



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

Directorate of Government Schools Reviews Special Review Report

**Al-Sehlah Primary Girls School
Buquwa - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 28 March 2016
SG089-C3-R055**

Introduction

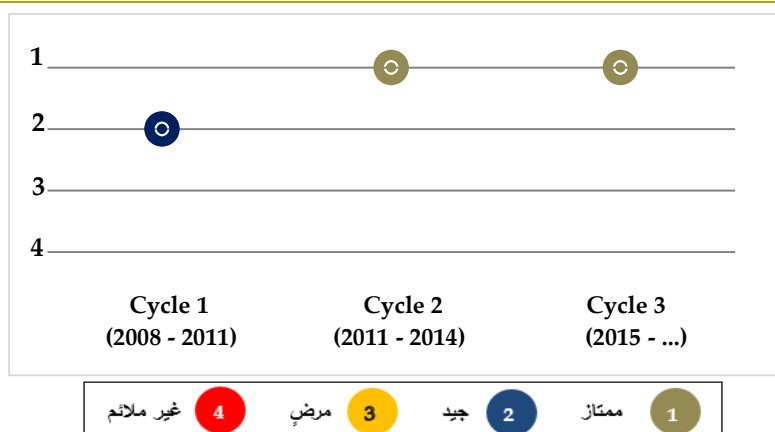
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this special review, in accordance with the review procedures of schools with 'Outstanding' performance in the last review cycle, over one day by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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	2	-	-	2
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 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'

Justifications for sustaining "Outstanding" Judgement

- The school's collaborative and aspiring vision focuses on creativity and quality performance to build a visionary and socially-aware generation. The senior leadership is highly aware and is an inspiration to the staff. The vision is translated effectively into noticeable reality and distinguished schoolwork.
- The school's self-evaluation of each work aspect is accurate and comprehensive. SWOT analysis, priority matrix, performance discussions and the Outstanding Bahraini School project are used in identifying the school's priorities and drawing up the strategic plan and departments' action plans. These have clear key performance indicators and an integrated work system along with accurate follow-up mechanisms that together strongly contribute to continuing the outstanding overall performance.
- The school's self-evaluation form (SEF) reflects the real situation of the school. There is a very close match between the review team and the school's judgments, except for the school's environment and security and safety. Whereas, this aspect was graded 'outstanding' by the school in

line with its comprehensive procedures, it was graded 'good' by the review team due to external problems outside the school's direct control and responsibilities.

- The school's senior leadership is exemplary in pinpointing operational requirements. Effective human and community relationships are enhanced by applying a partnership approach in making decisions. Teamwork, enthusiasm and motivation of staff are enriched through pioneering projects that support positive career development, innovation and raise morale.
- The school makes great efforts in raising and maintaining teachers' performance through various internal and external learning networks and organising workshops such as the 'Six Thinking Hats', 'Innovative problem-solving methods', exchanging of class visits, 'A Day in Al Sehlah School' event, self-development through the 'Teachers' Reading Club', induction of new teachers and activation of the new teacher's portfolio.
- Students achieved high pass rates in all core subjects in the school year 2014-2015, ranging between 95% and 100%. This is in line with the high and very high proficiency rates ranging between 71% and 100%, particularly in Cycle 1 in Arabic, science and English. Average proficiency rates varied in Grades 4 and 5 mathematics.
- Students exceed expectations in the outstanding and good lessons, which comprise more than three quarters of all lessons. Levels are highest in mathematics, though students were not up to the same standard in English.

- Students achieve outstanding progress in almost half of all lessons, particularly in Grades 5 and 6 and in mathematics in general. They also achieve good progress in the other lessons, especially in Grades 3 and 4, except for a very limited number of lessons that are graded satisfactory, such as English in Cycle 1.
- Students make outstanding progress in their written work in class-teaching lessons, and science, and good progress in works and assignments in mathematics, Arabic and English.
- Students participate in lesson activities enthusiastically and confidently, taking initiative in organising workshops for their peers within the 'My harvest' project, administrating seminars in lessons, implementing educational projects, expressing and justifying their answers and views with an ability to convince others. They also activate the roles of 'The student as a teacher' and collaborate in lessons, in which they demonstrate their ability to debate, listen to each other, exchange views, accept other people's views, show ability to communicate and harmonise with each other.
- Students show exemplary, confident and enthusiastic leadership in presiding over committees and school events such as morning assembly and the committees of 'Discipline' and 'School environment princesses'. They also participate in various student groups such as journalism, agriculture, acting, and traffic monitor, as well as in school recess events like educational games, colours café, and assuming the roles of 'young nurse' and 'young counsellor'. In addition to

student council participation in a workshop entitled “How to be a successful leader”, which was conducted in Fatima Bint Assad primary girls school, among cooperative school.

