



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

**Directorate of Government Schools
Reviews
Short Review Report**

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

Date of Review: 17-19 March 2014

SG091-C2-R162

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school 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 government schools 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 seven 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 | | Al-Orouba Primary Girls School | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | |
| Year of establishment | | 1994 | | | | | | | | | | | |
| Age range of students | | 6-12 years | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | |
| | | 1-6 | | | | - | | | | - | | | |
| Number of students | | Boys | - | Girls | 561 | | | | Total | 561 | | | |
| Students' social background | | Most students are from middle income-families | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | 3 | 3 | 3 | 3 | 3 | 3 | - | - | - | - | - | - |
| Town /Village | | Arad | | | | | | | | | | | |
| Governorate | | Muharraq | | | | | | | | | | | |
| Number of administrative staff | | 7 administrates, 35 Technicians | | | | | | | | | | | |
| Number of teaching staff | | 58 | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | |
| Principal's tenure | | 5 years | | | | | | | | | | | |
| External assessment and examinations | | MoE Grade 6 English examination, QQA national examinations | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | | | | Gifted & Talented | | | Physical Disabilities | | | Learning Difficulties | |
| | | 319 | | | | 30 | | | 3 | | | 20 | |
| Major recent changes in the school | | New appointments in 2013-2014: <ul style="list-style-type: none"> • gifted and talented specialist • head of finance and administrative affairs. | | | | | | | | | | | |

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

The school's overall performance is outstanding, matching the January 2010 review. The strategic plan is based on a shared vision and rigorous self-evaluation which shows strongly in all aspects of the school's work. Teachers use effective teaching and learning strategies in the vast majority of lessons, which are student-centred. Students' mastery of basic skills is evident, and their academic achievement in all core subjects is above expected standards. Almost all students are highly self-confident, behave maturely and responsibly and enthusiastically participate in school activities. Various activities and programmes support students in and outside lessons, particularly special needs students and those with learning difficulties. School facilities and resources are highly utilised to enrich the curriculum, which is also enhanced by outstanding educational development projects. Students and parents are very pleased with the school's provision.

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

Grade: 1 Outstanding

The school's capacity to improve matches the outstanding judgement of the previous review. The ambitious leadership's awareness of development priorities and adoption of improvement programmes enables the school to achieve high quality teaching and learning and sustain outstanding performance. The strategic plan has clear and accurate performance indicators based on comprehensive and rigorous self-evaluation of all educational practices. The high academic achievement, outstanding personal development of the vast majority of students, and the highly attractive environment which is conducive to learning are sustained through collaboration and sharing of school work, delegation of responsibilities and highly organised administration. This enables the school to sustain distinguished performance, spread pioneer practices and initiatives and overcome any challenges.

The school's main strengths

- Leadership's awareness and adaptation of strategic planning that is based on a shared vision and rigorous self-evaluation
- Effective and motivating teaching and learning strategies, utilisation of learning resources which results in proficient acquisition of the basic skills and sustained high performance in all subjects
- Remarkable participation of the vast majority of students, their self-confidence in lessons, and their ability to take responsibility and work maturely and independently in and out of lessons, as well as their feeling of being safe and secure
- Remarkable enrichment of the curriculum with excellent development programmes, and the varied and distinguished extra-curricular activities which meet students' different needs and interests
- Outstanding support and guidance programmes provided to all different groups of students, especially those with special needs and learning difficulties, resulting in their sense of belonging and feeling of safety and security.

Recommendations

In order to improve, the school should:

- ensure sustainability of the outstanding performance and spread the remarkable practices among learning communities in the Kingdom of Bahrain.