



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

Directorate of Government Schools Reviews Special Review Report

**Karrana Primary Girls School
Karrana - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 30 November 2016
SG121-C3-R088**

Introduction

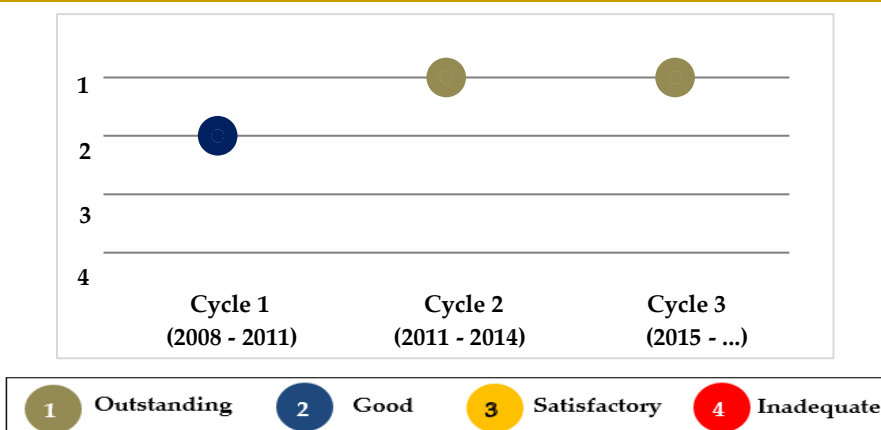
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with “outstanding” performance in the last review cycle over one day by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students’ written works and analysed 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'

Justifications for sustaining "Outstanding" Judgement

- The school's ambitious participatory vision focuses on quality and creativity in its provision, and its content shows strongly in all aspects of schoolwork.
- The leadership is aware of the school's strengths and areas for improvement, as a result of its comprehensive accurate self-evaluation of all aspects of the schoolwork. Several management tools are utilised, including analysis of the school's situation, contents of the Bahraini Outstanding School Project, and accurate analysis of results, which are built on systematic observation. These are used in identifying work priorities and developing the strategic plan, which is characterised by a solid structure, clear performance indicators and accurate monitoring mechanisms. These all help in establishing an organised work culture, which maintains the school's outstanding performance.
- The senior leadership's thinking is development-oriented, which inspires the school staff and stakeholders. All have great confidence in their performance. There is a participatory approach to decision making and an open door policy, with excellent

teamwork and delegation of authority to competent staff to lead outstanding projects and undertake the duties of senior teachers, as in the mathematics department. Staff are rewarded both financially and morally, which encourages them to continue to excel.

- The self-evaluation form (SEF) prepared by the school reflects the actual situation of school life, and its judgements in all work aspects match the judgments reached by the review team and reflects a high accuracy in assessing reality.
- Professional development of the staff performance is at the top of the senior leadership's priorities, ensuring that the students achieve outstanding academic levels. This is supported by promoting outstanding educational practices, sharing local and international experiences through the 'Universal School' project, creating pro-development leadership staff through the 'Leadership Creation' project, and providing various training programmes through internal and external learning communities. Training workshops include 'Differentiated Instruction Strategies' and 'Higher Order Thinking Skills'. Peer visits and development sessions are organised. Recently appointed teachers are supported with a comprehensive programme through the 'New Teacher Portfolio', and self-development for teachers is supported through the 'Thursday Break' project and the provision of a dedicated room for training workshops and development sessions called the 'House of Expertise'.
- Students achieved high pass rates in all core subjects in the school year

2015-2016, ranging between 98% and 100%. This is consistent with their high proficiency rates which range between 74% and 100%, with the highest being in Grade 4 science and the lowest in Grade 4 English.

- Students achieve high levels in the outstanding and good lessons, which account for more than three quarters of lessons. The best lessons have been in mathematics, Arabic and most of Cycle 1 lessons, Grades 3 and 6 English and Grade 4 science. However, students' standards vary in few lessons, particularly in Grade 4 English.
- Outstanding students – who represent the largest segment of all students – achieve outstanding progress that is in line with their abilities in lessons and enrichment programmes. Students with learning speech difficulties and the merged ones achieve remarkable progress in their programmes, as do low achievers in lessons and remedial programmes.
- Cycle 1 students achieve outstanding progress in written works, as do Cycle 2 students in Arabic and all activities of core subjects in Grade 6. Students achieve good progress in homework and assignments in the other grades.
- The school efficiently uses its learning resources and facilities to enhance students' learning. Of particular note, are the electronic learning resources in the vast majority of lessons, the learning resources centre with its outstanding provision for debates and cultural contests, the use of the yards which are full of murals, educational and heritage corners such as the 'Folklore Corner', and use of the 'Open Class' to enrich students'

experiences and increase their enjoyment of learning.