- Students behave with high levels of awareness and responsibility, reflecting in their highly positive behaviour. They show respect to their peers and teachers and adhere to school rules and regulations. The school infrastructure, facilities and property are respected and maintained. Participation in events and projects is outstanding, with positive-behaviour enhancing programmes such as the ‘Behaviour collection box’ and ‘Flowers’ Harvest’ projects, the smile committee, and implementation of the values week entitled ‘by superior morals I change the colour of my life’. All such activities enhance their sense of belonging to the school and clearly promote their psychological security.
- Students show a clear understanding of Bahraini heritage and culture through their participation in various national events, projects and festivals, including ‘Cherishing our Heritage’. Students show Islamic values in a sisterly environment and have great interest in recitation of the Holy Quran within the “Our Holy Quran” project.
- Students take part in a number of projects such as ‘The Young Researcher’ and ‘Reading is the Key of Success’ to promote their research skills in the library. They translate stories from Arabic to English, and stretch themselves through the ‘Tailoring’ and ‘I challenge’ portfolios in mathematics. They are provided

with self-learning opportunities in lessons through self-correction of mistakes, correction of peers’ mistakes, research and abstract activities. This helps broaden their mentality scientifically and practically.

- The teachers’ excellent command of their subject knowledge is reflected in their enthusiasm and self-confidence in lessons in terms of sequence and logical explanation, systematic presentation of lessons’ parts, planned delivery and presentation of various activities. Effective teaching and learning strategies are applied that are appropriate to students’ age groups and learning objectives such as learning by fun, role play, discussion and dialogue as well as ‘Think, Pair and Share’, multi-role collaborative learning, ‘The Six Hats’ approach, seminars, problem-solving and mental maps. Lessons are well managed, guidelines and instructions are efficiently delivered, information is well presented, and learning time is effectively managed. The vast majority of students take part in lessons effectively and constantly, except in the satisfactory lessons where productivity is affected by varying learning time management.
- Teachers use various methods to assess students’ work, such as oral and written assessments, effective individual and group work, regular observation, activation of assessment cards and peer correction. Teachers also accurately measure students’ standards and their ability to achieve lesson objectives.
- Students’ higher order thinking skills, problem-solving skills, decision-making, comparisons, innovative and

critical thinking, elicitation and inference of thoughts and imagination are developed effectively. The vast majority of students are offered opportunities to use their initiatives, presenting new ideas, analysing texts, and solving mathematical and scientific equations distinctively.

- Students are assigned various learning activities that are appropriate to their learning styles, motivate them and contributed to increasing their enjoyment and interest. This captures the attention of the vast majority of students and motivates them towards learning. Students are assigned homework that considers differentiation and are challenged effectively in all subjects. These assignments are followed up by regular and accurate correction and provision of continuous feedback.
- The school meets students' varying learning needs by implementing a number of distinct programmes and projects such as 'I am able to succeed' and 'Together we learn' in mathematics, and 'I develop' in Arabic. Remedial lessons are held prior to the morning assembly. These are quality programmes and projects and they have a positive impact in supporting low achievers. Students with learning difficulties programme has great impact on their clear progress and effective participation in internal and external competitions, as well as achieving high positions in competitions, including first position in 'I write creatively'. Talented and high achievers are supported through implementing pioneering projects in which they show their creativity, high potential and individual talents.

Projects include 'Leaders of Creativity project' and the 'Future dialogues' programme in which problems are solved. High achievers play a significant role in lessons, and support other students in their role as 'Teacher Consort'.

- The school supports students' physical and psychological needs and guides them when they face problems through 'To whom do I resort' programme. It also provides several guiding and awareness sessions and projects, follows up on any specific problems and takes the necessary action towards providing a remedy, such as in the case of selective mutism. The school meets the needs of orphan students and those who suffer from family break-up and includes them in the 'Smile Committee'.
- The school promotes students' life skills effectively through projects such as 'My Harvest', enabling them to organise workshops for their colleagues. 'Young specialists', students prepare e-lessons, use dictionaries in English, promoting research and reporting skills, and building friendship skills and cooking in house economy lessons.
- The school makes great efforts to provide a secure and healthy environment. Staff are trained on evacuation and sheltering drills, fire extinguishers are provided and a number of health-enhancing projects such as 'My healthy meal' are implemented. A nurse is in attendance, facilities and buildings are regularly maintained, and the school is constantly in communication with the relevant authorities in attempting to solve the problem of its low fences and

the severe crowd at one of the school's gates during students' departure. Although the school takes distinct actions to solve these problems, they still represent a major concern and have a negative impact on maintaining a safe and secure departure of students.

- Parents and Students' Councils play an effective role in the school as partners in planning and in school events. Examples include the activation of a traditional folklore

corner during school recess and taking part in educational improvement meetings such as "We meet to promote". The school maintains strong links with local community institutions, such as the British Council in launching 'Kids Read' project to raise student's attainment levels and enhance their reading and writing skills in English. Contact is maintained with the Ministry of Municipalities to provide plants to increase the school's green area.

Main Strengths

- The school's leadership is aware of the school's work priorities and seeks to develop them. This is reflected in its strategic planning which is based on accurate and comprehensive self-evaluation.
- Relationships between the school's leadership and staff are outstandingly positive, adding to the school's effectiveness in keeping abreast of changes and developments.
- Students behave well, feel physiologically secure at school, are very confident, and participate in school life enthusiastically and confidently with high leadership spirit and willingness to take part in initiatives.
- Effective teaching and learning strategies are used and help to maintain the students' high achievement and proficiency rates and enhance their acquisition of basic skills in all subjects.
- The school uses available resources and facilities and arranges a wide range of outstanding extra-curricular activities. It provides supporting and guiding programmes and pioneering projects to enhance teaching and learning processes and enrich students' different experiences while promoting their hobbies and talents.

The most Outstanding/Pioneer Projects

- The 'Teachers' cultural café' project targets teachers' self-development through reading, summarising and presenting educational and cultural books to peer teachers in cultural forums. This project contributes to broadening teachers' cognitive attainment, reflects their performance in lessons, and enriches their knowledge.

- The 'My harvest' project aims to prepare and induce students to organise workshops for their peers, demonstrating their acquisition of practical experiences and ability to assume leadership roles and learning responsibilities.
- The 'Leaders of Creativity' project aims to create leaders and enhance students' creative talents within the excellence and talent programme, including leading morning assembly programmes, recess and annual events.
- The 'School environment princesses' project targets the culture of tidiness and raising interest in the school environment. It shows in students' good behaviour and awareness, as well as in their ability to assume leadership roles and become responsible towards the school and maintaining its assets.
- The 'Behaviour collection box' project aims to enhance positive behaviour and raise students' participation in school life.
- The 'By my behavior, I promote' project is designed to increase students' awareness of the school's rules and regulations, including adherence to them, and enhance Islamic values to reinforce the positive behaviour and lead to limiting behavioural problems.
- The 'Recitation' project targets to instill Islamic values and introduces students to recitation of the Holy Quran. It helps students learn the principles of Tajweed and improves their recitation and memorisation of some of the Holy Quran Chapters.
- The 'Melody' project aims to tone grammar rules, poems and collaborative work roles, and is reflected in developing the perceptions and skills of students, especially in Arabic.
- The 'Peer teacher' project enables high achievers to play effective roles in raising the achievement and progress of low achievers. It also enhances the self-confidence of high achievers who form the vast majority of students, making them feel responsible for the teaching of low achievers inside and outside lessons, and has a clear impact on their progress.
- The 'Talented students' portfolios' project contains various elements and aims to help students acquire self-learning and home life skills, such as the 'Tailoring and innovation' portfolios and 'I challenge' portfolio, competitions in mathematics to promote the students' mathematical skills.
- The 'Self-learning corner' project is under the supervision of the Learning Resource Centre and aims to help students acquire the skills of translating stories from Arabic to English. It contributes to enhancing students' life and reading skills.
- The 'Morning Butterflies' project aims to reinforce early attendance to school. Based on this, the 'Morning Roses' project was implemented to honour students who report

to school in the early morning, which contributed to decrease student's tardiness rate throughout the school year.

Recommendations

- Spread the outstanding educational and learning practices and the school's pioneering projects to a greater extent across the Kingdom's educational institutions.
- Benefit from the most productive educational practices and models to develop teaching and learning of English to promote the processes to outstanding levels.
- Obtain effective external support to enhance the school's great efforts and measures to solve the congestion problem during the students' departure and complete fencing the school to ensure more safety for students.

Appendix: Characteristics of the school

Name of the school (Arabic)	السهلة الابتدائية للبنات													
Name of the school (English)	Al-Sehlah Primary Girls													
Year of establishment	1986													
Address	Building 100 - Road 39 - Block 455													
Town /Village / Governorate	Buquwa/ Northern													
School's Contacts	17400086				Fax				17404883					
School's e-mail	sahlah.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		577		Total		577			
Students' social background	Most students come from good to middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	4	3	4	-	-	-	-	-	-	
Number of administrative staff	11													
Number of teaching staff	55													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 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"> Appointment of 9 new teachers in the school year 2015-2016: 2 for Arabic teachers, 2 for English teachers and 1 for science. 													