



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

# **Directorate of Government Schools Reviews Special Review Report**

**Al-Orouba Primary Girls School  
Arad – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 30 October 2017  
SG091-C3-R136**

## Introduction

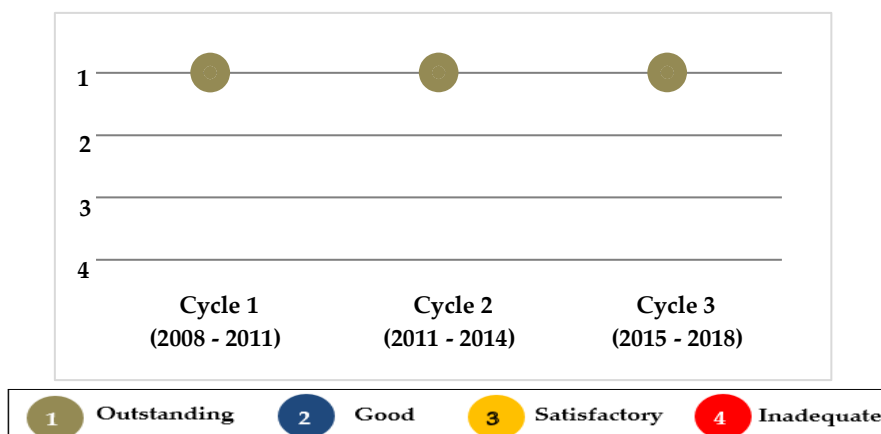
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle over one day by a team of seven reviewers. During the review, reviewers observed lessons 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

<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

## 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

- The school's leadership is aware of the school's strengths and areas for improvement, based on its self-evaluation of the school's situation which is accurate, comprehensive, multimodal and shared. Its results are translated into work priorities that form the solid foundation for the school's well-set strategic plan with its realistic and flexible objectives that are adaptable to developments, and its procedures are carried out in accordance with a clear action system with precise performance indicators, various monitoring mechanisms and periodic evaluations. These contribute to the realisation of the school's vision of leadership and creativity.
- The school's self-evaluation form reflects its exact situation and matches the judgements reached by the review team in all aspects.
- The school's senior leadership runs the Al-Orouba 'family' based on the principles of shared responsibilities, team work and confidence. Its slogan is "We at Al-Orouba view ourselves as leaders rather than employees". Senior leadership delegates authority to competent members of staff to preside over work committees, relying on their initiatives to fill the shortfall in human

resources in some departments such as the English and mathematics departments. A member of the technical staff is assigned to act as a health advisor. The leadership also promotes a positive work culture using a variety of motivational projects, such as 'Naqsa' and 'Tahaddo, tahabbo' (Give each other gifts and you will love each other)', as well as honouring outstanding employees with Gold Stars and awarding them the 'Outstanding Leader' title.

- Staff performance improvement is top of the school's priorities. The 'Leading for Learning' team thoroughly monitors the quality of education and diagnoses staff training needs by means of classroom visits, meeting these through a wide variety of internal and external training workshops as part of the 'My Competency is in my Proficiency' programme. This includes the 'Active Learning Strategies' and 'Documentary Camera' workshops. New teachers are provided with a comprehensive training programme and the 'New Teacher's Package'. Individual and group development sessions are organised alongside educational bulletins such as the 'Reciprocal Teaching' bulletin and there is cooperation between the twin schools.
- The very high pass rates reached a maximum in all subjects in the school year 2016 -2017. These match the high and very high proficiency rates in core subjects, which range between 64% and 100%.
- Students' high levels exceed expectations in lessons and written work, being either outstanding or good in three-quarters of lessons. In these,

students demonstrate an outstanding abilities in mental calculations, solving verbal problems in mathematics, concluding results in science and applying skills in grammar, speaking and reading aloud, and creative writing in Arabic, particularly in Cycle 1. They are fluent in reading, writing and speaking in English. These astonishing levels can also be seen in their written work, particularly in classroom teaching and Arabic, and to a lesser degree in some mathematics work.

- Outstanding students, which represent the largest segment of students, and talented students achieve significant progress in lessons and enrichment programmes. The school encourages their progress and talents with supporting projects such as 'Promising Investor'. Furthermore, students of all categories – learning difficulties, special needs, non-native speakers of Arabic and low achievers– achieve significant progress in lessons and remedial programmes.
- The vast majority of students participate in school life in an outstanding manner, shown in their great sense of belonging. They always attend school early to take part in the 'Al-Orouba's Breezes' events which take place before morning assembly, and join enthusiastically in the various events and activities of the morning assembly which they lead very well. They also join enthusiastically in the 'My Break is Fun' programme and its activities and committees, which provides fertile ground for enhancing their various experiences and developing their personal qualities and leadership abilities. Lessons provide an

opportunity for them to present their astonishing abilities in terms of role-playing and assumption of responsibilities which they do with great confidence, for instance in the roles of group leaders, student teachers and student peer supporters as well as role-playing. They are very comfortable in discussion, expression of opinions, justification and presentation of, and commenting on, achievements.

