



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# Directorate of Government Schools Reviews Special Review Report

**Al-Khawarizmi Primary Boys School  
Arad - Al-Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 12 April 2017**  
SG080-C3-R112

## Introduction

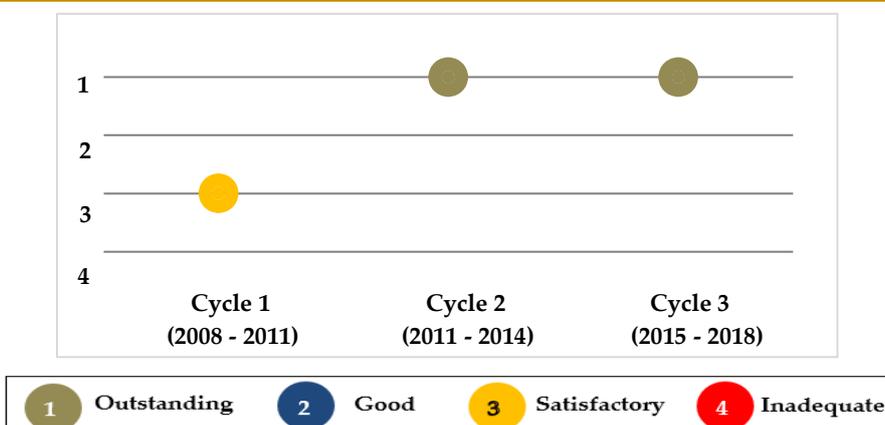
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with 'Outstanding' performance in the last review cycle over one day by a team of seven reviewers. During the review, reviewers observed lessons activities, scrutinised students' written works and analysed school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



# School Report

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## Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

### School's overall effectiveness 'Outstanding'

#### Justifications for sustaining 'Outstanding' Judgement

- All levels of leadership are aware of the school's strengths and areas for improvement, based on an accurate, comprehensive and consistent self-evaluation. Participation of all staff in the self-evaluation process significantly contributes to determining the school's priorities and setting its solid strategic plan. The action plans include clear objectives and well-structured systems for monitoring performance quality and are closely related to the main goals of the strategic plan. They are also in line with a working system that is consistent with the school's ambitious vision, which significantly contributes to the achievement of outputs far beyond expectations and is reflected in the outstanding performance in all aspects of the school's work.
- The school's self-evaluation form (SEF) is remarkably accurate in reflecting the actual situation of the school's work and is consistent with the review team's judgements in all aspects.
- The school leadership establishes its organized institutional work by adopting a participatory approach and recognising the potential and competencies of its staff. It inspires and motivates them to excel and deliver an

outstanding quality performance, employing several channels that highlight their excellence through the 'My Bright Achievements Notebook' project, and delegates responsibility to some of them as coordinators and an Assistant Principal. Some are assigned to competent leadership teams to manage leading development projects such as 'I Invest in my Talents'. The school leadership adopts the principles of transparency and fairness in dealing with the staff and when assessing their performance. It rewards them financially and morally, organising 'A Moment of Amiability' entertainment sessions. These efforts enable the school to sustain a path of advancement and excellence and maintain development at individual and collective levels.

- Students' high pass rates in all core subjects in the school year 2015-2016 are consistent with their very high proficiency rates, which ranged between 80% to 100% with the highest being in English.
- Students achieve significant progress in all lessons and written work in both Cycles 1 and Grades 4 and 5. They acquire skills, knowledge and concepts in an outstanding manner, such as listening, reading and writing in English, reading aloud, expressive writing, use of grammar such as question words and distinguishing between adverbs of place and adverbs of time in Arabic, comparative numbers, arithmetic operations/calculations, time conversions, solving verbal problems in mathematics, scientific experimentation, conclusion and comparisons, distinction and

knowledge of the periodic table in science.

