



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

School Review Unit

Review Report

Zubaida Primary Girls School
Muharraq - Muharraq Governorate
Kingdom of Bahrain

Date Reviewed: 27 – 29 April 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 pupils, or significant groups of pupils, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for pupils.

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 pupils' 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 pupils: Girls

Number of pupils: 540

Age range: 6 – 12 years

Characteristics of the school

Zubaida Primary Girls' School was established in 1951, and is located in the Muharraq Governorate. The school has 540 pupils enrolled, ranging in age between 6-12 years old. They are organised in 18 classes. Most pupils belong to families that come from middle class economic backgrounds. Pupils are classified to 29 gifted and talented, 32 with learning difficulties and 120 high attainers. The school employs a total of 43 teachers. The school implements many projects and educational programmes such as the linguistic enrichment programme for pupils with learning difficulties.

Overall effectiveness

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

Grade: 2 (Good)

The effectiveness of Zubaida Primary Girls School is good. Most of the pupils and their parents are well satisfied with provision.

The pupils' level of academic achievement is good overall. They achieve high success rates in the school's final examinations in most subjects. This reflected the good level of understanding and knowledge that was seen in most lessons, in particular, the outstanding and good lessons. The teaching strategies used in the best lessons helped the pupils make progress and achieve good levels of proficiency in basic skills. However, in some lessons, the progress of pupils with special educational needs and the gifted and higher achievers- in particular the second cycle lessons- were not sufficiently supported or challenged to make the expected progress.

The pupils' personal development is good. Most of them attend regularly and are punctual, have good relationships and show respect towards teachers and peers. They also have strong loyalty to the school community. This was demonstrated by their good behaviour, care of school property and enthusiastic participation in school life in terms of extracurricular activities such as participation in the Pupils' Council and Disciplinary Committee. This enhanced their self-confidence and demonstrated their ability to take on roles of responsibility. Some opportunities were provided to develop pupils' analytical thinking skills in outstanding and good lessons, but less often in satisfactory lessons.

The teaching and learning process is good. Most teachers have good knowledge of their subject which was observed in their performance during the lessons. Teaching and learning strategies and assessment were diverse and motivated the pupils. This had a positive impact on the pupils' academic and achievement. However some lessons and homework did not differentiate for the different ability groups or promote sufficiently, the development of higher order thinking skills.

The quality of the curriculum enrichment and enhancement is good. Despite the lack of links between the subjects in some of the lessons, teachers work to ensure that pupils acquire basic skills such as reading and writing, and make wide use of the school environment as a learning resource. The various extracurricular activities enhance the pupils' experience and

emphasise the development of citizenship and the pupils' understanding of their rights and duties.

The support and guidance of pupils is good. The school plays a vital role in helping and supporting the pupils, as well as in meeting both their personal and educational needs. They also facilitate the integration of new pupils into the school. The school uses different channels of communication with the parents to keep them informed of their daughters' progress. The school's leadership keenly follows up on health and safety issues to ensure a safe environment.

The leadership and management are good. The leadership has implemented strategic plans based on accurate self evaluation and to put the vision into practice. Additionally, the school takes on educational initiatives and educational projects and pays attention to increasing the professional competencies of all staff. The school seeks and responds to the views of pupils and their parents about provision. This in turn helps to raise the overall performance of the school.

□ *Does the school have the capacity to improve?*

Grade: 2 (Good)

The school's capacity to improve is good. This is largely due to the ambitious leadership committed to development. The school has made a clear effort to stabilize strategic planning based on an accurate analysis of the school's position and to put its vision in to practice. In addition, the school made some improvements over the recent years for example by improving the school environment and utilizing some of its enrichment and remedial programmes that enhance and promote pupils' achievement and values. All of this had a positive impact on improving the overall performance of the school and raising the level of the pupils' academic and personal development.

The school's main strengths and areas for development

Main strengths

- Strategic Planning.
- Motivating teaching and learning strategies.
- Pupils' personal development.
- High success rates in school exams.
- Basic skills
- Extra-curricular activities
- Communication with parents

Areas for development

- Supporting gifted and talented pupils, and special needs inside classrooms especially in the second cycle.
- Higher order thinking skills.
- Homework.
- Links between subjects.

What the school needs to do to improve

In order to improve further, the school should:

- Employ teaching and learning strategies appropriate to the pupils' needs by:
 - Developing higher level thinking skills.
 - Further considering individual differences in planning and presenting lessons and homework tasks.
 - Improve the links between subjects to ensure pupils are able to practice their skills appropriately.
- Strengthen the support for gifted and talented and special needs pupils inside classrooms, in particular in the second cycle.

Overall judgements

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Pupils' academic achievement	2: Good
Pupils' 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 pupils	2: Good
The quality and effectiveness of leadership and management	2: Good