



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

Schools Review Unit

Review Report

Tubli Primary Girls School
Tubli - Central Governorate
Kingdom of Bahrain

Date of Review: 24 – 26 December 2012

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of seven reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name	Tubli Primary Girls School													
School's type	Government													
Year of establishment	1997													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	-	Girls	665				Total	665					
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	4	4	5	4	4	3	-	-	-	-	-	-	
Town /Village	Toobli													
Governorate	Central													
Number of administrative staff	10 administrative and 8 technicians													
Number of teaching staff	58													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure	4 years													
External assessment and examinations	NAQQAET's national examinations													
Accreditation (if applicable)	-													
Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented				Physical Disabilities				Learning Difficulties				
	23	23				-				60				
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the past academic year 2011-12: <ul style="list-style-type: none"> - Administrative supervisor - Senior information technician, data entry technician and information technician • Increasing the number of classes in the first cycle from 11 to 13. 													

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 1 Outstanding

The school's performance has changed from good in the previous review in January 2010 to outstanding in this one. Teachers excel in using effective teaching strategies which challenge students of all abilities and develop their higher order thinking skills. The school provides the different categories of students with outstanding support through varied extra-curricular activities and enriching programmes, which enhance their experiences and help students master basic skills and improve their performance. The students demonstrate maturity, responsibility and high self-confidence during their outstanding participation in lessons and school life. Their achievement is outstanding. The school's administration focuses on achieving the goals and priorities of the strategic plan which is based on the recommendations stated in the previous review. Outstanding levels of approval are gained from students and parents.

- How strong is the school's capacity to improve?**

Grade: 1 Outstanding

The school's capacity to improve has changed from good in the previous review to outstanding in this one. This is attributed to the administration's ambition, its awareness of areas of strength and those needing improvement and the development of a strategic plan, based on accurate and comprehensive assessment. Goals are correctly prioritised, with clear and accurate performance indicators. Importantly, they emphasise improving the teachers' overall performance through workshops and raising the students' academic achievement and personal development. The plan includes enriching the school environment with constructive and attractive educational murals, and communicating with parents using modern social networking. Despite the staffing shortages in the science department, senior teachers for English and science and some first cycle teachers, the school has successfully achieved outstanding levels in all areas of its work.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 1 Outstanding

Grade 3 students attained standards that are above the national average in Arabic in 2011 and very close to the national average in 2010 and 2012. Standards attained in mathematics in Grade 3 were very close to the national average from 2010 to 2012. Grade 6 students attained standards that were above average in all core subjects from 2010 to 2012. Standards of the vast majority of students in lessons are high, which is commensurate with Grade 6 students' standards, especially in mathematics, and exceeds results for Grade 3 students.

Most students attained high pass rates in school examinations in the second semester of the academic year 2011-12 which ranged from 87% to 100%. The highest standards were in Grade 2 English and Grade 5 Arabic. Those standards are commensurate with the high competency rates in most core subjects in both cycles and reflect the students' high standards in the vast majority of their written work and in good and outstanding lessons, which represent more than 75% of lessons observed. This is mainly due to the effectiveness and variety of the teaching methods used. The vast majority of students master basic Arabic linguistic skills such as reading, writing and grammar as well as mathematical skills, such as multiplication and fractions. They are knowledgeable in science, which helps them achieve standards much higher than expected in lessons. However, the standards of basic English linguistic skills in Grades 3 and 5 were not at the same level

Students' results from 2010 to 2012 show high pass rates in all subjects, especially in mathematics and science. These high rates are commensurate with the vast majority of students' standards in lessons and in their written work. Effective teaching methods consider variations among students and teachers adjust activities in order to meet their different educational needs.

Outstanding and talented students make outstanding progress, which is mainly attributed to enriching programmes. They perform extremely well in external contests. Students with learning difficulties make significant progress from their starting points, which is attributed to the effective and continuous support they receive during lessons and in remedial programmes which meet their educational needs. Low achievers make notable progress in most lessons but they lag behind other categories of students in some English lessons.