- Students in Cycles 1 and Grades 4 and 5, particularly the outstanding ones, who represent the majority, achieve outstanding progress in lessons and school programmes such as 'Creative Writer' and 'Mathematics is Life'. Low achievers, who represent a minority, also achieve outstanding progress in most lessons of core subjects, remedial activities and school programmes and projects such as the 'Dictation Line'. Students with learning difficulties, merged-class students and those with autism spectrum achieve outstanding progress in the guidance and support programmes.
- The vast majority of students participate in school life and demonstrate the ability to assume leadership roles, such as in leading teams during lessons and the 'Young Anchorman'. During morning assembly, they act in the musical operetta which is about traditional professions in Bahrain, which is characterised by enthusiasm and great performances and, remarkably, attracts students' attention. Worthy of mention, is the great cooperation and friendliness evident in their interaction and discussion during one-to-one and collaborative work, which reflects their high self-confidence and outstanding awareness in accepting peer evaluation and welcoming criticism and different points of view.
- Students behave well in terms of respecting others' opinions, greeting their fellow students and teachers and visiting them when they are sick. The students have a high sense of responsibility, which is evident in their

significant support of their fellow students, particularly those with special needs who are therefore able to merge smoothly in all school activities. This reflects students' high awareness and cordial feelings towards their peers, and enhances their sense of security and safety at school. Their excellence is further enhanced by the school's support through implementing support projects such as 'Exchange Presents, and Love One Another' and 'I Show Commitment till I leave my School', where they receive many awards.

- Students demonstrate a thorough understanding of Bahrain's heritage and culture through their wide participation in daily programmes and national events such as National Day, National Charter Day, Family Day and simulation of folklore crafts by wearing relevant clothes. They are aware of social and Islamic values, which show in their active participation in celebrations such as 'Eid Al-Adha' and Prophet Mohammad's (PBUH) birthday. All of this enhances their outstanding sense of belonging and encourages them to be punctual and committed to school schedules, even on days prior and after holidays, in order to maintain their high achievement. This is further enhanced by the school's implementation of the 'Deemat Al-Khawarizmi' project.
- Students show the ability to learn independently in lessons as a result of constant enhancement of learning. They excel in self-assessment of their answers, even in the class-teaching system, and look for information when assigned homework by implementing support projects such as 'I Search... I

Learn... I Create', 'Self-learning' and 'I am a Critic'; to enhance composition and writing skills.

- The school focuses on improving the quality of teaching and learning, based on the diagnosis of teachers' training needs, through the 'Our Time is an Investment' project, offering several internal and external workshops such as 'We are Employees of Al-Khawarizmi School', 'With Our Steps we Exceed Expectations' and 'My Super Intelligence' workshops. Exchange visits are conducted and the 'Educational Chats' programme is in place.
- The vast majority of teachers apply various effective teaching and learning strategies in which students are the core of learning. These include cooperative learning, learning in pairs, 'think, pair, share', brainstorming, learning through play, learning through acting and simulation, e-learning, the student teacher, and discussion and dialogue. They also utilise logical linking of educational competencies and subjects on one hand and real life on the other, such as linking Arabic to social studies and technology to citizenship which is further strengthened by the 'My Integrated Knowledge' and 'My Learning Diary' projects.
- Teachers use varied and conducive interesting learning resources such as the smart board, data show, digital empowerment tools, pin boards and backlit boards, which are enhanced by several projects such as the 'Investment Bag', which significantly help attract students to learn and enables them to acquire the basic skills, knowledge and concepts embedded in lessons.

