



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

# **Schools Review Unit Review Report**

**Karrana Primary Girls Schools  
Karrana – Northern Governorate  
Kingdom of Bahrain**

**Date Reviewed: 16 – 18 November 2009**

## Table of Contents

---

<b>The Schools Review Unit.....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school.....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The capacity to improve .....	5
<b>The school’s main strengths and areas for development.....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements.....</b>	<b>8</b>

## The Schools Review Unit

---

The Schools 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 raise standards.

Review grades are awarded on a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
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: Girls

Number of students: 735

Age range: 6-12 years

### **Characteristics of the school**

Karrana Primary Girls School is one of the Northern Governorate schools. It was established in 1989. The age range in the school is from 6 to 12 years old, and the number of students is 735, distributed between 24 classes. Most of the students belong to middle or limited income families. The school classifies 13.7% of students as gifted and talented, and 9.7% with learning-difficulties. The school's administrative and teaching staff consists of 71 members. The Principal is currently in her fourth year in post and is supported by one assistant in her first year in post. A class has been opened for the integration programme of students with special needs (Downs syndrome and learning).

## Overall effectiveness

---

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

### **Grade: 2 (Good)**

Karrana Primary Girls School's overall performance is good. Parents and students are generally satisfied with provision.

The academic achievement of students is generally good. Most of the students achieve high success rates in school examinations of the basic subjects, and have polished good basic skills such as reading, writing and speaking in both Arabic and English, as well as basic skills in Mathematics. This is particularly evident in their level of performance in their written work and outstanding in good lessons. This is due to the effectiveness of teaching methods used, which help students to make good progress. However, the progress of the groups with learning difficulties and the gifted and talented in some of the lessons is insufficient because of the lack of support provided. There are few available opportunities to challenge their abilities.

Students' personal development is good, since most of them attend school regularly, in addition to participating actively in committees, school activities, and various internal and external events. Most of the students enjoy security and psychological stability as a result of good relationships with their teachers and colleagues, in addition the majority of them act consciously and responsibly. Personal aspects, such as self-confidence and taking responsibility, are developed effectively through good and outstanding lessons, in addition to participation in various school programmes and activities. However, the opportunities for the development of higher skills of thinking and analytical thinking skills in some of the satisfactory lessons are insufficient.

The teaching and learning process is good. This is due to the teachers' subject knowledge, which is reflected through the use of various effective teaching and learning strategies, such as learning through play and the activation of various evaluation strategies which contribute in a good way in enabling students' understanding and mastery of basic skills. The individual differences of students are taken into account. Their abilities are challenged in the outstanding and good lessons and some homework, but that is not enough in some satisfactory lessons, and in extending assessments and homework for some subjects.

The quality of the curriculum enhancement and presentation is good as the school enhances curriculum by enriching the school's environment, employing educational facilities and involving students in extra-curricular activities. Furthermore, a sense of citizenship is enhanced through the participation of students in national celebrations and the activation of the national and heritage pillars within lessons and beyond. The teachers provide students with basic skills, but the linkage between subjects in some of the lessons is not sufficiently activated.

The quality of support and guidance of students is good. Suitable induction programmes are provided for new students and their parents to ensure compliance with the laws and regulations of the school. The school has helped nearly 100 students, who were transferred from one of the neighbouring schools, in the process of quick adaptation and integration into the school community. The school offers advice and guidance and resolves the daily problems of students. Moreover, it meets personal needs of students, provides some financial aid to the needy, and provides the necessary support to the groups with learning difficulties and underachievers, in addition to providing a range of enrichment programmes for the gifted and talented. However, the support provided to these groups in some lessons in the second cycle, in particular, is insufficient. The school offers a healthy and safe environment for its students through periodic assessment of the security and safety risks in the school, and updates the parents with their daughters' progress.

The leadership and management of the school are good. The vision and mission are clear and focused on achievement. They have been formulated in a participatory manner and are translated in many classroom practices and school programmes. The school is fully aware of the strengths and those that need to be developed. It employs the results of self-evaluation and the surveys of students and their parents in its development plan, which focuses on improvement and upgrading of students' academic and personal achievement and raising the professional competence of teachers. Moreover, the use of available resources and educational facilities is employed properly and this is reflected positively on the better academic and personal levels of students.

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

**Grade: 2 (Good)**

The school's capacity to improve is good. Senior management believes in development and relies on the principle of participatory decision-making, it sought, with an enlightened thinking, to spread a culture of teamwork, embrace the educational projects, activate self-evaluation, and exploit the results of analyzing the school's status in the preparation and implementation of development plans and following-up the practical translation of these plans to achieve the vision and mission of the school. This has had a positive impact on the upgrading of students' academic and personal levels and improving the school's overall performance. However, raising the performance of some educational practices within the lessons remains one of the aspects that the school is planning to confront for future improvements. It should be noted that the school's assessment in the self-evaluation form conforms with the assessment of review team in most standards.

## **The school's main strengths and areas for development**

---

### **Main Strengths**

- Self-evaluation
- High rates of success and mastery
- Teaching methods
- Attendance and punctuality
- Extra-curricular activities
- Security and Safety
- Use of resources and educational facilities

### **Areas for development**

- Support provided for special groups in some lessons of the Second Cycle
- Opportunities for challenge and the development of higher-order thinking skills
- Consideration of individual differences regarding homework.



## **What the school needs to do to improve**

---

In order to improve further, the school should:

- Use teaching and learning strategies to meet the needs of students through:
  - Development and challenge of higher-order thinking skills.
  - Greater consideration of individual differences when submitting homework.
- Improve programmes for talent and excellence and special needs classes, especially in the second cycle.

## Overall judgements

---

Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>2: Good</b>
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 delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good