



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

# **Schools Review Unit**

## **Review Report**

**Al Orouba Primary Girls School  
Arad – Al Muharraq Governorate  
Kingdom of Bahrain**

**Date Reviewed: 18-20 January 2010**

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## The Schools Review Unit

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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**

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### **Scope of the Review**

This Review was conducted over three days, by a team of five 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: 552

Age range: 6-12 years

### **Characteristics of the school**

Al Orouba Primary Girls School is one of Arad area schools, in the Muharraq Governorate. Established in 1994. The age range in the school is from 6 to 12 years, and there are 552 students. Most students come from higher-income families. The school categorises 5% of its students as talented and creative, 60% as outstanding and 3% as students with special educational needs. Students are distributed across 18 classes: 3 classes to each grade. There is also a combined class. The Principal is in her second year at the school. There are 51 administrative and teaching staff, of whom 40 are teachers. The school is part of King Hamad's Schools of the Future project.

## Overall effectiveness

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

#### Grade: 1 (Outstanding)

The overall effectiveness of the school is outstanding. Students and their parents are exceptionally satisfied with the school.

Students' academic achievement is outstanding. Most students achieve high pass rates in examinations and their proficiency levels match this achievement. They also achieve more than is expected of them in lessons, which are characterised by varied teaching methods. The school's students have maintained their high levels of success over a three-year period in most subjects of the first and second cycles. A high proportion of students make noticeable progress, aided by the school's excellent strategy that considers the individual differences of different groups. Talented and outstanding students, and those of lower ability, make clear progress; the school offers them particularly effective programmes through its special education and excellence specialists.

Students' personal development is outstanding. Most students attend school regularly and punctually. They show great enthusiasm to participate in class and extra-curricular activities, which has increased their self-confidence and ability to express their opinions freely. Analytical thinking skills are developed in most lessons. The students display strong feelings of mutual respect between each other and their teachers. They feel safe and secure in the school. Most students have the awareness and ability to take responsibility; they are given plenty of opportunities to take leading roles and show their abilities and skills.

The effectiveness of the teaching and learning processes is outstanding. Teachers enthusiastically use good and varied teaching and learning strategies, which reflect their clear understanding of the study materials. Students acquire to a high degree not only knowledge but skills and understanding in all the study subjects. Most observed lessons were characterised by teachers encouraging the students in discussion and conversation and challenging their abilities through various questions and activities. The teachers use a variety of assessment methods such as continuous, verbal and written observation, as well as monthly, short and diagnostic tests. These varied assessment techniques help the school to diagnose students' educational needs accurately, measure their level of progress correctly and provide appropriate support programmes where required. The homework provided enriches the curriculum and takes into account individual differences; a high proportion of it is planned to meet the different educational needs of students.

The quality of curriculum presentation and enrichment is outstanding. The school pays great attention to developing students' understanding of their rights and responsibilities by encouraging their participation in different committees and events. The school environment is enriched well and students' achievements are celebrated across the school, which creates a motivating learning atmosphere for students of both the first and second cycles. All the school's departments work hard to provide interesting activities for students and see high levels of participation as a result. Students participate in school events and national festivals that successfully develop their spirit of citizenship. Curriculum subjects are linked effectively in most lessons, enabling students to apply their knowledge across subjects. The curriculum is presented in appealing ways, which greatly enhances students' progress in lessons and helps them develop basic skills.

The quality of guidance and support is outstanding. The school inducts new students and those passing to the following stages of education very effectively. Most of the students' personal and educational needs are diagnosed and met well. The school gives considerable attention to monitoring discipline in the school, which is reflected in the widespread good conduct among students. Communication with parents is excellent. The school holds an open day for parents, organises weekly visits, sends text messages, provides accurate and useful application forms and operates an 'open door' policy, all of which ensure that parents are well informed of their daughters' progress. The school monitors and assesses risk carefully to ensure the safety of the students and staff; parents are very satisfied with this aspect of the school's work.

The effectiveness of leadership and management is outstanding. The school has a vision and mission that have been translated particularly well in practice. Educational practices in the classroom clearly reflect the school's vision. The school has a clear and comprehensive strategic plan that focuses on improvement and development. It carries out particularly accurate self-evaluation and closely monitors its effect on all practices. The school employs its buildings and facilities effectively to serve the educational process. Students and their parents contribute fruitfully to the school through their participation in most school events; parents value this highly as a way of increasing communication with the school.

## Does the school have the capacity to improve?

### **Grade: 1 (Outstanding)**

The school's capacity to improve is outstanding. Its most recent improvement can be seen in reinforcing the harmony among school staff, which has helped bring them together with a clear desire to develop. The school has devised a clear and comprehensive strategic plan that applies to all the school's departments and committees. These plans complement the school's overall objectives in setting priorities for improvement and development and are

closely related to the school's vision and mission. The school is distinguished by its rigorous self-evaluation and the monitoring of its effects on all educational practices, development projects, events and class and extra-curricular activities; it has set up a special committee for this purpose. The school is fully aware of all aspects of its strengths and areas for development and its self-evaluation matched that of the review team. The school's teaching and learning strategies, especially the strategy related to recognising individual differences, have a direct impact on the achievement levels and personal development of students. The school also develops students' sense of citizenship, enriches the school environment and celebrates students' work in a special way that strengthens students' relationship with the school and their enjoyment of it.

## **The school's main strengths and areas for improvement**

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### **Main Strengths**

- Leadership and management
- Achievement in lessons and examinations
- Planning to cater for individual differences
- Care provided for special groups
- Extra-curricular activities
- Safety and security
- Students' self-confidence and respect for one another's opinion
- Teaching and learning strategies
- Basic skills in the basic subjects
- Using the findings of assessment in lesson planning
- Promoting citizenship
- Curriculum-enriching environment
- Induction programmes

### **Areas for development**

- No significant areas for development identified



## **What the school needs to do to improve**

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### **In order to improve further, the school should:**

- Spread its distinguished practices and use its educational expertise, programmes and pioneering projects as an example within the school and to other schools.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>1: Outstanding</b>
The school's capacity to improve	1: Outstanding
Students' academic achievement	1: Outstanding
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	1: Outstanding
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding