



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

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

**Sumayia Primary Girls School
Al Gufool - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 7 March 2016
SG068-C3-R050**

Introduction

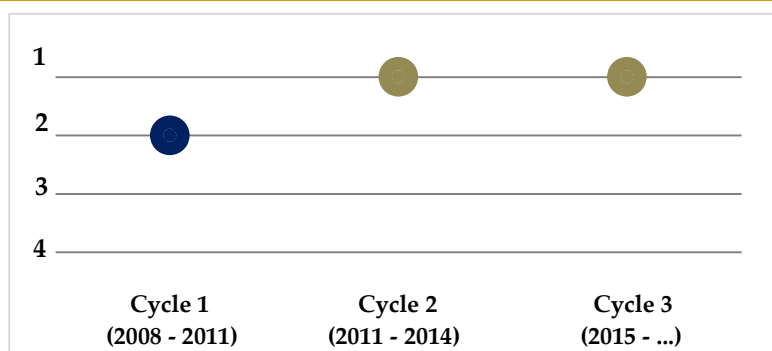
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this special review, over one day by a team of six reviewers, in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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 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 collaborative vision focuses on outstanding performance and is translated effectively in all aspects of the school's work.
- The school's self-evaluation is accurate, and varied in terms of diagnosing the school's situation. It covers all aspects including the varied educational and learning practices. The outcomes are used in determining the development and improvement priorities accurately and clearly, as well as in developing the strategic and action plans. These include specific objectives with realistic and measurable key performance indicators (KPIs), and are subject to continuous follow-up and assessment through accurate and effective mechanisms.
- There is a very close match between the review team's judgments and the school's judgments of its work and overall performance in the Self-Evaluation Form (SEF). This reflects the school leadership's awareness and clear understanding of the Review Framework.
- Cycle 1 students achieved high proficiency rates, which are in line with the high pass rates in all core subjects in the school year 2014-2015,

ranging between 78% and 96%. The highest was in Grade 1 English and the lowest in Grade 3 Arabic.

- Cycle 2 students achieved high and very high proficiency rates in most core subjects in the school year 2014-2015, ranging between 60% and 96%. The highest was in Grade 5 science and the lowest in Grade 5 mathematics. These rates were in line with the high pass rates, except for Grade 6 English, in which the proficiency rates were lower. The school has some programmes in place to raise students' academic achievement, through providing remedial lessons for the low achievers and supporting them in Arabic with their parents' cooperation.
- High and very high pass and proficiency rates reflect the vast majority of students' standards in lessons, particularly in the 'outstanding' and 'good' lessons, which represent the most of the observed lessons.
- Students gain high levels of skills, concepts and knowledge in almost all lessons. The school analyses examination results and uses them to develop lesson plans and students' skills. This leads to students' highly proficient basic skills in mathematics, science and Arabic, and to a lesser degree in English.
- Most students make outstanding progress in lessons and most written work, showing in Arabic, mathematics, science and class-teaching, though varying in English. The school plays a significant role in raising students' academic standards through the 'I accept the challenge' project.

- High achievers make remarkable progress in lessons and in enrichment programmes. Students with learning difficulties and those whose mother tongue is not Arabic achieve obvious progress in the SEN programmes, while low achievers make adequate progress according to their abilities in lessons and in their written work.
- Students participate in school life enthusiastically and confidently, for example their participation in the 'My break, my joy' project which includes the participation of their parents. Students also take part in various activities, such as reading in Arabic and English, tricot and crochet, and playing basketball with their teachers. This enhances their spirit of cooperation, respect and harmony; and makes them feel safe and secure.
- Students act with high levels of awareness and responsibility, reflecting their excellent behaviour. They have respect for their peers and teachers and adhere to the school rules and guidelines. They willingly participate in events, projects and the enhanced positive-behaviour programmes such as 'With our values, we rise above' and 'With morals, I soar'.
- The vast majority of students adhere to Islamic and moral values as well as Bahraini inheritance and culture. This is enhanced by their participation in the National Day and the 'Bahrain First' festival, beach cleaning campaigns, citizenship corners. They organise a fair covering students' achievements, and projects such as 'My country is my life', a collection box for orphans and 'My school achieves my wishes'. In addition, the

school gives 'Eidiya' to orphaned students during Eid festival and visits hospitalised students.

- The school is highly successful in external competitions, for example attaining first position in the MoE's Quran Recitation and Prophetic Traditions Memorization Award, the Mathematics Spotlight Award, the Best Educational Game, Aisha Mosque Competition for Recitation of 'Surat Al-Munafiqun', the Health Market Award, the second place in the 'Shining Pearls', the 'Surat Al-Mulk' memorisation, poetry and 'Critical Culture' competitions.
- The career development committee makes great efforts to raise teachers' performance levels through the organisation of a variety of programmes and workshops such as 'Higher Order Thinking Skills', 'Successful Lesson Criteria' and 'Key Criteria of the QQA'. It also encourages learning communities among departments, and arranges internal and external exchange visits that contribute to enhancing the outstanding classroom educational practices and improving the overall performance.
- Teachers use effective teaching and learning strategies in the vast majority of lessons, such as questions for learning, discussion and dialogue, role-play, learning through play, group and pair activities, and the student-teacher strategy. Teaching processes are enhanced through various learning aids, for example small boards, e-presentations, educational films, worksheets and illustrations.