- The vast majority of teachers meaningfully manage lessons in a productive and organised style in terms of outstanding planning, clarity of objectives shared with students, sequential presentation, clear instructions and guidelines and optimal use of time. The class curricular are progressive and gradual, and the learning environment is conducive and motivates students towards learning.
- Teachers stimulate students, attract their attention and increase their enthusiasm and self-motivation to participate actively by carrying out various interesting activities that match students' age groups, utilising material and morale enhancement techniques such as the three-finger salute (Scouts Clapping), praise and thanks, and the motivational tournament 'Space Race' between work groups during in-class activities in order to increase productivity, as well as granting stars on the 'My Balance' board and the Student of the Day shout.
- The vast majority of teachers utilise a variety of differentiated assessment techniques in line with students' levels and abilities, such as individual, collective, oral and written, assessments, self-assessment, peer assessment, organised observation, practical application and the menu strategy, followed by active feedback to ensure the achievement of learning objectives. The assessment results are distinctively and effectively used to meet the students' educational needs.
- Teachers assign students a variety of well-planned homework projects that cater for differences and follow up on them by regular and accurate marking/correction, enhancing the results with words of encouragement and mostly effective feedback.
- Teachers stimulate students using outstanding mental techniques such as brainstorming, investigation conclusion, differentiation and comparison to develop their higher-order thinking skills. The vast majority of teachers cater for differences, learning patterns and multiple intelligences and challenge students' abilities in their provision of in-class activities.
- The school strives to meet students' educational needs and follows up on them academically in a manner that ensures their outstanding standards. The school provides effective support in the 'My Teacher Looks after Me' programme for all learning groups in classrooms. Outstanding students are also supported through several programmes and projects such as; 'The Writer's Pen' and 'My Super Intelligence', while low achievers are provided with reinforcement classes, which are enhanced by the school as part of 'We Talk in order to Meet' by communicating with parents. Gifted and talented students are looked after through the 'Al-Khwarizmi Idol' project.
- The school cares for students with learning difficulties and those with a speech disorder by offering them detailed remedial plans and class visits. Merged-class and autism spectrum students receive parental care, which contributes to their outstanding progress. Their talents and interests are further catered for in the 'My Talent Sets me Apart' project, and they are provided with an outstanding

opportunity to integrate into school life, indulging their skills through initiatives such as the 'Young Reader' project.

- The school provides students with loving care and takes steps to solve their problems by offering financial support which includes stationery, clothes and spectacles. Individual and collective psychological and moral care is also provided through various effective counselling programmes in-class visits and a number of projects such as 'Al-Khwarizmi Monopoly', 'Thursday Market' and 'Sheikh of Morals'. This significantly contributes to their personal development and results in a remarkable absence of behavioural problems.
- The school pays great attention to students with physical disabilities. In order to facilitate their integration into school life and overcome the obstacles they encounter, necessary measures and actions are taken such as allowing parents' vehicles to enter the school in order to ensure students' safety, designating certain classrooms that are appropriate for their disabilities and integrating them into all curricular and extracurricular activities.
- The school offers a wide range of outstanding projects extracurricular activities to enrich the students' experiences and enable them to integrate smoothly. These include 'Khwarizmi, You are my Role Model', 'My Break is an Investment' and 'Our Weeks are Investments', as well as students' activity classes, committee activities and school teams. These include the Be Helpful committee, which encourages students to be volunteers, Al-Khwarizmi Marine

Scouts and the Students' Council, where students assume leadership roles. Students' awareness is further raised through conducting various coordinated and organised activities during daily break times, including academic enhancement activities such as the 'Reading Chariot' the 'Young Explorer', with entertainment such as trips and 'AlKairam', internal and external tournaments, fairs and festivals such as 'Writing about Children Rights' in which students achieved the first places, and 'Arab Reading Challenge at GCC' at which students reached the semi-final, as well as the 'Ways to Educ. Techno 2' fair and the School Theatre Festival in which the school received the shield of excellence.

- The school enhances students' life skills in an outstanding manner, including research and investigation skills as in the 'I am a Researcher' and 'Conan Challenge' projects, developing negotiation, productive criticism and creative writing skills and promoting leadership skills as in the 'A Writer's Pen' and 'I am a Leader' programmes.
- The school uses its facilities and resources in an outstanding manner through the 'My School is Beautiful in my Eyes' project, in which all parts of the school are optimally utilised, in order to enhance students' experiences and interests and develop them both in and out of lessons during activities and events.
- The school has effective communication with the local community through initiatives such as the 'Friendly School, Life Quality' project which is implemented exclusively by the school in

cooperation with the Ministry of Health and Supreme Council for Women at national level, which also promotes and enhances students' interests and experiences.

- The school provides an ideal safe, healthy and pro-learning environment, in which safety and security procedures are monitored and there are

excellent communications with all staff and students. This ensures students' safety, particularly during their safe departure, as there are clear mechanisms in place regarding students' movement within the school premises and evacuation drills are conducted.