- Teachers use effective teaching and learning strategies in the vast majority of lessons, including questions for learning, acting, learning through play and the 'think, pair and share' strategy. They enhance lessons through various learning resources such as individual boards, number fans, electronic presentations and educational movies, with illustrative figures and use of the contents of the class environment in most Cycle 1 lessons as well as the school's murals and the 'Open Class'.
- The vast majority of teachers demonstrate productive effective classroom management. There is logical progression in explaining lesson particulars, giving clear instructions and guidelines and investment of learning time in providing differentiated activities individually, in pairs and collectively. Students are motivated to learn through morale and material motivation techniques such as praise, star boards and celebration of their individual and collective work both in and out of classrooms.
- Teachers employ various effective assessment techniques; such as oral, written, individual and collective assessments. Peer assessment and modern assessment associated with digital empowerment tools such as QR are used, direct feedback given with its results used in meeting the educational needs of the vast majority of students of all groups. However, the educational support provided to low achievers varies in few lessons.

- Students are assigned various educational activities and differentiated assignments in all subjects. These are followed up by regular marking and feedback that supports their learning.
- Teachers develop students' higher order thinking skills significantly, using problem solving skills and cognitive maps to analyse texts, comparing possible and impossible events in mathematics lessons, concluding main ideas and words with spelling phenomena, in addition to challenging students' abilities to generate as many sentences as possible and develop creative solutions to specific environmental problems.
- Students participate in school life with enthusiasm, motivation and great confidence, leading school committees such as the Press and Karrana Girl Scouts. They positively interact with school events such as pre-morning assembly events, 'Our Break is Fun', 'Colour your Life' festival and 'I Made it Myself' programme, cultural weeks and weekly activity classes. The harmony and friendship among students shows in learning situations where they demonstrate their ability to express their views and listen to one another.
- Students act with great responsibility and demonstrate their respect for other students and teachers. They behave well and obey the school's laws and regulations. They are punctual, which is enhanced through the 'Early Bees' project, and have evident interest in the cleanliness of their school environment and facilities. They actively participate in

programmes and projects that enhance ethical values such as 'With your Help, I am Better', participation in the behavioural values exhibition 'Our Values Unite Us' and 'Preserving the Blessings' and 'Our Food is Food for Our Garden' projects. Their sense of belonging to the school community and their sense of psychological security are enhanced by their participation in the 'My Country is the House of Values' project.

- Students demonstrate their strong sense of citizenship and a solid understanding of Bahrain's heritage and culture by participating in national festivals and events such as 'Bahrain Deserves', 'Nashl Dress (Thawb Alnashl)' and 'My Flag is the Work of My Hand (Alami Min Sone' Yadi)'. Further examples are the folklore heritage corner and involvement in Holy Quran lessons such as the 'Young Memorizer of Quran (Alhafitha Alsagheera)' project.
- The Parents' and Students' Councils are very active. Parents participate in evaluating and planning school events and arranging competitions during school break times as part of the "Partners in Excellence" project.
- The school carefully follows up on the learning needs of the students of different groups, meeting their needs in an outstanding manner by arranging projects such as 'I am Creative' and 'Students of Future's Hope' which focus on developing problem solving skills. The English creative writing project 'Journal Writing' and honouring 'Pearls of Karrana (Danaat Karrana)' offered to outstanding and talented students are also outstanding programmes. The

remedial programme 'Math Algorithms' proves effective in supporting low achievers, a series of outstanding programmes such as 'With my Hands I Write (Beyadi Aktob)' and 'I Explore my Language (Obhero fi Loghati)' help students with learning difficulties. 'I can' supports merged students, while individual sessions are held to follow up on students with speech and communication difficulties.

- The school supports the financial and personal needs of students in an outstanding manner. When they encounter problems they are assisted through active counselling projects and awareness-raising lectures that enhance positive behaviour such as 'How Can I Protect Myself from Strangers?', while a counselling week is organised around values – 'With my Values I Advance' (Beqiyami Artaqi). The school thoroughly follows up on chronic medical and special cases such as distraction and educational retardation, and implements a set of counselling programmes such as the 'Online Counsel' programme, which includes awareness-raising classes, along with the 'Fruits of Karrana' (Thimar Karrana) and 'Caught on Camera' (Said Alkamera) programmes to enhance positive behaviour. The school also provides active support programmes for students with disabilities, monitoring them in examinations through special committees and involving them in internal and external events such as participation in the International Day of Persons with Disabilities and World Autism Awareness Day.

