



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

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

**Zubaida Primary Girls School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 22-24 February 2016
SG067-C3-R045**

Introduction

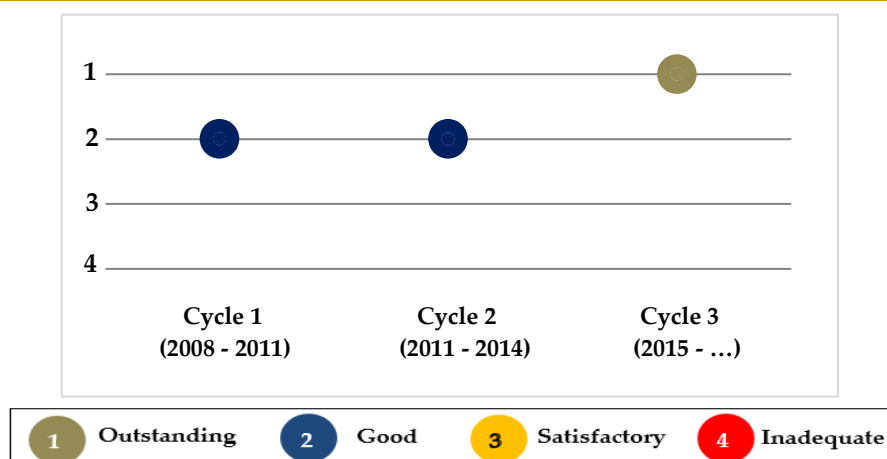
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, 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

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • The school makes outstanding progress in all aspects, particularly in students' academic achievement and the effectiveness of teaching and learning. • The school's leadership plays an outstanding role in building social relationships among its staff as all are well informed and share the decision-making process. The school's open-door policy motivates staff and inspires them towards continuous career development. • Strategic planning focusses on the school's development, with improvement priorities based on an | <p>accurate comprehensive self-evaluation process, helping to drive the school's overall outstanding performance.</p> <ul style="list-style-type: none"> • The school successfully uses its available learning resources and facilities to enhance students' learning and promote their various experiences. • In all core subjects, students achieve very high performance standards in the internal and external examinations. • The vast majority of teachers use effective teaching and learning strategies, particularly in the |
|---|---|

outstanding and good lessons, which represent two thirds of lessons. This is due to the impact of the effective professional development programmes on the staff, particularly in Arabic, class teaching and the majority of science and mathematics lessons. The effective strategies used lead to students acquiring outstanding basic skills, except for inconsistencies in providing support for low achievers in few lessons.

- Students show high self-confidence and ability to assume leadership roles. They also display great enthusiasm in the vast majority of lessons and in the various extra-curricular activities that enrich their different experiences.

- Students possess high moral character and act with an elevated degree of awareness and self-discipline inside and outside classes. They are committed to religious values and communicate together in clear harmony, consequently they feel extremely safe and secure.
- The effectiveness of students' support and guidance programmes is outstanding for the various categories of students, particularly for those whose mother tongue is not Arabic and the high achievers and talented.
- Students and parents are well satisfied with the school's provision.

Main positive features

- The school's leadership is well aware of the development and improvement priorities. It conducts an accurate comprehensive self-evaluation process that is reflected in its effective strategic planning.
- Exceptional human relationships exist among the school's leadership and staff members. This is effective in getting all updated with changes and developments, as well as fostering working as a team.
- Students' behave well and feeling safe and secure at school, taking part in school life confidently and enthusiastically and working in harmony.
- The use of effective teaching and learning processes result in students' high proficiency rates in basic skills in core subjects. This is attributed to the quality of teachers' professional development programmes, particularly of newly appointed teachers with initiatives such as the 'Peer Teacher' project.
- The outstanding support and guidance programmes offered to different categories of students, for example:
 - the 'I Love Arabic' programme for students whose mother tongue is not Arabic, contributing to their outstanding progress
 - the 'My Language is my Identity' programme that identifies and develops talented students in Arabic and seeks to promote their skills
 - the 'Learning by Peers' programme that identifies low achievers and meets their learning needs according to systematic remedial plans.

- The school successfully uses its available learning resources and facilities, as well as, providing a variety of outstanding extra-curricular activities and programmes, such as:
 - the ‘Safa Hour’ project that instills healthy habits and Islamic values, as well as, defining Bahraini heritage, customs and traditions with the participation of parents
 - the ‘Learning outside the Classroom’ project that utilises the school’s environment and field visits to enhance the students’ academic achievement and personal development
 - the ‘My Behaviour is a Reflection of my Personality’, ‘Zubaida is a Comfort for me’ and ‘My Morals are Reflected in my Behaviour’ projects that aim to enhance students’ positive behaviour
 - the ‘Borderless Giving’ project that aims to inspire and motivate teachers towards development and continuous giving
 - Distinguished morning assembly programmes are exemplary and cover various sports, recreational and educational activities such as a daily walk, curriculum-based competitions, and talent development events such as drama, presentation and chanting.
- The excellent students’ departure programme that maintains their safety and security while leaving the school.

Recommendations

- Spread the school’s outstanding practices, particularly those relating to students’ support and guidance programmes and projects, contributing to promote students’ academic achievement and their personal development.
- Use outstanding and good learning practices to develop teaching and learning processes further to ensure more support provided to low achievers.
- Address the shortage in human resources, mainly of senior teachers for Arabic, English and science.

□ Capacity to improve ‘Outstanding’

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • Outstanding performance is achieved in all aspects, particularly in students’ academic achievement and the effectiveness of teaching and learning. | <ul style="list-style-type: none"> • The school’s leadership is aware of the school’s reality and its points of strength and areas for development, due to an accurate comprehensive self-evaluation process used in setting up |
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clear strategic and action plans with exceptional programmes, procedures and accurate follow-up mechanisms.

- The academic faculty and administrative staff work enthusiastically together towards ongoing development that helps them overcome the challenges facing the school, particularly those related to students whose mother tongue is not Arabic, and the lack in some facilities.
- The efficient teachers' professional development programmes impacts positively on the performance of the vast majority of teachers in lessons.

- The proficiency of the academic faculty and administrative departments lead to high quality learning situations despite the shortage in human resources represented in senior teachers for Arabic, English and science.
- There is a very close match between the review team judgments and the school's judgment in the Self-Evaluation Form (SEF). This reflects the school leadership's awareness and understanding of the Review Framework.

Appendix: Characteristics of the school

Name of the school (Arabic)	زبيدة الابتدائية للبنات													
Name of the school (English)	Zubaidah Primary Girls													
Year of establishment	1951													
Address	Building 9-Road 1601-Block 216													
Town / Village / Governorate	Muharraq/ Muharraq													
School's Contacts	17344623	17340983	Fax	17342684										
School's e-mail	zubaidahprg@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	605	Total	605								
Students' social background	Most students come from middle & low-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	3	4	3	-	-	-	-	-	-	
Number of administrative staff	23 and 16 technicians													
Number of teaching staff	49													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													
External assessment and examinations	MoE examinations in mathematics for Cycle 2, and English for Grade 6 QQA National Examinations.													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Newly appointed staff in 2015-2016: <ul style="list-style-type: none"> a Psychological Support Specialist 2 teachers, one each for Arabic and English. 													