



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

Directorate of Government Schools Reviews

Special Review Report

**Al-Rawdha Primary Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

Date of Review: 5 April 2017

SG087-C3-R111

Introduction

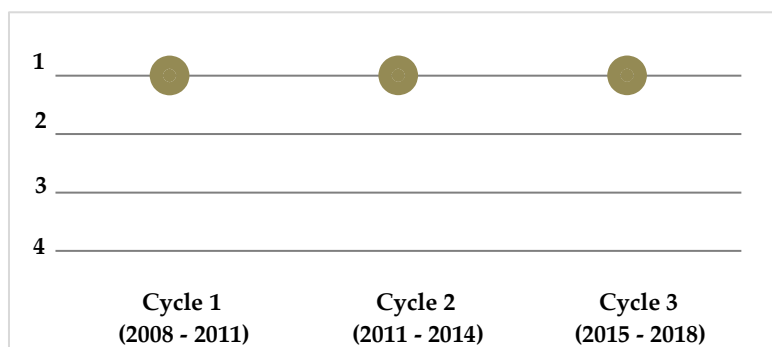
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with 'Outstanding' performance in the last review cycle over one day by a team of seven reviewers.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

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 ambitious shared vision focuses on distinctive quality provision in the educational practices to students. Its content is practically and proficiently translated in all aspects of the schoolwork. This is supported by the leadership's awareness of the school's strengths and areas for improvement. The richness of information provided in the self-evaluation form (SEF) and its accurate evaluation of its overall effectiveness, and all aspects of the schoolwork is consistent with its current situation and the review team's judgements.
- The school's (SEF) is accurate and comprehensive, being built on the standards of the Bahraini Outstanding School Project, (SWOT) analysis, the accurate analysis of the results of the Ministry of Education (MoE) and school examinations, the school's projects and events' feedback. The results are used to develop the strategic plan to be in line with the school's development and improvement priorities. It includes clear performance indicators and accurate monitoring mechanisms. This has helped in establishing organised work systems

and maintaining the school's outstanding performance.

- All students participate in the school life with enthusiasm, enjoyment and motivation and show high self-confidence through their active participation in the extracurricular activities. These include 'Al-Rawdha Morning', leading the morning assembly and events during break times such as utilising areas for initiatives such as 'Young Scientists' and 'The Store' and using the 'Mobile Library'. Students also assume leadership roles as in Students' Council and the various students' committees and groups such as 'the Scouts', 'The Young Artist', 'Agriculture' and 'Memorizing the Holy Quran'. They also take active roles in the 'Self-management' Project, in which they lead the school for one day a month following a clear specific system.
- Students in Cycles 1 and 2 achieve high proficiency rates in the vast majority of core subjects, ranging between 62% and 92%, the lowest being in Grade 4 mathematics and the highest in Grade 5 science. The exceptions are the students' average proficiency rates in Grades 5 and 6 English, at 55% and 59% respectively. All students achieve outstanding progress in written works.
- Proficiency rates are consistent with the high pass rates in the vast majority of core subjects, reflecting students' outstanding standards, which are much higher than expected in the outstanding and good lessons that account for almost three quarters of the lessons observed, mainly in the class teaching, Cycle 2 science and Arabic and some English and mathematics lessons. However, these standards vary in some

lessons, particularly in Grade 4 English and mathematics.

- Outstanding students, who represent the largest sector of all students, achieve outstanding progress in most lessons, as is in the enrichment that are in line with their abilities. Students with learning difficulties also achieve remarkable progress in their special education 'Learning Difficulties are Meaningless', though low achievers make less progress in the majority of lessons due to inconsistent educational support. However, they achieve good progress in their remedial programmes and associated activities through the 'My Mom and Dad Study with Me' Project.
- Most class teaching students acquire outstanding basic skills in Arabic, science and mathematics, such as reading aloud, verbal expression, scientific skills, concluding and comparing physical and chemical changes, scientific experimentation and addition and subtraction. However, Grade 3 students achieve a lower level in reading aloud and writing English skills.
- Cycle 2 students acquire outstanding basic skills in science and Arabic, such as scientific experimentation in distinguishing mixtures, expressive reading aloud and grammar. However, Grade 4 students achieve lower in mental calculation, circumference rules deduction in mathematics, linguistic and reading aloud skills in English.
- Teachers' evident knowledge of their subjects is demonstrated in their high self-confidence and great enthusiasm in lessons, as is their ability to speak standard Arabic and establish logical links between subjects and real life.

They apply effective teaching and learning strategies such as learning through play, cooperative learning, role play and think, pair, share. These make lessons student-centred and enable them to play key roles in most activities. This shows their ability to assume responsibility very competently, particularly in presenting learning situations as student teachers and contributes significantly to their enjoyment of learning and outstanding acquisition of skills, knowledge and concepts.

- Teachers use various effective assessment techniques, including individual, collective, oral and written assessments as well as self- and peer assessment. The results are used to meet the students' educational needs in the vast majority of students of all group categories. However, the educational support provided to low achievers varies in some lessons.
- The vast majority of teachers demonstrate productive classroom management that is based on structured planning and logical progress in explaining lessons, giving clear instructions and guidelines and effective investment of learning time. They also implement motivation and encouragement techniques that enhance students' self-confidence and increase their motivation to participate, such as enthusiastic greetings, praise and star boards. These can be seen in classrooms and throughout the school.
- The school provides healthy safe learning environment through comprehensive and thorough monitoring of all safety and security procedures, the school's health and safety committee, providing first aid

training and conducting evacuation and sheltering drills. The school received an outstanding evaluation from the Safety and Security Division and Civil Defense Department for conducting evacuations in a record time of only 1 minute and 37 seconds, as well as the monitoring of the safe arrival and departure of students. The school also received the 'Golden Award in the Health-Reinforcing schools' competition.