- The school provides a wide range of diversified and active extra-curricular activities including tournaments and internal and external events, as in students' active annual participation in the School Products Exhibition to exhibit and market their products. They achieved first place in the 'Holy Quran and Sunnah' competition, and the second place in the 'Technological Excellence and Creative Design' contest, while receiving the Shield of Excellence in the school theatre and puppet show. Other activities include school committees and groups such as 'Young Counsel', 'Young Nurse' and the e-learning and school theatre groups.
- The school provides a healthy safe learning environment for its staff and students through its comprehensive and thorough monitoring of safety and security procedures, the school's health and safety committee, providing first aid training, conducting evacuation and sheltering drills and monitoring safe arrival and departure of students. The school also provides health education programmes and lectures for its staff and students on subjects such as personal hygiene and dental health.
- The school is outstanding in training students in life skills, including writing letters, using dictionaries, conducting research, solving problems, designing leaflets, and cooking and sewing skills in home-economy classes.
- Students demonstrate excellent self-learning abilities, evident in classes through their searching for information on the Web, preparing electronic presentations and employing digital empowerment tools as in the 'Karrana Techno-news' (Karrana Technokhabar)' project and 4D graphics programme.

Main Strengths

- Senior leadership's awareness and great inspiration for school staff and students, and their practical implementation of the school's participatory culture using a cohesive administrative system based on solid strategic planning and comprehensive evaluation of work aspects.
- The diversification of teaching and learning strategies and active learning resources, which help maintain the high levels of students' performance and proficiency.
- Students' achievement of very high proficiency rates in all subjects, consistent with their high pass rates in the school year 2015-2016.
- Students' high levels in outstanding and good lessons, which account for more than three quarters of the observed lessons.
- The progress achieved by all groups of students in lessons, programmes and written work, particularly the outstanding students who represent the largest segment in school.

- Grades 3 and 6 students' achievement of well above levels than the national average in the years 2014 and 2015 in the National Examinations.
- Students' harmony, high self-confidence and enthusiastic participation in school life and the wide range of local and international extra-curricular activities.
- The outstanding support programmes provided for all groups of students, particularly the merged class and those with learning difficulties.

The most Outstanding/Pioneer Projects

- **'I Can'**, a project that aims to improve the academic level of merged students, low achievers and students with learning difficulties and providing them and their families with psychological support. This helps to increase their acquisition of key competencies and reduce the number of students enrolled in the learning difficulties programme.
- **'I am Creative'**, a project that supports talented students in developing their creative writing skills. This is accomplished through classes dedicated to training and providing relevant activities. Participants are financially and morally rewarded, which helps improve their writing skills and contributes to their achievement of high positions in external competitions.
- **'Karrana Technokhabar'**, a project that promotes the application of interactive e-learning in classes of both Cycles 1 & 2. Students use digital empowerment tools to answer questions relating to curricula and National Examinations. This increases their enjoyment of learning and enables them to acquire academic and technological skills.
- **'Our Food is Food for Our Garden'**, a project that trains outstanding students in scientific research, turning food leftovers into natural fertilizers to be used in agriculture. This helps enhance their experience and sense of social responsibility.
- **'My Country is the House of Values'**, a project that involves organising a series of events and activities to develop positive behavioural values. The school presented this project in the General Educational Forum in the school year 2015-2016 as an outstanding project.
- **'Early Bees'**, a project that aims to enhance early attendance by honouring early attending students. This contributes to the punctuality of the vast majority of students and significantly reduces late morning arrivals.
- **'The Young Quran Memorizer'**, a project that encourages students to recite and memorise the Holy Quran and promote Islamic values by organising a programme for memorising certain surahs of 'Juz Amma' of the Holy Quran in accordance with the Rules of Tajweed. This has a positive impact on students' good behaviour and encourages outstanding compliance with Islamic values.

- **'I Made it Myself'**, a project in which all students participate in recycling and reusing 'waste' materials. This enhances students' awareness and sense of responsibility for preserving the environment.
- **'Thursday Break'**, a project that encourages teachers' self-development through reading and summarising educational books and presenting them in development sessions. This helps enrich their knowledge and clearly shows in their high performance in the vast majority of lessons.

Recommendations

- Spread the outstanding teaching and educational practices and leading projects of the school to other educational institutes in the Kingdom of Bahrain.
- Benefit from the productive educational practices and models to further develop the teaching and learning processes in English so that students can achieve outstanding levels.
- Address the shortage in human resources represented by a senior teacher for the mathematics department.

Appendix: Characteristics of the school

Name of the school (Arabic)	كرانة الابتدائية للبنات													
Name of the school (English)	Karrana Primary Girls													
Year of establishment	1989													
Address	Building 818 - Road 6025 - Block 460													
Town/ Village/ Governorate	Karrana/ Northern													
School's Contacts	17591472				Fax				17591320					
School's e-mail	karana.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		826		Total		826			
Students' social background	Most students come from middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	5	4	5	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13													
Number of teaching staff	62													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Two months													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for Cycle 2 mathematics and Grade 6 English. BQA National Examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> New appointments in the current school year 2016-2017: <ul style="list-style-type: none"> School Principal senior teachers for the departments of class teaching and English and an associate teacher for the social studies department 3 teachers for the class teaching department and 1 for Arabic department a learning difficulties specialist. 													