



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

Schools Review Unit

Review Report

Amina Bint Wahab Primary Girls School
Muharraq - Muharraq Governorate
Kingdom of Bahrain

Date of Review: 19 - 21 March 2012

Table of Contents

The Schools Review Unit.....	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	4
Review judgements	5
Overall effectiveness	5
Students' achievement.....	6
The quality of provision	7
Leadership, management and governance	10
The school's main strengths	12
Recommendations	13

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		Amina Bint Wahab Primary Girls School											
School's type		Government											
Year of establishment		1979											
Age range of students		6 - 12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1 - 6				-				-			
Number of students		Boys	-			Girls	840			Total	840		
Students' social background		Most students belong to limited-level income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	6	4	4	4	4	4	-	-	-	-	-	-
Town /Village		Muharraq											
Governorate		Muharraq											
Number of administrative staff		14 administrative and 13 technical											
Number of teaching staff		80											
Curriculum		Ministry of Education											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
External assessment and examinations		QAAET 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		
		234				97		1			59		

Major recent changes in the school	<ul style="list-style-type: none"> • Implementation of improvement projects in the previous school year 2010-11 • Appointment of school principal in the current school year 2011-12 • Appointment of assistant principal in the current school year. • Appointment of five social workers in the previous and current school years.
---	--

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 is in line with the judgement given in the previous review of April 2009. The school received an outstanding judgment in all areas due to the awareness of the school's leadership of the importance of change. There is clarity in the school's collaborative approach to strategic planning, which is based on identified priorities for action. Leadership programmes, which employ effective teaching and learning strategies and various evaluation methods, are key to the school's success. Support for different groups of students and the development of their skills promote excellent behaviour and enhance their self-confidence and ability to take responsibility. The varied extra-curricular activities play an active part in enhancing students' experiences, which contribute significantly in raising standards academically and personally. High approval is gained from students and their parents.

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

Grade: 1 Outstanding

Clear direction and insistence on excellence have had an evident impact in preparing a comprehensive strategic plan that is built on accurate school self-evaluation. The school has managed to maintain high levels of academic achievement and from exceptional educational practices has developed an exemplary model for staff and students to follow. The proficient work and performance of all teachers in presenting the curriculum, which is based on students' different needs, is the reason students acquire scientific, mathematical and life skills so effectively. Moreover, the school adopts an approach which challenges students' abilities and provides opportunities for them to develop their personalities. Many activities develop their ideas and abilities to become competent critics with constructive ideas who have the ability to debate well.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 1 Outstanding

Students of the third and sixth grades attained levels that are above average in the national examinations over the years 2009-11. The results of the sixth grade students are significantly higher than the national average in Arabic and English in 2011, which reflects the high achievement levels of the vast majority of students in lessons, especially in mathematics and science.

Students attain high pass and proficiency rates in the school examinations, ranging between 80% and 96% in the core subjects during the first term. The school has a significant role in promoting these rates through implementing several educational projects, such as the 'My Creative Pen' project, which reflects students' high achievement. These exceed the levels expected and are due to the effectiveness of the teaching methods which consider the individual differences of students in class activities. The majority of students acquire arithmetic skills well and build up a 'mathematical sense' that are used in real life situations and problem solving. They have scientific skills, such as explanation, research and investigation, as well as employing speaking, reading and writing skills both in Arabic and English which enable them to acquire linguistic skills that are commensurate with their high capabilities.

Tracking students' results over the past three consecutive years shows that pass rates are consistently high in most core subjects. The students make excellent progress in their written work as a result of verifying their best learning strategies and because teaching considers the individual differences of students in lessons, especially in mathematics and science.

Students make progress according to their abilities in and out of lessons. The talented and outstanding students achieve high rates of progress due to the effectiveness of the intensive programmes and activities provided. They also achieve many advanced places in external competitions, such as obtaining the first place in 'Think 1' competition. Students with learning difficulties, those in the merged class and low-achieving students' make significant progress. Special education programmes are effective and, as a result of the continuous support provided, students' educational needs are very well met.

