



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Directorate of Government Schools
Reviews
Short Review Report**

**Mariam Bint Omran Primary Girls School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 7-9 December 2015
SG038-C3-R041**

Introduction

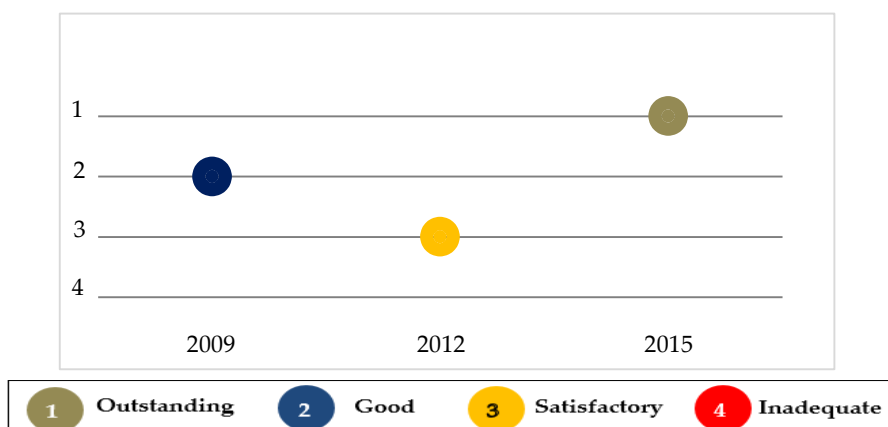
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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

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| <ul style="list-style-type: none"> • The school achieves outstanding progress in its performance in all areas of schoolwork. • Students achieve outstanding performance standards in school and external examinations in all core subjects. • The school's leadership plays a prominent role in building excellent relationships with school staff and students. It establishes the 'one family spirit' by adopting a shared decision-making approach and promoting enthusiasm and motivation to keep pace with change and development. | <ul style="list-style-type: none"> • Strategic planning is in line with the results of accurate and comprehensive self-evaluation, focusing on school improvement and development priorities. This contributes to improving the school's overall performance towards excellence. • The school optimally uses its scarce available learning resources and facilities to enhance students' learning and develop their various experiences. • The vast majority of teachers apply effective teaching and learning strategies in the outstanding and good lessons, which represent more than three quarters of all lessons, as a result |
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of effective professional development and training programmes, particularly in science and maths lessons and most class teaching lessons. This significantly contributes to students' acquisition of basic skills. The exception, in a few lessons, is the inconsistent investment in time management and support for low-achieving students.

- Students' show high self-confidence, ability to assume responsibility and leadership roles, and participate in the vast majority of lessons with great enthusiasm and harmony. They also participate in various outstanding extra-curricular activities, which meet their various interests and enrich their experiences.

- Students demonstrate good ethics and exemplary conduct, observe Islamic values. They gave mature and responsible behaviour both in and out of classes, and communicate harmoniously with each other. This shows in their psychological security.
- The support programmes provided to all categories of students are effective, with a prominent impact on their progress. This applies particularly to outstanding and talented students and to those whose mother tongue is not Arabic. There is also remarkable, though not equal, progress of low-achieving students in lessons and written work.
- Students and parents show a remarkable level of satisfaction with the school's provision.

Main positive features

- High level of awareness on the part of the school's leadership, which is evident in strategic planning that is in line with improvement and development priorities and is based on accurate and comprehensive self-evaluation.
- Outstanding relations between the school's leadership, students and stakeholders based on a spirit of teamwork, and the impact of these relations in keeping pace with changes and sustainable development.
- Students' exemplary conduct, psychological security, high self-confidence and participation in school life with great enthusiasm and harmony.
- Active teaching and learning strategies, which contribute to students' mastery of basic skills and achievement of outstanding standards in all core subjects, particularly in external examinations.
- School's effective utilisation of its scarce resources and facilities, which significantly contribute to the enhancement of students' learning and enhancement of their experiences.
- Support programmes provided to all categories of students; including:
 - 'Mariam Star' programme, which looks after talented students in all areas and strives to develop their various talents

- the 'Teejan Al-Noor' programme for non-native speakers of Arabic, which contributes to their outstanding progress
- the 'Zohoor Al-Ghad' programme which focuses on students with learning difficulties to meet their educational needs according to well-structured individual plans.
- Diversified outstanding extra-curricular activities and the varied effective school programmes and projects including:
 - 'Sabahi Al-Mumayaz' programme, which includes several activities such as acting, painting and folklore games
 - 'Farhati fi Foshati' programme, which includes a variety of educational and folklore entertainment activities performed during breaks
 - 'La'ale' Mariam' project, which encourages students to arrive early to school
 - 'Borsat Al-Ashom', 'Thamarat Al-Akhlaq' and 'Zohoor Al-Qeyam' projects, which promote student's positive behaviour
 - 'Danat Mariam' project, which enhances teachers' enthusiasm and motivation towards continuous development and sincerity
 - 'Yawm fi Hayat Mu'allemah' project, which aims at increasing teachers' professional competencies, particularly newly-appointed teachers.

Recommendations

- Benefit from outstanding and good practices to develop teaching and learning strategies by focusing more on:
 - Optimal use of learning time
 - supporting low-achieving students.
- Address the shortage in human resources represented by senior teachers of English, mathematics and science, and a speech therapist.
- Provide additional physical resources in the form of a gymnasium and home-economy lab.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school leadership has a high level of awareness and understanding of schoolwork priorities and all its strengths and areas for improvement. This is based on accurate and comprehensive self-evaluation, the | <p>results of which are used to inform the development of clear strategic and action plans with effective programmes and procedures and accurate monitoring mechanisms.</p> |
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- A massive qualitative shift has led to excellence in all areas of schoolwork, particularly in student's academic achievement and the effectiveness of teaching and learning.
 - The administrative team and school community have been working enthusiastically towards change and development. This has been successful in overcoming the challenges encountered by the school, particularly its old building and lack of some vital educational facilities such as the gymnasium.
- The academic and administrative departments of the school are outstanding, generating high quality education, despite the shortage in human resources represented by senior teachers of English, science and maths.
 - The school's self-evaluation of its performance is consistent with the judgments reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	مريم بنت عمران الابتدائية للبنات												
Name of the school (English)	Mariam Bint Omran Primary Girls												
Year of establishment	1948												
Address	Building 201 – Sheikh Hamad Street – Block 211												
Town /Village / Governorate	Muharraq/ Muharraq												
School's Contacts	17344623	17340983	Fax	17342684									
School's e-mail	mariamprg@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	624			Total	624			
Students' social background	Most students come from limited-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	3	4	-	-	-	-	-	-
Number of administrative staff	13 administrators and 11 technicians												
Number of teaching staff	53												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	3 years												
External assessment and examinations	MoE examination in mathematics in Cycle 2 and in English for Grade 6, QQA National Examinations.												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in 2015-2016 including: <ul style="list-style-type: none"> - an Assistant Principal - two class-teaching teachers 												