- Students are well behaved and treat their fellow students and teachers politely and with respect. They show a great sense of responsibility which is evident in their support of low achievers and students with special needs. They help one another to integrate into school life's activities, as in their recitation of the Holy Quran during the morning assembly, which confirms the students' sense of stability, which the school encourages by means of supporting programmes and projects such as 'My Balance is the Key to my Excellence'.
- Students' considerable awareness shows in their thorough understanding of Bahrain's heritage and culture and their observation of Islamic values, which they enthusiastically demonstrate when singing the national anthem and in their participation in national and heritage events of the 'Al-Orouba's Qualities' projects. These include the 'Thoughts on the Love of Bahrain' event and the revival of some old traditional dances such as 'Al-Maradah'. Students also wear traditional dress in various events and demonstrate a clear passion for learning the Holy Quran and its various sciences and being guided by

prophet Mohammad (PBUH) in pre-morning assembly programmes, in addition to their contribution to the 'I Learned from the Messenger of Allah (PBUH)' project.

- Teachers employ effective student-centred teaching and learning strategies in the vast majority of lessons, including role-playing, learning through play and role-based cooperative learning. They use various learning resources such as number fans, counting sticks, data shows, educational movies, individual boards and scientific experimentation. Logical linking between various subjects and life is employed, such as calculating the area of various governorates in Bahrain using arithmetic operations for decimal numbers. This contributes significantly to students' acquisition of skills, knowledge and concepts.
- The vast majority of lessons are managed productively and effectively in terms of logical progression, in explaining lesson particulars, clear instructions and guidelines and optimal investment of learning time in providing diversified activities. Lessons are further enhanced and made more effective by various moral and material motivation techniques which spark students' motivation and enthusiasm to learn, including praise, cheers, chants, star boards, smileys and group stamps.
- Teachers follow a clear system to assess student's performance, and employ various assessment methods such as oral, written, individual and collective assessments, as well as self-assessment and peer assessment. They provide direct feedback and use the results in supporting students of all categories.

- The vast majority of teachers develop students' higher order thinking skills, such as conclusion, comparison and constructive criticism, when presenting their achievements. Inverse solution in mathematics and using and correcting lexical and syntactical structures are used in class teachers' lessons. Teachers also challenge students' abilities with various questions, activities and creative solutions to science problems. They cater for differentiation and learning patterns in activities and written work and provide regular correction, as well as giving feedback that supports students' learning; the exception is in some mathematics work in Cycle 2 which is less challenging.
  - The school works hard to meet the educational needs of all categories of students by providing various types of support in accordance with a well-informed methodology that is based on the results of the continuous analysis of students' acquisition levels. Talented students take part in a set of leading projects that enhance their experience, such as the 'Al-Orouba's Creative Students', 'The Promising Investor' and 'Princesses of Al-Orouba' committees. Outstanding students are supported by a large number of events such as 'Cultural Weeks', while low achievers are encouraged by teachers in the 'Fostering a Student' project and in providing them with remedial lessons outside normal working hours.
  - In order to overcome any problems students may face, the school provides them with a peaceful atmosphere and communication channels. The 'Social Solidarity' project provides various types of material and moral assistance,
- in addition to counselling, educational classroom visit, case studies, and programmes such as 'Voluntary Silence', 'Well-disciplined Class', 'Where Should I go to Solve Problems?' and 'With My Values I Transcend'. Parents participate in these and are themselves educated on the psychological and mental changes that take place during adolescence, as in the 'Girl's Secrets' project. This contributes significantly to student's personal development and helps minimise behavioural problems in the school.
- The school offers a wide range of amazing projects and a variety of extracurricular activities to enrich students' experiences, such as student activity classes, committee activities and active school teams that take part in the fun break time programme. These activities include the 'Lights Committee', which encourages students to act, and the Reading Cart, in addition to field trips and visits to places like the National Museum and the Supreme Council for Women. Talented and outstanding students participate in local and international events in which they achieve high positions, such as attaining first place among all schools in the 'Robotics' competition which qualified them to participate in an international competition in India, and third place for article writing in the 'Latifa Bint Mohammed' competition in Dubai.
  - The school pays careful attention to students with disabilities in order to facilitate their integration into school life and remove any obstacles they may encounter. Various measures are implemented, top of which is a student's invention of an air sanitiser

that meets the needs of certain students with special needs. They are included in all school's events, activities and committee, including the Girl Scouts and Students' Council, and in internal and external competitions such as the 'Creative Writing' competition in which a visually impaired student achieved a high position.

- The school enhances students' life skills in an outstanding manner, as in the 'Leadership Skills Development' project and by forming student committees and work teams such as the school broadcast system, community service and Little Nurse committees. Interviews are conducted in the Media Committee and a harvesting machine was built as part of the 'Promising Investor' project. Scientific research is encouraged, as is community work under the coast cleaning project.

- The school utilises its financial and educational resources, particularly the electronic ones, very efficiently. The school yards are optimally used, being full of well-equipped corners for school events such as the Open Theatre and Reading Challenge corner. The Al-Orouba Health Club is used by students, staff members and parents.
- The school focuses on providing an ideal, safe and healthy pro-learning environment by intensifying its actions to meet safety and security requirements. It manages health by means of periodic examination of the school staff and students and conducts evacuation and departure drills, also ensuring that students eat breakfast in school as part of the 'Good Seed' project and setting clear lines and mechanisms for students' movement and departure.

