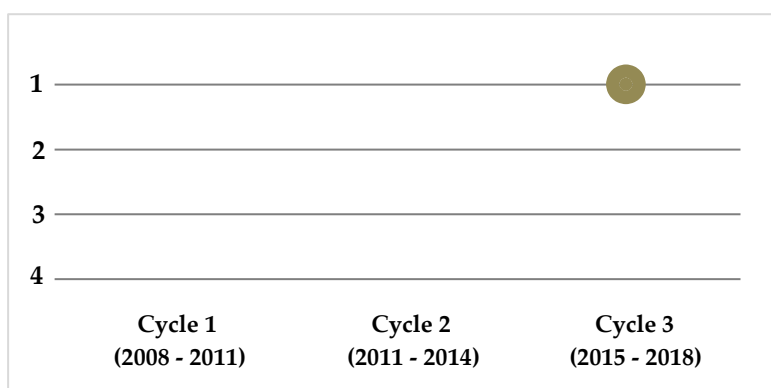
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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



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

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| <ul style="list-style-type: none"> • Administrative work is well organised, as leadership is fully aware of the school's strengths and areas for improvement. The self-evaluation is accurate and comprehensive, focusing on work priorities, creating the school plans and professionally putting them into practice in all schoolwork aspects. • Students achieve high attainment levels in the school and ministerial examinations, which reflects their exceptional performance in most lessons and in their written work. • Teaching and learning strategies and the use of learning resources in most lessons are effective, except for few where students' written work, particularly in | <p>English, needs more care and attention. This is due to the inconsistent academic support provided to students, combined with the need to further challenge of their abilities.</p> <ul style="list-style-type: none"> • Students enthusiastically participate in lessons, programmes, events and school life with great self-confidence. • Students of all categories are offered significant personal and academic support and guidance. Extracurricular activities and pioneer projects match students' interests, desires and aspirations. • Parents and students are very satisfied with the school's provision. |
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Main positive features

- The leadership's awareness of the school's strengths and areas for improvement, which shows in the quality of strategic planning including the accurate and comprehensive self-evaluation.
- Teaching and learning strategies such as 'Monitor and Ask', 'The Round Table', 'Peer Learning', 'Directed Investigation', and 'Think, Pair, Share' effectively contribute to students' acquisition of basic skills, enabling them to achieve high levels in the core subjects.
- Students' high self-confidence, their enthusiastic participation in school life, their distinctive ability to take leadership roles, and their effective communication in the wide range of extracurricular activities which include:
 - 'My Break is my Joy', where break-time is utilised in activities that support the school's curriculum
 - the school's committees, including the 'Transportation Committee' which organises the school's dismissal and ensures students' safety on departure
 - 'Little Nurse' that provides basic medical help to students during the breaks
 - 'Students' Council', which represents them and makes suggestions for improving the school's services.
- The excellent personal and academic support programmes provided to students of all categories in projects like:
 - 'I Love Arabic' to support speakers whose mother tongue is not Arabic
 - 'Home Reading' to develop both reading and writing skills for students with learning difficulties
 - 'With my Language, I Excel' to support low achieving students
 - 'Strive to Improve' to support average achievers
 - 'Golden Fingers' to improve handcrafts skills, 'Discover to Invent' to help talented and gifted students to excel, and 'I Challenge' which aims to develop higher order thinking skills in mathematics
 - Counselling, behavioural and cautionary programmes such as 'Aisha Cinema' which encourages and motivates students to be disciplined and arrive early to school. 'My Values are the Secret of my Distinction' to enhance students' behavioural values, 'I am a Model' to reinforce personal development, and 'Our Dismissal is Distinctive' to emphasise students' safety.

Recommendations

- Disseminate the outstanding practices, productive educational models and pioneering projects as widely as possible among other educational institutions in the Kingdom of Bahrain.
- Challenge students' abilities and offer them more academic support in lessons and in their written work, particularly in English.

- Address the staff shortfall represented by senior teachers for science, class teaching, mathematics and English.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none"> • The school's self-evaluation is accurate and focuses on priorities. The strategic plan includes clear key performance indicators and precise monitoring and follow-up mechanisms. • The working relationships among the staff are positive, as is the creation of a second leadership team that helps the school to achieve their outstanding grade. • The professional development programmes are effective and have had a clear impact on most teachers' performance in lessons. | <ul style="list-style-type: none"> • The school successfully faces its challenges, in particular: <ul style="list-style-type: none"> – students whose mother tongue is not Arabic – the lack of senior teachers for science, class teaching, mathematics and English. • The school's judgements in its Self-Evaluation Form (SEF) match the judgements reached by the review team, which clearly indicates the leadership's high awareness of its situation and achievements. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	عائشة أم المؤمنين الابتدائية للبنات													
Name of the school (English)	Aisha Um Al Moamneen Primary Girls													
Year of establishment	1929													
Address	Building 75, Al-Ala'a Al-Hadhrmi Avenue, Block 305													
Town / Village / Governorate	Al-Manama/ Capital													
School's Contacts	17211536	17211625	Fax		17211590									
School's e-mail	aysha.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	135			Total	135				
Students' social background	The majority of students belong to low-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	1	1	1	1	1	2	-	-	-	-	-	-	
Tracks	Grades	Distribution of Classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	8 administrative and 2 technicians													
Number of teaching staff	19													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Two years													

External assessment and examinations	<ul style="list-style-type: none"> • Ministry of Education examinations for mathematics in Cycle 2 and English for Grade 6. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Major appointments in 2016-2017: <ul style="list-style-type: none"> - a School Principal - an Assistant School Principal. • Appointing a new teacher for Arabic in 2017-2018.