



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

School Review Unit Review Report

Arad Primary Girls School
Arad - Muharraq Governorate
Kingdom of Bahrain

Date Reviewed: 6 – 8 April 2009

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The School Review Unit

The School 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 drive up 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

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: Female

Number of students: 476

Age range: 6 -12 years

Characteristics of the school

Arad Primary School for Girls is one of the Muharraq Governorate schools. It takes in students ranging between 6-12 years old. The school has 476 students enrolled and they are distributed among 17 classes. Most of the students belong to families that come from a good economic, social and educational background. Among the school's student body are 30 gifted and talented students and 27 with learning difficulties. The school employs 43 teachers. The school is one of His Majesty King Hamad's 'Schools for the Future' project. The school was awarded the Royal Highness Prince Khalifa Prize for Excellence in Educational Performance in the 2005-2006 academic year.

Overall effectiveness

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

Grade: 2 (Good)

The effectiveness of Arad Primary School for Girls is generally good. Further, the school has received a good level of satisfaction from the students and their parents.

The academic achievement of students is generally good. Students attain high success rates in the basic subjects. There is a considerable increase in the proficiency rates of the first and second classes as well as the progress students make in most subjects in the second cycle. Students also make good progress in most lessons and written work. Students in the learning difficulties programmes and outstanding students also achieve at a similar level.

Students' personal development is generally good. Students are given good opportunities to participate in school life. The effect of this was shown in their ability to work independently, handle responsibility and in their respect towards each other. These opportunities reflect positively on their level of enthusiasm outside the classrooms although it is variable in the classrooms.

The effectiveness of the teaching and learning process is good. This is because of the effective teaching strategies that are used by most teachers which encourage and motivate students to learn and helps them to acquire good levels in most basic skills, except speaking and writing English skills which are at times only satisfactory. Teaching strategies used also give the students a chance to develop their teamwork skills and learn from each other. Further, students are encouraged and motivated by teachers through the various interesting activities in most lessons. However, challenging students' abilities and catering for their individual differences are not consistent in all lessons. Some teachers employ various assessment methods in lessons to measure students' achievement and use the results to plan for lessons and activities. However, these methods are not used consistently in all lessons.

The quality of curriculum delivery and enhancement is good. The school develops a community spirit amongst students and a sense of responsibility and citizenship. Students also interact positively in most lessons. The school provides students with a choice of extracurricular activities to broaden their experience and cater for their interests.

The support and guidance of students is good. This is due to the school's efforts in providing induction programmes for new students, to meet their personal and learning needs, and support to address their varying learning needs according to ability. The school

follows up on any risks around the school and takes the necessary measures. The school's communication with the students' parents is good. They are kept informed about any issues relating to their daughters at both personal and academic levels.

The effectiveness of the leadership and management is good. The school conducts a self-evaluation of its performance using sound procedures. The school's management encourages and motivates the teaching and administrative staff to work very effectively and be creative, in cooperation with the senior teachers. The school has open communications with parents and responds appropriately to their issues.

□ *Does the school have the capacity to improve?*

Grade: 2 (Good)

The school has a good capacity to improve. The leadership sets high standards and expectations, is focussed on improvement and provides a range of professional opportunities to encourage and motivate teachers. There is a good strategic plan which is built on information from the self evaluation. The strategic plan is well focused on improvement and achievement and it is continuously monitored and evaluated. In addition, there has been recent improvement in terms of students' achievement.

The school's main strengths and areas for development

Main strengths

- Strategic planning.
- Self-evaluation.
- Variety of teaching and learning strategies.
- Personal support for learning.
- Communication with parents.
- Motivating and encouraging staff.

Areas for development

- Planning for differentiation.
- Basic skills in English.
- Use of assessment.

What the school needs to do to improve

In order to improve further, the school should:

- Ensure that individual differences between students are taken in to consideration when planning, teaching and setting work.
- Develop English writing and conversation skills.
- Employ a range of assessment methods and ensure that the assessment information is used to plan teaching and learning and to carefully monitor students' performance.

Overall judgements

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good