## **Main Strengths**

- The school leadership's thorough awareness of the school's strengths and areas for improvement, and its successful, accurate and well-structured methodology for assessment, planning and monitoring in line with its vision of leadership and creativity.
- The inspiration and motivation of all school staff and students to excel in working together as one family, and the outstanding use of professional development programmes which show strongly in the consistently outstanding levels of teaching and learning.
- Students' academic levels which highly exceed expectations in the majority of lessons and written work, their considerable progress in school programmes and the leading support projects for students of all educational categories.
- The strong ties between students, their remarkable self-confidence and high awareness and enthusiasm in the various activities and situations in school life, and their sense of belonging to the school community, enhanced by the active participation of parents.
- The many leading projects and programmes that make the various aspects of schoolwork stand out, particularly with respect to the personal and academic support provided to all categories of students.



## The most Outstanding/Pioneer Projects

- 'My Competency is in My Proficiency' is a project that aims to improve teachers' professional competency by implementing a variety of training programmes together with intensive follow-up, to measure the impact on their performance in classroom situations. The success of this shows in the outstanding levels in the majority of lessons.
- 'Fostering a Student' is a project in which teachers sponsor a group of low achievers by fostering them in order to improve their levels in lessons and in the remedial programmes that extend beyond school working hours. This results in a considerable improvement in students' academic levels.
- 'My Balance is the Key to My Excellence' is a project that aims to motivate students to work harder to become behaviourally disciplined and improve their academic levels so that they can receive as many stamps as possible and be honoured accordingly. This enhances students' competitiveness.
- 'With My Values I Transcend' is a project in which a behavioural value is adopted every month and promoted on the morning broadcast and in lessons and school programmes with the participation of parents. This provides students with outstanding positive behavioural values.
- 'Al-Orouba's Breezes' is a project that aims to invest pre-morning-assembly time in enriching students' various experiences with various activities. This motivates students to attend school early and enjoy the programmes offered.
- 'My Break is Fun' is a project that aims to utilise break times for various activities and programmes with the participation of parents, to enhance students' personal qualities and enrich their academic experiences in an atmosphere of fun, integration and high competitiveness. This contributes to students' outstanding leadership skills and creativity.
- 'Al-Orouba's Creative Students' is a project that aims to enhance talented students' excellence and creativity and celebrate their work. This leads to their continuous participation in many internal and external competitions and their achieving high place at local and international levels.
- 'The Promising Investor' is a project that aims to train talented students in production, investment and marketing skills by polishing their talents and presenting their products in the school's annual exhibition. This helps increase their investment awareness and polishes their talents in a useful and beneficial manner.
- 'Girl's Secrets' is a project that aims to prepare students psychologically and mentally for adolescence by conducting lectures, courses and events. This helps increase their awareness and understanding of the characteristics of adolescence and the associated physical and psychological changes.
- 'Naqsa' is a project that aims to strengthen the relations between members of the administrative and teaching staff and celebrate their personal and social experiences. This



achieves a considerable increase in their motivation and sense of belonging to the school and strengthens the ties between them.

- 'I Learned from the Messenger of Allah Peace be upon him (PBUH)' is a project that aims to encourage students to be guided by the sayings and actions of prophet Mohammad (PBUH), by means of lessons and lectures. The success of this shows in the observance of Islamic values by the vast majority of students.
- 'Good Seed' is a project that aims to raise students' awareness of the importance of breakfast and getting them used to it. This has resulted in an increasing number of students who eat breakfast in the school.

## **Recommendations**

- Continue the implementation of the effective educational practices and processes in all aspects of schoolwork, to ensure continuous leadership and creativity.
- Strive to promote the outstanding educational practices as widely as possible in order to help improve the overall performance of schools in the Kingdom of Bahrain.
- Fill the shortfall in human resources represented by senior teachers of mathematics and English.

## Appendix: Characteristics of the school

Name of the school (Arabic)	العروبة الابتدائية للبنات													
Name of the school (English)	Al-Orouba Primary Girls													
Year of establishment	1994													
Address	Building 1997, Road 4441, Block 244													
Town / Village / Governorate	Arad/ Al-Muharraq													
School's Contacts	17670296				Fax		17677148							
School's e-mail	orouba.pr.g@moe.gov.bh													
School's website	-													
Age range of students	6–12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1–6				-				-					
Number of students	Boys		-		Girls		684		Total		684			
Students' social background	Most students come from middle and high income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	4	4	3	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	14 administrative and 22 technical													
Number of teaching staff	57													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Cycle 2 mathematics and Grade 6 English.</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>• Appointments in the school year 2017-2018: <ul style="list-style-type: none"> <li>- an Assistant Principal</li> <li>- a senior teacher of Islamic education</li> <li>- 3 teachers, 2 for classroom teaching and 1 for mathematics.</li> </ul> </li> </ul>