□ How good is the students' personal development?

Grade: 1 Outstanding

Students participate effectively and enthusiastically due to excellent teaching methods and the opportunities given to them to express their thoughts and ideas in solving problems. They take leading roles such as 'the colleague teacher'. The students of each committee wear a special uniform that differentiates them during extra-curricular activities and events, making them more interested and keen to contribute to a greater degree. They run the 'morning broadcast' committee in which their self-confidence, willingness to take responsibility and use initiative shows. In the Students' Council they solve various problems in different ways and use substitute members effectively. Their maturity and independence are evident.

Students have good relations among each other, showing respect and gratitude to their teachers and friends. Their good behaviour can be seen in and out of lessons as a result of the various projects which encourage them to act responsibly. They attend the morning assembly and lessons regularly and punctually due to the implementation of the 'school service' project.

Students show a deep understanding of values and morals, an outcome from their participation in religious celebrations and programmes, such as 'With my values I rise' project. They show a clear understanding of Bahrain's heritage which can be seen in their participation in national festivals and events. This has contributed to deepening their genuine values and Bahraini identity.

The quality of provision

□ How effective are teaching and learning?

Grade: 1 Outstanding

Teaching and learning processes are of high quality in the vast majority of the lessons, thanks to the expertise of teachers and their wide knowledge of their study materials. This is reflected in their enthusiasm in lessons and their employment of modern and effective teaching methods such as, 'problem solving', 'divergent thinking' and 'brain storming'. The teachers implement a policy of cooperative learning in a planned manner in order to identify students' roles and responsibilities. Students understand the lesson goals through innovative introductory activities which use interesting methods to enrich the learning

process. 'Smart boards', 'models' and 'puppet theatres' have a significant impact on increasing students' motivation and enthusiasm towards learning and provide them with the skills, concepts and knowledge they need.

Class management is characterised by its effective planning and encouragement of students. This results in high productivity and engagement, students' conduct that is well managed and efficient use of time which enables students to achieve the lessons goals. The teachers develop students' analytical and critical thinking skills and challenge their differing levels of abilities. They use distinct methods, such as analysing situations, drawing out the best alternative solutions in problem solving, applying conclusions based on scientific principles and providing logical justifications. Students are motivated to investigate and explore, taste the beauty of mathematics and use it in their everyday life. Teaching contributes to increasing students' intellectual maturity regardless of their ability levels.

Teachers constantly enrich what is presented in lessons using discussion and dialogue, enabling students to express their opinions. They assign varied and planned homework that takes into account the individual differences among students, especially in English and mathematics in the second cycle. The teachers use a range of assessment methods, verbal, written and observation, that lead to achieving desired goals, meeting students' needs, and informing lesson planning. Students' written work is marked regularly and accurate feedback given to students helps them to correct their mistakes. This has led to the vast majority of students mastering basic skills and developing their performance in line with their ability levels.

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

Grade: 1 Outstanding

The curriculum is implemented in ways that develop students' understanding of their rights, duties and responsibilities. This is apparent in their participation in enrichment programmes, competitions, cultural weeks and activities such as the 'knowledge stars' programme for talented and gifted students. Great attention is paid to developing students' sense of citizenship and belonging through holding several national festivals and events, producing heritage corners throughout the school, participating in celebrations organised by Al-Muharraq Governorate and the Municipality and making field visits, such as visiting Muharraq ancient houses.

The curriculum is presented in ways that are interesting to students and provide them with basic skills in all subjects. It develops these skills to a high degree for many students. By

simplifying information and linking aspects of knowledge across the different subjects in a logical manner, such as 'the alphabet' project using the school theatre, students' gain enhanced understanding in attractive ways. The curriculum is reviewed, analysed and planned regularly to update educational resources such as notes and films.

