



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

Directorate of Government Schools Reviews

Short Review Report

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

**Date of Review: 4-6 October 2016
SG053-C3-R071**

Introduction

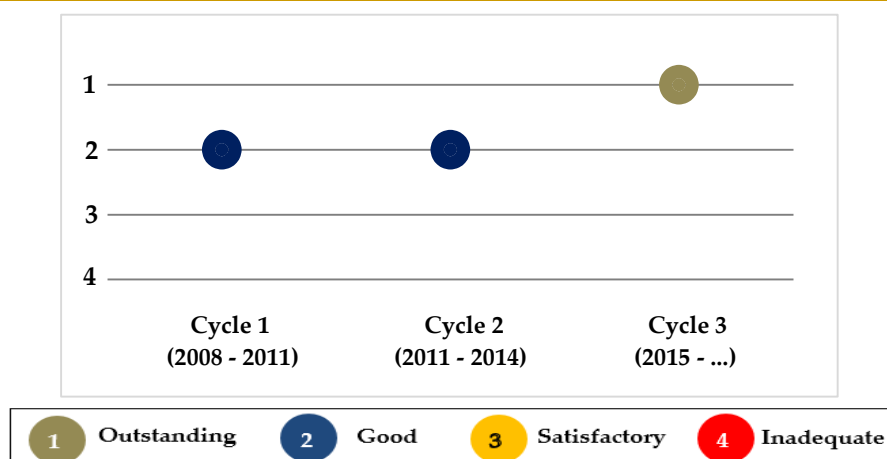
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- The comprehensiveness and accuracy of self-evaluation and using its results in strategic planning and in prioritising schoolwork according to clear performance indicators. The resulting organisation of work mechanisms, with effective and constant monitoring of the implementation of strategic and action plans, leads to improvement of overall performance to outstanding levels. The school has the ability to face challenges and changes effectively. However, some departmental action plans are inconsistent with the strategic plan in some aspects.
- Students achieved high pass rates and very high proficiency rates in both cycles, especially in Arabic and English. This results in their outstanding levels in three quarters of lessons and in written work. In addition to the outstanding progress students of different categories achieve in lessons and support programmes.
- The outstanding support and activities programmes provided in and outside lessons that match the interests and personal needs of students of different categories.

- Students' confident and enthusiastic participation in school life evident in their high levels of personal responsibility towards their learning and fruitful interaction. They work collaboratively in various educational situations and events as well as in pioneering leading projects. They are self-driven towards learning and knowledge acquisition.
- The effective implementation of educational strategies contributes significantly in enabling the majority

of students to acquire skills, knowledge and concepts in more than two thirds of core subjects. However, the contribution of these strategies is less evident in terms of supporting low achievers and challenging the abilities of a minority of students in a few lessons and some written work.

- Students and parents are well satisfied with the school's provision. This shows in the effectiveness of reciprocal roles and fruitful cooperation among the school's stakeholders.

Main positive features

- The accuracy and comprehensiveness of self-evaluation leads to setting a clearly defined strategic plan that reflects significantly in the quality of all school practices. This is enhanced by:
 - implementing a number of pioneer projects such as 'Arad Princess' that aims to raise the teachers' and administrative supervisors efficiency, in terms of monitoring and controlling processes. This contributes to raising teachers' professional competency and shows positively in teaching and learning
 - 'The Challenge Ladder' project aims to build self-confidence and responsibility in students, contributing to their personal development
 - use of different student-centred teaching and learning strategies such as learning through inquiry, oriented investigation, and activating a number of student-centred educational activities and projects such as 'My Words Reflect my Thoughts' in science.
- Students' high level of progress in core subjects and the different school programmes and projects are exemplary. Activities include:
 - projects for outstanding students: 'Together towards Perfection' and 'Blossoms of Good Manners' aim to develop their higher order thinking skills and expand their self-confidence, thereby enhancing the spirit of competitiveness among them and increasing their perceptions
 - projects for talented students: 'My Talent the Secret to my Excellence' and 'My Creativeness' aim to develop creativity and talents
 - projects for low achievers: 'Cartoon Drawings Teach me Arabic' and 'Journal Writing' aim to raise performance levels and positively contribute to their progress
 - the 'Al-Noor Al-Mubeen' programme aims to raise the academic achievement of students with learning difficulties, contributing to their improvement in Arabic, mathematics and English

- projects for integration class students: 'Jasmine Friends' and 'Faith Blossoms' aim to develop mental abilities, increasing their willingness to learn and raising their academic progress.
- Students have a strong sense of belonging to the school, being motivated towards learning and their contribution and enthusiasm in the school life. They participate in a wide range of activities and events that reveal and build their self-confidence and leadership skills. Such events include 'Students' Council' and the weekly activity lessons.
- The personal and educational needs of all students are met through a range of activities, guidance lessons, programmes and remedial and enrichment projects, such as:
 - the 'Good Morning' programme that successfully encourages good time-keeping
 - 'The Discipline Ladder' programme boosts positive behaviour and contributes to promoting discipline and adherence values.

Recommendations

- Disseminate outstanding practices and benefit from them to upgrade educational excellence across the entire school and other educational institutions in the Kingdom.
- Continue work on consistency among departments' action plans with the strategic plan, thereby ensuring that students' abilities are challenged in lessons and written work, and develop support provided for low achievers to keep up the outstanding performance.
- Address the shortage in human resources, namely a senior English Language teacher.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • Students' academic achievement, and teaching and learning have improved from 'Good' to 'Outstanding', while maintaining the 'Outstanding' level for the remaining aspects. This is due to the effective implementation of strategic planning processes, with accurate and comprehensive self-evaluation and applying a number of | <p>programmes, activities and pioneer developmental projects.</p> <ul style="list-style-type: none"> • The senior leadership have shown competence in monitoring the impact of professional development programmes on teaching and learning, while constantly monitoring the teachers, especially the new ones. • Evaluations given by the school regarding its performance in all |
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aspects, as stated in the self-evaluation form (SEF) mostly match the judgements reached by the review team.

- The high professional competency of the school's academic departments has resulted in high-quality educational programmes, which provide the vast majority of students with skills,

knowledge and understanding of concepts. New teachers have achieved appropriate performance levels in a short period, and can be seen as a mean of implementing high-quality educational practices in the future, despite the lack of a senior English Language teacher.

Appendix: Characteristics of the school

Name of the school (Arabic)	عراد الابتدائية للبنات												
Name of the school (English)	Arad Primary Girls												
Year of establishment	1979												
Address	Building 10 - Road 4002 - Block 240												
Town / Village / Governorate	Arad/ Al-Muharraq												
School's Contacts	17672468	17676330	Fax		17676330								
School's e-mail	arad.pr.g@moe.gov.bh												
School's website	https://webmail.moe.gov.bh.owa												
Age range of students	7-12 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				-				-				
Number of students	Boys	-			Girls	495			Total	495			
Students' social background	Majority of the students come 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	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	11 administrative, 17 technical												
Number of teaching staff	47												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	4 years												
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for second cycle in mathematics and Grade 6 in English. BQA National Examinations. 												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a science teacher, and 2 class teachers in the current academic year 2016-2017. 												