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

Directorate of Government Schools Reviews
Short Review Report

Abufiras Alhamadani Primary Boys School
Al-Muharraq – Al-Muharraq Governorate
Kingdom of Bahrain

Date of Review: 11-12 and 14 February 2018
SG181-C3-R156

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the 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

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4

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.
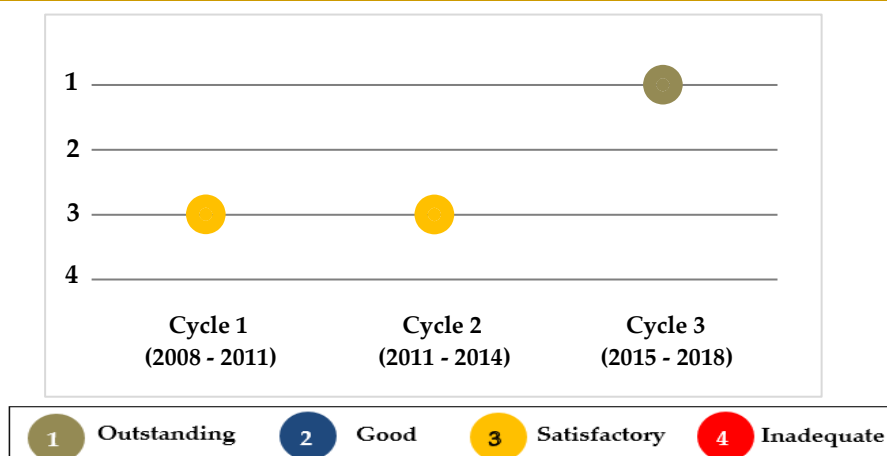
School Summary Report

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'**

Judgement justifications

- Strategic planning is strong and is based on the results of a comprehensive and accurate self-evaluation that focuses on improvement priorities which contribute to the school's outstanding overall performance.
- Students achieve outstanding performance in school examinations in all core subjects, matched by very high proficiency rates and their progress in lessons and written work.
- Teaching strategies and assessment methods are varied and effectively employed, catering for the different levels and categories of students. Such

effective use is the outcome of the effective professional development and training programmes. However, low achieving students, who are few in number, receive inconsistent support in a few lessons.
- Students' behaviour is excellent, accompanied by confident leadership personalities and the ability to take responsibility with high initiative and great enthusiasm in various school aspects.
- The school optimally uses its educational facilities and resources to promote

students' learning and develop their varying experiences.

- The school constantly offers exemplary distinguished programmes and projects that allow students to learn from their

community and enhance their experiences according to their interests and preferences.

- Students and parents are highly satisfied with the school's provision.

Main positive features

- The leadership's high awareness and outstanding practices that serve as an example to emulate in terms of accurate self-evaluation, solid strategic planning and effective encouragement of teachers, such as in the 'Danat Abufiras' project.

- Students' outstanding levels in school examinations and their very high proficiency rates in all core subjects, in addition to their remarkable acquisition of skills, knowledge and concepts and evident progress in lessons.

- The effective teaching and learning strategies and the outstanding utilisation of digital empowerment tools and different assessment methods, using the results of these to support students and meet their different educational needs. This is built on the impact of the professional development programmes offered to teachers, especially new ones, such as the 'Twinning' project.

- The effective and varying support programmes and projects provided to students, which contribute significantly in meeting their different academic needs, including:
  - 'I love the Arabic language', a programme for non-native speakers of Arabic. This is offered to students prior to their enrolment in the school and contributes to their outstanding progress
  - 'Challenge Heroes', a programme designed to raise the academic achievement of students with learning difficulties while considering their learning patterns, which contributes to raising their pass rates
  - 'Khawarizmi of Abufiras', a programme of competitions and projects that aim to enhance the mathematical and problem solving skills of outstanding students and raise their proficiency rates
  - 'A Book under Drafting', which aims to promote the creative writing skills of the outstanding and talented students and enrich their linguistic abilities
  - 'Dictation Knight' and 'Nour Al Bayan' programmes that are designed to raise low-achievers' proficiency levels in lessons, along with enrichment lessons offered with the assistance of the outstanding students
  - Pioneer projects to induct students and enhance their experiences, such as 'Generations building the future' that is meant to prepare Grade 3 students for their next stage of education.

- Students' leadership personalities, their good behaviour, their ability to assume responsibility with competence and confidence, their enthusiastic contribution to school life with great harmony among them and their evident motivation to learn,

which all make them an example to emulate. There are also booster programmes, including:

- – 'Self-Rule' project, designed to polish students' leadership skills and ability to work independently, through assigning them the duties of the teaching and administrative staff such that they undertake the school affairs for a whole school day
- – 'Little Researcher' project, which aims to enhance students' independent learning and develop their abilities to research, review and make oral presentations
- – 'Little Evaluator', designed to polish students' communication skills including constructive criticism, opinion expression and persuasion
- – 'Abufiras Knight', which aims to boost students' positive behavioural values and instil the spirit of competitiveness among them.

- The school's effective utilisation of the available resources and facilities as per its capacities, and the variation in the excellent extracurricular activities provided to students.

Recommendations

- Disseminate the school's outstanding practices and pioneering projects to benefit other educational institutions in the Kingdom, to elevate education outcomes towards excellence.

- Benefit from the remarkable educational practices to develop teaching and learning to ensure that the limited number of low-achievers are supported in lessons.

- Address the shortfall in human resources represented by senior teachers for the class teaching and English departments.

☐ Capacity to improve 'Outstanding'

Judgement justifications

- The school leadership has high awareness of schoolwork priorities and all of its strengths and areas in need of development, as a result of the comprehensive and accurate self-evaluation and the use of its results in developing the school's strategic and action plans. The plans include effective programmes and procedures, with rigorous monitoring mechanisms.
- The qualitative leap in performance, resulting in the elevation of all schoolwork aspects from satisfactory to outstanding levels.
- The existence of a school community and an administrative team working enthusiastically hand in hand towards

change and development, who effectively succeed in overcoming the challenges the school faces, particularly the shortage in human resources represented by senior teachers for the class teaching and English departments.

- The academic and administrative departments at the school are distinguished through their professional competency that have led to high-quality educational situations, especially in the class teaching department.

- The school leadership serves as a role model, for its distinguished performance and for instilling the spirit of one family among its staff, as well as for its shared and power-delegation approach. This is supported by the school's care and efforts to provide continuous professional development programmes.

- The school's assessments of its performance as provided in the Self-Evaluation Form (SEF) match the judgements reached by the review team, due to the leadership's awareness and rigor.

Appendix: Characteristics of the school

Name of the school (Arabic)	أبو فراس الحمداني الابتدائية للبنين
Name of the school (English)	Abufiras Alhamadani Primary Boys
Year of establishment	1968
Address	Building 1193, Road 833, Block 208
Town / Village / Governorate	Al-Muharraq/ Al-Muharraq

School's Contacts	17344920	**Fax**	17342950

School's e-mail	abufiras.pr.b@moe.gov.bh
School's website	–
Age range of students	6-9 years

Grades (e.g. 1 to 12)	**Primary**	**Middle**	**High**
	1-3	-	-

Number of students	**Boys**	243	**Girls**	-	**Total**	243

Students' social background	Most students belong to middle income families.

Classes per grade	**Grade**	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	-	-	-	-	-	-	-	-	-

Number of administrative staff	7 administrative and 3 technical
Number of teaching staff	27
Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic
Principal's tenure in the school	3 years
External assessment and examinations	• BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	• None.