## Main Strengths

- The school leadership's awareness, with their pro-development ideas of school work priorities and ability to inspire school staff to translate the school's vision on the ground. This is backed up with a coherent administrative system based on solid strategic planning, continuous accurate self-evaluation, effective development programmes and leading-edge professionalism.
- The various teaching and learning strategies and learning and technological resources, which help maintain students' high standards of performance and proficiency and the good progress achieved by all groups of students in lessons, which are all outstanding and good. As Additional strengths are in the special programmes and written works, with Grade 3 students' achieving levels that are much higher than the National Average in National Examinations in 2014 and 2015.
- Students' harmony, their significant contribution to school life, their high self-confidence and remarkable enthusiasm during their outstanding participation in extracurricular activities.
- The outstanding and remarkable support programmes offered to all groups of students, particularly low achievers, students with learning disabilities, merged-class and autism spectrum students.

## The most Outstanding/Pioneer Projects

- **'My Bright Achievements Notebook'**: this aims to motivate school teachers and enhance their creative work, increasing their enthusiasm to actively participate in the development of school work.
- **'Our Time is an Investment'**: this aims to constantly raise the professional competency, contributing to the improvement of teachers' performance and thus reflected on students' achievement and personal and academic progress.
- **'I Invest in my Talents'**: this aims to invest all teachers' talents and creativity, which is reflected clearly in their outstanding participation in many programmes, extracurricular activities and curriculum enrichment classes.

- **'My School is Beautiful in my Eyes'**: that aims to utilise resources effectively, which enriches the school environment and makes it a pro-learning environment.
- **'Mathematics is Life'**: this aims to develop and utilise verbal problem solving skills in solving arithmetic life problems, which provides students, particularly the outstanding ones, with a great ability to accurately and quickly solve verbal mathematical problems.
- **'Dictation Line'**: this aims to develop linguistic phenomena writing skills, which has a positive impact on improving students' standards, particularly low achievers, in specified linguistic competencies.
- **'Our Weeks are Investments'**: this aims to help students participate enthusiastically in school life, thereby enhancing their skills and abilities and helping to open channels of communication between the school and the local community on a large scale.
- **'Al-Khawarizmi Idol'**: this aims to develop the talents of all groups of students in a manner that meets their needs and enhances their abilities, which has resulted in achieving high positions in several competitions.
- **'Conan Challenge'**: this aims to provide students with various learning opportunities which help to enrich their experiences, develop their higher thinking order skills, increase their motivation and enthusiasm to learn and promote honest competition among themselves.
- **'Deemat AL-Khawarizmi'**: this aims to motivate school members to adopt positive values, which contributes to students' high commitment and sense of responsibility.
- **'My Break is an Investment'**: this aims to utilise school break times in various extracurricular activities, which helps to satisfy students' educational, psychological and social needs.
- **'I Am a Critic'**: this aims to encourage students to develop constructive criticism skills with respect to issues and problems raised, which helps develop their personalities and ability to express, justify and explain their opinions.

## Recommendations

- Maintain the high levels, excellence and creativity and spread well-established educational practices, outstanding leading projects and productive educational models as widely as possible at the local and international levels.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الخورزمي الابتدائية للبنين												
Name of the school (English)	Al-Khawarizmi Primary Boys												
Year of establishment	1994												
Address	Building 614 - Road 4417 - Block 244												
Town / Village / Governorate	Arad/ Al-Muharraq												
School's Contacts	17675091			Fax			17677022						
School's e-mail	khawarizmi.pr.b@moe.gov.bh												
School's website	-												
Age range of students	7-11 years												
Grades (e.g. 1 to 12)	Primary			Middle			High						
	1-5			-			-						
Number of students	Boys	522			Girls	-			Total	522			
Students' social background	Most students come from middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	4	4	3	-	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	13 administrative and 14 technicians												
Number of teaching staff	55												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	6 years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Grade 4 and Grade 5 mathematics.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Main changes during the current school year 2016–2017: <ul style="list-style-type: none"> <li>- Opening a class for autistic students.</li> <li>- An increase in student density in classes, as the number of students transferred to the school this year reached 45 students.</li> </ul> </li> <li>• Main appointments during the current school year included: <ul style="list-style-type: none"> <li>- A senior teacher for English Department</li> <li>- 2 associate Senior Teachers for Arabic and Islamic studies</li> <li>- A mathematics teacher</li> <li>- A science teacher</li> <li>- 2 class-teaching teachers</li> <li>- 4 specialists for the autism class.</li> </ul> </li> </ul>