- Teachers use effective individual and group, as well as oral and written, peer assessment mechanisms through which they measure the real standards of students accurately, and make sure that lessons' objectives are achieved. They also use their outcomes in addressing the various learning needs of the vast majority of students.
- The school meets students' different learning needs effectively, through support programmes outside the classrooms such as 'We always rise above by Arabic Language' project that cares for students whose mother tongue is not Arabic, and the learning difficulties programme for Cycles 1 and 2 through which students achieve high academic standards. There are also high achievers enhancement programmes such as the 'I read to achieve high standards' project, participation in the 'Best educational game' competition, and talent and creativity forum week for talented students entitled 'My school is the source of my talent'. This shows positively in students' personal and academic development.
- The school always seeks to provide a safe, secure and risk-free environment. It checks and maintains buildings regularly, trains staff on the evacuation and sheltering exercise, and provides fire extinguishers and first-aid kits throughout the school.
- The school leadership inspires and motivates teachers towards sustainable development and giving, as well as, working hard. Initiatives are encouraged and excellence enhanced using various approaches such as 'I motivate my teachers', 'The active teacher', and 'Star: achieve and

win'. The leadership also seeks to create qualified competent leaders. This contributes to streamlining the

workflow and ensure achieving tasks according to deadlines.

Main Strengths

- The strategic plan based on an accurate self-evaluation covering all the schoolwork aspects, with accurate and clear KPIs, and is implemented accurately and monitored regularly.
- The leadership is aware of the school's strengths and areas for development. Their awareness and understanding of the Review Framework shows in the informative and accurate (SEF).
- Students possess a high moral outlook and act with strong self-discipline. They respect each other, their teachers and the school's environment and facilities.
- Students achieve high and very high pass and proficiency rates in most core subjects.
- Effective teaching and learning strategies are used in the vast majority of lessons, supported by e-lessons and interesting learning resources that contribute to attracting students towards learning.
- High achievers take part in the school activities and in the internal and external competitions where they achieve foremost positions.

The most Outstanding/Pioneer Projects

- 'My break is my joy' aims to develop students' educational and personal qualities by enlivening school breaks with a variety of educational activities that enhance students' experiences and contribute to shape their personalities and promote initiatives.
- 'I accept the challenge' aims to raise all Cycle 2 students' academic attainment in core subjects through accurate and continuous follow-up of students in and outside classrooms, with the provision of learning support for various categories of students. This contributes to raising the number of students obtaining outstanding grades.
- 'My health depends on the food I eat' aims to instill the appropriate health and nutrition habits in all students, through guiding and introducing them to the right way of choosing nutritional foods, and allocating time to have breakfast during the morning assembly on a weekly basis. This results in changing the students' nutrition habits and raising their awareness of how to choose healthy food.
- 'Together we progress' aims to enhance community engagement by communicating with parents in order to increase their participation in the school activities that are held during breaks, alongside providing support and guidance to students. This project is

selected as a success story, being presented in the Educational Experience Forum during the school year 2014-2015.

- 'I activate the substitute lessons' aims to develop students' abilities to take leadership roles and provide guidance to each other. Students run substitute lessons that provide learning guidance to others. This contributes to enhancing their leadership roles.
- 'Our life is in our values' aims to instill positive values in students such as honesty, trust, cleanliness, and tolerance. This is achieved through the organisation of school programmes and events as well as cultural weeks. It also results in encouraging good behaviour and respect for each other, maintaining the tidiness of the school, and a strong feeling of responsibility.
- 'I read to progress' aims to embed a reading culture in students. This project clearly increases the mental perceptions of the vast majority of students, their cultural awareness, enriching their vocabulary and improving their reading and writing fluency in Arabic.

Recommendations

- To continue the application of exemplary practices and leading projects in various aspects of the schoolwork, developing them and seeking to spread the philosophy across other educational institutes in the Kingdom of Bahrain.
- To constantly seek to raise the school's performance and the students' achievement to an outstanding level in English.
- To use differentiation in lessons and written activities to a larger extent.

Appendix: Characteristics of the school

Name of the school (Arabic)	سمية الابتدائية للبنات													
Name of the school (English)	Sumayia Primary Girls													
Year of establishment	1969													
Address	Building 15 - Road 1203 - Block 312													
Town / Village / Governorate	Al Gufool District/ Capital													
School's Contacts	17252551	17233947	Fax		17275902									
School's e-mail	sumayaprg@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	311			Total	311				
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	2	2	2	2	2	2	-	-	-	-	-	-	
Number of administrative staff	10													
Number of teaching staff	36													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													
External assessment and examinations	(MoE) examinations in mathematics for Cycle 2, English for Grade 6 - QQA National Examinations.													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a new Principal in the school year 2014-2015. 													