



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

Schools Review Unit Review Report

**Rowdha Primary Girls School
Hamad Town - North Governorate
Kingdom of Bahrain**

Date Reviewed: 11-13 January, 2010

Table of Contents

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

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 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: 500

Age range: 6-12 years

Characteristics of the school

Rowdha Primary Girls School is one of the North Governorate schools, founded in 1995 in Hamad Town. The age range in the school is from 6 to 12 years, and there are 500 students. The school categorises 157 of its students as outstanding, 20 as having learning difficulties and 58 as gifted and talented. Students are distributed across 18 classes: nine for the first cycle and nine for the second. The number of teaching and administration staff is 56. There are nine new teachers. The Principal is in her ninth year at the school.

Overall effectiveness

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

Grade: 1 (Outstanding)

The overall effectiveness of Rowdha Primary Girls School is outstanding. It has gained excellent approval from students and their parents.

The students' academic achievement is outstanding. Students achieve high success rates in school examinations and high proficiency levels in most school subjects. These high standards are mirrored in students' attainment in most lessons, where varied and exceptionally effective teaching strategies are used. Students acquire consistently high levels of basic skills in reading and writing both in Arabic and English, Mathematics and Information Technology (IT). The school has a comprehensive policy to provide varied class activities in which individual differences are considered; in most lessons, students' good progress reflects this commitment.

The students' personal development is outstanding. Students attend school regularly and punctually and return to their classes immediately after a break. Students show great awareness, self-confidence and a sense of responsibility. They contribute effectively to a school life that is rich with activities and programmes that promote working together, such as recycling litter, educational weeks, voluntary work and the students' council. Students take good care of their school environment. The school adopts a policy of developing students' analytical thinking skills in all lessons, which was evident in students' discussions and the explanations they gave. Students show respect to their classmates and teachers. There is an atmosphere of harmony in the school that stems from the fine way that teaching and administrative staff treats students.

The effectiveness of the teaching and learning processes is outstanding. Most teachers know the study materials well and apply this knowledge effectively in their teaching and learning strategies. They use strategies such as collaborative learning, learning by playing and problem solving exceptionally well to ensure that all students participate fully and gain the required skills and knowledge, while making clear links between skills and knowledge. Teachers use varied and effective assessment; verbal, written, individual and group methods were used to ensure that students were achieving the lesson goals. Students are given instant, useful feedback. Teachers discuss examination results with students and prepare effective study programmes, which have contributed to most students achieving at levels that match their abilities. Most students also benefit from homework that supports their

learning and challenges their abilities; homework is also followed up with regular correction and constructive feedback.

The quality of curriculum enhancement and enrichment is outstanding. The school provides many extra-curricular activities designed to cater for individual differences and meet students' varied interests. These include projects designed for students with special educational needs, such as "Give me a chance to learn" and "Little Genius". The school also promotes a sense of citizenship particularly well by developing students' understanding of their rights and duties by means of lessons, varied activities and setting aside special corners, such as the culture corner and the Bahraini corner. The school has established several pioneering projects within the school environment to support students' good acquisition of basic skills, such as the garden of grammar; the peace project; the Mathematics laboratory; the English club; and an educational forum. All these projects and initiatives are well focused and interesting and the school uses them particularly well to enrich the curriculum. Linking between subjects is carried out appropriately; lessons are organised according to a comprehensive plan that aims to link educational subjects with each other and with the acquisition of practical knowledge.

The quality of student guidance and support is outstanding. The school provides effective induction programmes to new students, which helps them feel settled, and appropriate induction for students moving into the intermediate stage. These programmes have a positive effect on students' capacity for independent learning and cooperative work and their ability to gain skills effectively. The school has a clearly defined policy for diagnosing the educational needs of students. It pays great attention to evaluation and uses the findings of diagnostic tests to categorise students according to their levels and organise appropriate activities and programmes to effectively meet their different educational needs. The school also provides outstanding support in lessons by ensuring that teaching methods and class activities are based on individual differences. The school keeps parents properly informed about their daughters' progress through periodic meetings and other means. The social and administrative guidance staff provide a unique set of personal support programmes for students, including a "Peace of mind corner", which have a beneficial effect on students' conduct and motivation for learning.

The quality of leadership and management is outstanding. The school has a vision and mission that focuses on achievement and quality performance. Its aims are clearly reflected in the school's educational practices. The school sets comprehensive strategic, operational and contingency plans to achieve sustainable development, based on an accurate diagnosis of the school's situation. This school's self-evaluation processes are exemplary; the findings are accurate and school uses them effectively to ensure the quality of educational practices. The school administration inspires its staff by working together as a team in an atmosphere of good relations. The school runs programmes aimed at motivating staff, such as "Together

towards distinction” and “Five star educators”. Staff are deployed effectively, using a system the school calls “The right teacher in the right place”. The school pays great attention to the professional development of teachers; it organises various training workshops and forums, the benefits of which are clear to see in the high-quality educational strategies used in most lessons. The school communicates well with parents and seeks their opinions about most educational processes and measures; parents are highly appreciative of this and what the school provides.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school’s capacity to develop and improve is outstanding. The school is led and managed exceptionally well, according to clear and transparent mechanisms. Its professional and ambitious leaders are successfully ensuring that the theory of the school working as one team is transferred to its educational performance. The school plans strategically and comprehensively. It can accurately assess its own situation and its self-evaluation agreed with the findings of the review team in most respects. Teachers are exceptionally competent and keen to develop. The school’s continuous improvements to the teaching and learning process, which focus on high-quality projects and programmes aimed at enhancing teachers’ performance and meeting students’ needs, have brought about significant success in raising students’ achievement and ensuring good personal development.

The school's main strengths and areas for development

Main Strengths

- Students' standards
- Basic skills in Arabic, English, mathematics and IT skills
- Teaching and learning strategies
- Analytical thinking and critical thinking skills
- Students' contribution to school life
- Students' self-confidence and excellent conduct
- Strategic planning
- Self-evaluation
- Quality of training programmes and workshops
- Pioneering projects
- Leadership and management
- Satisfaction of students and parents
- School environment
- Consideration of individual differences

Areas for development

- None were identified

What the school needs to do to improve

In order to improve further, the school should:

- Spread its pioneering experiences and educational practices across all aspects of its work and make them known to other schools that can benefit from them.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	1: Outstanding
The school's capacity to improve	1: Outstanding
Students' academic achievement	1: Outstanding
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	1: Outstanding
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding