



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

Schools Review Unit Review Report

**Muharraq Primary Girls School
Muharraq – Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 22 – 24 December 2009

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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:

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: 703

Age range: 6 – 12 years

Characteristics of the school

Muharraq Primary Girls School is one of Muharraq Governorate's schools and was established in 1993. The age range in the school is from 6 to 12 years and there are 703 students. The students are distributed across 24 classes; 12 classes for each of the first and the second cycles. Most students come from middle-income backgrounds. The school classified 184 students as outstanding, 85 as gifted and talented and 17 as having learning difficulties. The number of administrative and teaching staff is 60. The school has no science laboratory, and lacks senior teachers for some basic subjects.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of Muharraq Primary Girls School is good and there are outstanding features in both leadership and management and its capacity to improve. Parents and students are well satisfied with the services provided by the school.

Students' academic achievement is good and they achieve good standards. The school uses varied teaching methods that take individual differences into account and help students to progress according to their academic abilities. Students' success rates in school examinations are in line with their proficiency levels and reflect their performance in lessons in most core subjects. Students are less proficient in English language, however. Students with learning difficulties also make appropriate progress as a result of support given to them in lessons.

Students' personal development is good. Students are given good opportunities to enhance their self-confidence and develop their sense of responsibility by taking part in various internal and external school activities. They are given appropriate opportunities to take on leadership roles. Students are fully engaged and contribute well in good lessons. Students behave with awareness and responsibility in and outside the classroom. They have a sense of belonging to the school community and respect their teachers and schoolmates. Students are not given enough opportunities to develop their analytical thinking in some lessons. Most students attend school regularly and punctually. The school takes appropriate action to deal with cases of absence and frequent lateness.

The quality of teaching and learning is good. Most teachers have good subject knowledge; this is reflected in their varied teaching strategies that help to gain students' interest and add enjoyment to lessons. Teachers challenge students' different academic abilities, which helps them to progress according to their abilities. Good class management in most lessons contributes to an effective educational process. Teachers use varied assessment methods to ensure that students achieve the lesson objectives. Students are given homework but it is the same for all students. The feedback on students' work is sometimes inaccurate and does not guide students on how to improve their work. Students were given few opportunities to work together and learn from each other yet, assigning roles and responsibilities to students in groups were not effective.

The quality of curriculum enrichment and presentation is good. The school provides varied extra-curricular activities for students according to their abilities and involves them in leadership roles; involvement in such activities has had a great impact on developing students' skills and enhancing their experiences. The school environment is enriched well with educational displays and wall charts. Students' work is celebrated all around the school and in classes; this has developed students' sense of belonging to the school and motivated them to learn. Students' participation in national festivals and ceremonies has helped to develop their sense of citizenship and patriotism. The way the curriculum is presented helps students acquire good basic skills in Arabic, Mathematics and Science, although English skills are less well developed. The school makes few links between subjects in the first cycle.

The quality of guidance and support is good. The school diagnoses and meets students' personal and educational needs well, and provides extra tutoring for lower attainers. The school provides appropriate induction programmes for new students, which help them to settle easily into the school community. It also prepares students well for the next phase of education by arranging visits to the prospective intermediate school. The school communicates well with the parents of students who have problems but keeps parents less well informed about students' academic progress. The school provides a safe and healthy environment for staff and students. Support for lower ability students in lessons, particularly the satisfactory lessons, was insufficient.

The quality of the leadership and management is outstanding. The leadership maintains very good relations at all levels across the school and works as a team to realize the school's vision and mission statement. The strong leadership is reflected in students' academic achievement, their good personal development and improvements in the school's overall performance. The school uses strategic planning particularly well, working in small teams to monitor the execution of its objectives. The school regularly and succinctly evaluates all aspects of its work to improve its performance. Various good programmes and workshops are run for teachers, in line with their training needs. This training has had a clear impact on the teaching and learning processes in the school and is reflected in the academic achievement in the school.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school's capacity to improve is outstanding. The school is led effectively at all levels, using processes of team working and shared decision-making. The Principal of the school

has brought about significant improvements that have clear impact on students' academic achievement and personal development. The school has had high success rates for the past three years in most core subjects. The accurate and succinct self-evaluation of all aspects of the school, and the use of its findings in setting plans and programmes, has contributed to improving the school's overall performance. A culture of self-evaluation has been successfully instilled in staff. The professional development undertaken by teachers has significant effect on enhancing the school's overall performance.

The school's main strengths and areas for development

Main Strengths

- Leadership and management
- Developing citizenship
- Extra-curricular activities
- Strategic planning
- Self-evaluation
- Teaching strategies
- Meeting students' personal needs
- Students' standards
- Professional development programmes
- Rich environment
- Induction programmes
- Students' attendance and punctuality.

Areas for development

- More support for lower achieving students
- Taking individual differences into account in assigning homework activities
- Linking across subjects in the first cycle
- Analytical thinking skills
- Basic skills in English language
- Collaborative learning.

What the school needs to do to improve

In order to improve further, the school should:

- Draw on existing good practice to:
 - Develop students' analytical thinking skills
 - Make better use of roles in collaborative work assigned to students
 - Take into account students' individual differences when assigning homework
 - Link between subjects in the first cycle
 - Develop students' basic skills in English language.
- Provide necessary support for low achieving students in English language
- Fill the shortages in human resources and the school's facilities.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	2: Good
The school's capacity to improve	1: Outstanding
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	1: Outstanding