□ How good is the students' personal development?

Grade: 1 Outstanding

The vast majority of students participate effectively and enthusiastically in the varied educational practices. They share their thoughts during discussions, express ideas freely and fluently and participate in extra-curricular, external cultural, artistic and sport contests and student committees. They observe the tasks and roles that are assigned to them by teachers with great confidence, such as recording late students and monitoring behaviour at the canteen. Students administer some activities and contests during recess, which contribute to their acquisition of life skills and develop their personalities and abilities to assume responsibility.

The majority of students display excellent behaviour, good relations with each other and great respect for their teachers and classmates. This is attributed to the numerous pioneering programmes the school provides. Likewise, students display maturity and responsibility as they preserve the school environment and property and participate in improving and decorating spaces. They attend school and lessons regularly and punctually.

Students demonstrate deep understanding of Bahraini culture and history through their participation in various national events, festivals, contests and school trips, such as the one to the Bahrain National Museum and the one to the 'plant reservation'. Their observance of Islamic values, principles and morals is reflected in their participation in several programmes and religious events such as *Eid Al-Adha*.

The quality of provision

□ How effective are teaching and learning?

Grade: 1 Outstanding

Teachers are familiar with their study materials which contributes to their successful presentation of the curriculum contents. Lessons are well planned and progression is logical. Teachers introduce lesson goals, titles and content well and use various, effective and interesting teaching methods. Students are at the core of the teaching process. They participate constructively in debates and discussions, brainstorming, role-play, learning through play and organised cooperative learning. This helps stimulate students and encourages them to broaden their intellectual and linguistic capabilities and draws their attention towards learning. Teachers motivate students and use resources, such as flashcards, models, illustrations and power point presentations well. These methods and

resources facilitate the students' acquisition of skills, knowledge and concepts in core subjects. Teachers challenge the students' abilities and develop their organisation and interpretation skills in science, analytical thinking, oral problem-solving and multiplication skills in mathematics. They develop inference skills in identifying and comparing grammatical rules in Arabic, which reflects in their outstanding progress and achievement in lessons, with the exception of a few English lessons where their progress is good.

The vast majority of lessons are productive and are characterised by active and constructive learning. The logical progression of important ideas and information, the use of varied and organised curricular activities, the effective use of time in order to achieve lesson objectives and the provision of effective support for the different categories of students, contribute to the students' outstanding achievement.

Students are assigned various enriching and supporting activities, which are marked and corrected, then given back to students with feedback and encouraging phrases. This motivates them well and results in continuous improvements in their performance in the vast majority of lessons.

Teachers use varied, effective assessment methods on a regular basis which range from individual to collective and from oral to written. Outstanding individual assessments, practical application and concluding assessments stimulate students' thinking, challenge their abilities and develop their higher order skills. Teachers effectively use assessment to diagnose students' educational needs in the vast majority of lessons, which contribute to their remarkable progress.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 1 Outstanding

The school offers excellent programmes to support the curriculum which meet the students' different needs, interests and ages. It provides students with a wide variety of extra-curricular activities, such as the talented and outstanding students' participation in 'creativity oasis' and 'we try, create and explore' programmes. Low achieving students' participate in 'together with my classmate' project in mathematics and students with learning difficulties in the 'positive self-esteem' programme. These are highly effective.

Students' understanding of their rights and responsibilities is developed well and the school promotes patriotism through participation in national events and contests which result in reinforcing the students' sense of citizenship. Participation in committees and extra-

curricular activities aim to develop their scientific and life skills. Purposeful displays of murals, students' work, patriotic paintings and historical corners enrich the environment.

The school provides plans, programmes and timetables which detail how the curricula are taught. The curricula are reviewed regularly and supported with booklets, enriching activities and leaflets such on the teaching of reading. Links across subjects promote knowledge, skills and concepts clearly, especially to citizenship, real life situations and problem-solving. Students' acquisition of reading, writing, scientific, mathematical and IT skills is logically set in a complete curriculum which meets their varied needs.