The school pays great attention to providing a motivating educational environment that helps students learn and be creative. Investment in educational facilities, such as the learning resources centre, the science laboratory and the educational yards and corners, is good and encourages students through displays of their work in the corridors and classes.

□ How well are students guided and supported?

Grade: 1 Outstanding

New students enjoy induction entertainment programmes like 'the puppets theatre'. Students of the third and sixth grades are inducted well to the next stages of education through the guidance they receive in the introductory lectures and visits they make to the neighbouring schools. Students feel safe and secure.

Results from surveys and diagnostic tests in all core subjects help prepare remedial and intensive plans for students. Individual remedial programmes and reading skills development workshops target students with learning difficulties and provide good support. Talented students enjoy many opportunities to perform. Outstanding students enjoy opportunities to participate in scientific research enrichment programmes and interactive games. Personal needs of students are monitored and the necessary support to overcome problems, like shyness is offered, which contributes to students feeling comfort and able to get along with each other.

The school informs parents regularly about their daughters' progress through many channels. It provides students with necessary guidance to help them face changes and problems. Healthy lifestyles are enhanced by providing medical services via the nurse and organising regular lectures such as 'healthy food'. The school strives to provide a secure and risk-free environment by training the community on evacuation procedures and monitoring the building for regular maintenance.

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 has a clear vision and mission that focus on development and belonging for a renewed school community. They were developed with the participation of the school's staff, students and parents and are reflected in the school's work outstandingly well, especially in students' achievement and teaching and learning.

The school management has a rational understanding of its strengths and areas for development, through accurate school self-evaluation. Results are used in developing and maintaining the outstanding performance levels by preparing an accurate strategic plan that addresses the main areas and development priorities. Included are accurate performance indicators according to the Performance Measurement System (PMS) and the recommendations in the previous review.

The management encourages its teachers and has approaches for continuous progress towards promotion and improvement. Many efforts to develop qualitative initiatives, including adopting participatory decision-making, ensure high levels of commitment to new initiatives from staff.

The school has organised specified mechanisms to identify teachers' training needs, especially the new ones, and meets them efficiently. Programmes and workshops include 'evaluating students' achievement', 'learning through play' and 'the talents' needs'. In addition, reciprocal class visits, debate sessions among different sections of the school and continuous support by the external improvement team have contributed to the teachers' and students' outstanding performance.

The school pays great attention to offering a motivating environment in which good educational facilities are employed well. Parents participate in different events such as the National Day. The school also investigates how satisfied students and parents are on a regular basis and responds to them by implementing a number of suggestions, such as making aesthetic improvements to the environment and adjusting the examinations timetable. Parents and students are very happy with the services of the school.

The school strives to communicate with local community institutions and benefits from these significantly. Such institutions include the Assaya Centre which refines students' talents and expands their knowledge and experiences. It also cooperates with the community police and the Ministry of Interior to launch some projects such as 'Together we protect our children from violence and addiction'. The wider community contributes to the academic and personal development and success of the students at this school.

The school's main strengths

- The school's policies in accordance with a distinct methodology that serves productive teaching and learning and contributes to students of different abilities making excellent progress in lessons and their written work
- Students behaving with great awareness, the harmony among them and their ability to take responsibility, assume leading roles, give ideas and their self-confidence in lessons
- Students' effective and enthusiastic participation in activities that are adjusted to suit their talents, interests and age levels
- The school's effective procedures for induction and in evaluating students academically and personally
- The outstanding personal and academic development which enables students to face school life and the next stages of education successfully
- Accurate strategic planning, employment of leading improvement projects, comprehensive and school self-evaluation
- Strong and fruitful communication between school, parents and community institutions which benefit students directly.

Recommendations

In order to improve, the school should:

- continue to implement and refine the excellent practices so as to ensure the sustainability of high performance and outstanding outcomes for students
- benefit other educational institutions in the Kingdom of Bahrain by sharing the distinguished practices of the school.