



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

School Review Unit

Review Report

Mariam Bint Omran Primary Girls School

Muharraq - Muharraq Governorate

Kingdom of Bahrain

Date reviewed: 16-18 March 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 four 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: 559

Age range: 6-12 years

Characteristics of the school

Mariam Bint Omran Elementary School for Girls is situated in the Muharraq Governorate. It was founded in 1948. It takes female students between the ages of 7 and 13 and has 559 students on roll. The majority of students live in areas near to the school. Most students are from families with low to medium income. Approximately 44 students were classified as possessing talent and creativity. In addition, there are 191 outstanding students and 44 students with learning difficulties. The school has 18 classes, with nine in the first cycle and nine in the second. The number of teachers in the school is 38.

Overall effectiveness

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

Grade: 2 (Good)

Mariam Bint Omran Elementary School for Girls is a good school. It achieves well in most of the areas, although guidance and support is only satisfactory. Parents and students are happy with the school.

Students' achievement is good. Success rates are high in examinations and this is also apparent in their positive performance in lessons and their written work. Students make good progress and gain a broad base of knowledge and skills. Lower attainers receive a range of specialised programmes tailored to their needs, and gifted and talented students are provided with the suitable challenge during lessons.

Students' personal development is good, as a result of the numerous internal and external events and activities, which contribute well to the development of students' individual talents and their academic and personal advancement. The school provides many opportunities to improve students' self-confidence, allow them to work independently and also to take on positions of responsibility such as the "Young Paramedics Committee". The warm and friendly relationships that all the teachers and students have with each other is reflected throughout the school, creating a respectful and harmonious atmosphere. However, the development of analytical thinking skills is satisfactory.

The effectiveness of teaching and learning is good. The effectiveness and variety of teaching methods used, along with the teaching of basic skills is also good. Assessment methods used in class were either verbal or written questions and helped to inform planning, assess students' needs and track their progress. Teachers provide a suitable quantity of homework, but it is not always tailored to individual needs or take full account of the curriculum and lesson plans.

The quality of the curriculum is good. There are effective opportunities to develop feelings of patriotism, to practice leadership roles and understand rights and responsibilities. Assemblies are enjoyed by all students, this is evident by their enthusiastic singing of the national anthem. The leadership abilities of students are demonstrated in many different

ways. Integration between academic subjects and students' personal development is a feature throughout the curriculum. However, this is not always reflected in teachers' planning.

Support and guidance programmes are satisfactory. Parents receive good information regarding their daughters' progress. The school meets the individual needs of students, yet it does not sufficiently take into account, all students' different abilities and circumstances. Induction procedures for students are satisfactory both when initially joining the school, when transferring from the first to the second cycle and to the next phase of education. The school's risk assessment procedures are good, regularly undertaking policy reviews and communicating with all levels of management to address any issues.

The effectiveness of leadership and management is good. The school actively involves parents and students in decision-making. The school's performance is evaluated against objectives in the strategic plan. School leaders motivate members of staff and students, inspiring them and appreciating their input into school life.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to improve. The new administration has already achieved many positive and clear improvements in the school by consolidating efforts among all staff and students, and implementing an effective strategic plan based the school's current performance and a vision for the school's future. This has had an immediate and positive effect on the performance of the administrative and all educational staff. In addition to this, improvements in the quality of the teaching methods used have occurred, as a result of follow up done by the senior and middle management. This in turn has led to an increase in students' academic achievements.

The school's main strengths and areas for development

Main Strengths

- Self-evaluation.
- Strategic planning.
- Standards in exams and lessons.
- Behaviour and relationship between students.
- Range of teaching and learning strategies.
- Communication with parents.
- Motivating staff.
- Development of citizenship.
- Extracurricular activities.
- Support for students whose mother tongue is not Arabic.

Areas for development

- Planning for differentiation.
- Higher order thinking skills.
- Homework.
- Cross curriculum links.
- Transition programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Take account of individual differences more consistently, particularly outstanding and gifted students by:
 - Providing them with activities and written work in lessons that suit their individual needs.
 - Planning homework to cater more specifically for their needs.
- Spread the best teaching and learning strategies in order to:
 - Develop higher level thinking skills.
 - Provide greater challenge.
- Make better links between subjects to enable students to study a more coherent curriculum.

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	3: satisfactory
The quality and effectiveness of leadership and management	2: Good