□ How well are students guided and supported?

Grade: 1 Outstanding

The school provides outstanding induction programmes for new students and their parents. Grade 3 students visit Grade 4 and visits for Grade 6 students to neighboring intermediate schools are arranged. Numerous guidance and occupational programmes for students, especially those moving on the secondary level, help them to settle and acquire outstanding skills appropriate to their age groups.

The school works tirelessly to meet students' personal needs. It provides hearing aids and special support devices. It meets the students' different educational needs through diagnostic tests whose findings are used to prepare enriching programmes for outstanding and talented students and remedial programmes for low achieving students and those with learning disabilities. Students' academic progress is monitored carefully and cumulative records reflect their outstanding progress and performance.

The school communicates constructively and regularly with parents through varied and innovative channels such as e-mails, *WhatsApp*, educational meetings, weekly leaflets and reports, in order to keep them informed of their daughters' academic and personal development. Students receive excellent care and attention when they face problems and they are provided with appropriate advice, guidance and support.

The school monitors security and safety issues on a regular basis and provides a healthy, safe, risk-assessed environment through monitoring the cleanness of the canteen, inspecting maintenance and training members on the emergency procedures.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 1 Outstanding

The school has a vision, formulated collectively, which emphasises creativity in teaching to achieve outstanding outcomes. The strategic plan reflects the leadership's deep understanding of the school's strengths and areas needing improvement, which is based on accurate and comprehensive self-evaluation. The plan has been transformed into effective actions and practices with clear performance indicators and mechanisms to monitor and measure impact. These have improved all areas of the school's work, especially the students' academic and personal development.

The school's leadership pays a great deal of attention to inspiring the school's members, shown by the delegation of authority in light of the challenges the school has faced. This has helped boost confidence, increase enthusiasm and reinforce good relationships reflected clearly in their team work. Efforts to spread outstanding practices and ensure continuous development and improvement have been successful through a series of class visits. The internal improvement team's programme, *Teaching for Learning*, has ensured support for the school's outstanding performance.

The school effectively uses its financial resources to support teaching and create a stimulating learning environment. Teaching facilities such as the smart classroom, learning resources centre, school laboratory, and an assigned empty room for the English club, for low-achieving students are used very well. The school communicates with the local community and benefits from the community police which regulate traffic at the school gate and from the *Tubli Charity Fund's* project which supports students with learning difficulties.

The school uses social networking websites such as *Facebook* and *Twitter* to communicate with parents and regularly surveys parents and their daughters on their satisfaction with the provision. They report their high satisfaction of the school's outstanding services. The school responds to parents' suggestion through the 'suggestion box and the Parent's Council, and involves them in decision making such as in closing an unsafe road outside school premises and growing grass in some areas. Likewise it responds to the Students' Council suggestions such as helping in addressing the students' small problems and exchanging experiences with Students' Councils from other schools This reflects students' outstanding satisfaction with the overall performance of the school.

The school's main strengths

- Effective strategic planning and action based on the findings of self-evaluation
- Effective teaching and learning with assessment strategies, with excellent use of varied teaching aids to ensure active learning
- Enthusiastic participation by the vast majority of students who show, maturity, discipline, commitment, responsibility, and respect for each other
- Students' high performance standards in school and national examinations, especially Grade 6 students reflected the true standards in a vast majority of lessons
- Outstanding curriculum programmes and effective support for the different categories of students that meet their personal and educational needs.

Recommendations

In order to improve, the school should:

- continue spreading outstanding practices among all departments and assist educational institutions in the Kingdom of Bahrain to achieve outstanding learning outcomes
- use the school's outstanding support programmes to support low achieving students more and improve their performance in English
- meet the shortage in human resources, particularly a senior teacher for English and a senior teacher for science.