



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

Directorate of Government Schools Reviews Short Review Report

**Almustaqbal Primary Girls School
East Riffa – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 13-15 November 2018
SG182-C3-R200**

Introduction

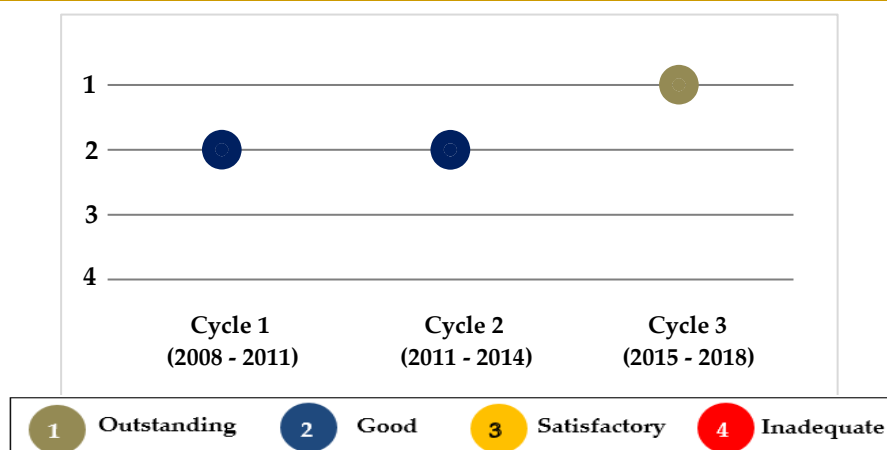
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed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

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| <ul style="list-style-type: none"> • Strategic planning is effective, including the accurate and comprehensive self-evaluation and the school plans which focus on improvement and development priorities, contributing to the outstanding overall performance of the school. • Students' achieve high results in school and ministerial examinations in all core subjects. They have achieved high and very high proficiency rates in both cycles, which corresponds with their standards in the outstanding and good lessons which form the vast majority of the core subjects' lessons, apart from | <p>the inconsistency in their standards in a limited number of English lessons due to the constant changes in the English language teaching staff.</p> <ul style="list-style-type: none"> • Students are confident and enthusiastic in their participation in school life, with evident ability to assume leadership roles. They are committed to good behaviour and there is harmony and effective communication between them. They are highly skilled in self-learning and diction. • Teachers use effective strategies, varying teaching resources and differentiated assessment methods which contribute to developing the |
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higher order thinking skills for the vast majority of students, challenging their abilities and apparent in their outstanding progress in most lessons.

- The learning and personal needs of all groups of students is fulfilled through

innovative, productive educational and guidance programmes, which have gained students' and parents' satisfaction to a large extent.

Main positive features

- The school leadership's high awareness of the work and development priorities, which are reflected significantly in strategic planning processes, including the accurate and comprehensive self-evaluation and the effective school plans. Professional relationships between the leadership and staff are outstanding.
- Students' academic standards and their evident progress in lessons, written work and school programmes, in addition to their acquisition of the basic skills in core subjects. A number of projects contribute to this, such as 'Almustaqbal Pearls' for outstanding students, 'My Achievement Ahead' and 'Proficiency' for low achievers.
- Students' enthusiastic and confident participation in school life, their high ability to assume leadership roles and responsibility, their commitment to positive behaviour and harmony when working together and their skills in self-learning, diction and fluent expression, which the school enhances through a number of programmes and projects; such as:
 - 'With my Behaviour I Rise Like Stars' and 'Together for Good' programmes, which aim to instil positive values within students and enhance voluntary work.
 - 'Twinning' project, which aims to assign outstanding students the responsibility of supporting their peers academically.
 - 'Students of Today, Speakers of Tomorrow' event, to develop the skills of speech and communication.
 - 'Research Mission', educational activity in lessons for both cycles to boost students' ability to learn independently.
- The excellence of support programmes and projects that contribute significantly to meeting students' different learning needs, which include:
 - 'My School Supports Me' project, which aims at raising low achievers' academic achievement in core subjects.
 - 'Take my Hand', a programme to support low achievers in cooperation with members of the Mothers' Council.
 - 'I Elevate with my Spelling' and 'Little Reader' programmes, which aim to develop students' Arabic reading and writing skills in both cycles.
 - 'The Harvest' project, to develop students' basic skills in mathematics in the second cycle.
 - 'Reading and Writing Story' programme, to develop Grades 5 and 6 students' English skills.

- 'I am Talented' project, which aims to polish the critical thinking skills of the outstanding and talented students and highlight their different talents.
- 'I Love Arabic' curriculum and 'Alphabets Garden' programme, to support non-native speakers of Arabic.
- 'Knowledge Buds', 'Almustaqbal Flowers' and 'I Learn' programmes, which aim to support students of merged and autism classes and students with learning difficulties.
- The implementation of teaching and learning strategies, the excellence in using e-programmes and educational resources such as Class Dojo and QR-Codes, the diversity of differentiated assessment methods, and the development of students' higher order thinking skills such as critical thinking and problem solving.
- Teachers' professional competency raising projects, such as: 'Precious Period', 'Distinct Giving' and 'Digital Empowerment', in which effective training programmes and workshops are provided such as 'Criteria of a Good Lesson' and 'Higher Order Thinking Skills' workshops and an inter-departmental twinning programme.

Recommendations

- Disseminate the distinct educational practices and leading programmes widely, to reach other educational institutions in the Kingdom of Bahrain.
- Benefit from productive educational practices and models in further developing teaching and learning in the English department, in order to reach outstanding levels.
- Address the shortfall in human resources, namely a senior teacher in the Arabic department.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school has raised its performance from good to outstanding level in the aspects of students' academic achievement and teaching and learning, while maintaining its outstanding performance in the other aspects. • The leadership is highly aware of the school work priorities. Self-evaluation processes are accurately implemented | <p>and the school benefits from the results to achieve excellence, which is supported by the school plans, effective projects and procedures, clear performance indicators and rigorous monitoring mechanisms.</p> <ul style="list-style-type: none"> • The school is competent in overcoming the challenges it faces, represented by: <ul style="list-style-type: none"> - fully supervising the Arabic department by the senior |
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- leadership, in order to address the lack of the middle leadership
- assigning two competent teachers the tasks of health guidance, to cover for the lack of a school nurse
 - ensuring the organised and safe dismissal of school members, by limiting traffic congestion.
- There is remarkable humanitarian and professional relationships between the school's leadership and members. The

- leadership keeps pace effectively with developments through adopting the principle of shared decision making, delegating authority to manage work and paying significant attention to raising professional competency.
- The school's assessments of its performance as provided in the Self-Evaluation Form (SEF) are fully consistent with the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	المستقبل الابتدائية للبنات													
Name of the school (English)	Almustaqbal Primary Girls													
Year of establishment	2008													
Address	Building 323, Road 1307, Block 913													
Town / Village / Governorate	East Riffa/ Southern													
School's Contacts	17490551 - 17490415				Fax		17490419							
School's e-mail	almustaqbal.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		1,094		Total		1,094			
Students' social background	Most students are from average to good income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	5	6	6	6	6	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	18 administrative and 11 technical													
Number of teaching staff	93													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointing an Assistant Principal and a senior teacher for class teaching in the school year 2017-2018. • Appointing a senior teacher for the science department at the beginning of the school year 2018-2019.