- Teachers distinctively utilise the school yards and heritage corners such as the 'Liwan' and 'Firjaan Al-Awal' to enrich students' learning experience, enhance their learning and develop their life skills and knowledge of Bahraini culture. They also productively use learning resources, particularly PowerPoint presentations, educational films, images, flash cards and individual boards.
- Students behave well and act with awareness and a sense of responsibility both in and outside the classrooms. They demonstrate mutual respect, cooperation and great harmony as a result of the effective personal development programmes and projects such as 'I am Honest'.
- Improving staff performance is a top priority for the school leadership, which identifies teachers' training needs through the 'I Choose my Own Support' programme and 'Teaching for Learning' committee. Training needs are met through discussion sessions, training workshops and development projects such as 'Educational Highlights', 'Active Learning', the 'Role Playing' strategy, targeted reading and educational brochures. Teachers' performance is monitored by assessing

the impact of training and motivating them towards self-training through the 'Fountain of Progress' project.

- Outstanding and talented students participate in internal and external tournaments and activities, in which they achieve high positions such as the first place in the VEX Robotics competition. Other competitions include 'Future Scientists', 'Mathematics Olympics' and 'Child Art'. They also participate in the 'Problem Solving', 'Ambassador of Happiness', 'My Medals', 'Raising the Bar for Excellence', 'Climbing to the Top' and 'Butterflies of Excellence' programmes and the 'Morning English Club'. Talented students are supported through various committees such as Al-Rawdha Club, Garden of Creativity and Young Genius.
- Students demonstrate a thorough understanding of Bahrain's heritage and culture and show interest in participating in religious and folklore events by utilising the heritage corners of the 'Big Home' and the 'Cleric' during break times, the 'By Thikri, I Colour my Life' event, and the Ministry's 'Quran and Sunnah' competition. They also show significant patriotism by participating in national occasions and events such as the National Chartered Carnival and 'Bahrain First'.
- The school carefully and distinctively follows up on and meets the learning needs of the students, of different

categories, by implementing leading projects. Programmes for students with learning difficulties include 'My Mom and I Read', 'My Golden Letters', 'Reading Challenge', 'Numbers Race' and 'Able to Excel'. Programmes for low achievers include 'My Mum, My Teacher and I Study Together', 'Reading Train', 'Together we Climb to Success' and 'With My Dad's Help, I Improve in English'.

- The school supports students' financial and personal needs in an outstanding manner and assists them when they encounter problems through active counselling and awareness-raising lectures and that enhance positive behaviour. These include 'Where Should I go to Solve My Problem?', 'My Values Add Colour to my Life' and 'My Rights Colour my Garden'. The school follows up on special cases by involving them in programmes, activities and tournaments and supports them financially by providing them with the 'Winter Aid Coupon, the school canteen, stationery, school uniform and school bags.
- Communication with parents is excellent, with high parents' participation in various school events such as their contribution to the 'Projects Garden' project. The school also communicates with other schools by offering training programmes for newly appointed teachers through 'Al-Rawdha Ray of Light' programme.

Main Strengths

- The accurate comprehensive self-evaluation of all aspects of schoolwork, and the use of its results in developing the strategic plan to be in line with improvement and

development priorities, as well as the accurate and well-structured implementation of the plan.

- The leadership's awareness of the school's strengths and areas for improvement, and their evident understanding of the review framework which shows in the richness and accuracy of information provided in the self-evaluation form (SEF).
- Students' high self-confidence, self-discipline, active participation in school life and outstanding assumption of leadership roles both in and outside classrooms.
- The effective employment of various outstanding teaching strategies, along with optimal utilisation of effective learning resources.
- The variety of effective assessment techniques, which meet the students', of different categories, educational needs.
- The outstanding programmes and projects that enhance students' learning and personalities.

The most Outstanding/Pioneer Projects

- 'Self-management', which aims to develop leaders among the students such that a group of them can – after completing their training – undertake the duties and roles of the school Principal, Assistant Principals, administrative supervisors, learning resources specialist and teachers for one day a month. This has contributed to the creation of student leaders in the school who assume responsibilities with high confidence and good interpersonal skills.
- 'Projects Garden', which aims to reduce the burden on students and parents in preparing learning projects and aids for subjects. This project is implemented once every semester and is attended by parents who join their daughters in preparing one project for all subjects, to be explained by students in a fair organised by the school for these projects. This contributes to parents' satisfaction, and enhances students' self-confidence and increases their motivation to participate in school life.
- 'Learning Difficulties are Meaningless', which aims to improve the academic level of students with learning difficulties and provide them and their families with academic and psychological support. This helps to improve their standards and proficiency in the competencies of core subjects and increases their self-confidence.
- 'Fountain of Progress', which aims to improve teachers' professional competency by assigning a corner for self-learning and providing online files covering the development of all aspects of schoolwork.
- 'My Values Colours my Life', which aims to enhance students' values and ethics by conducting a series of activities and events before and during the morning assembly and during break times and linking values to lessons. This contributes to students' good ethics and helps eliminate undesirable behaviour.

- 'My Reading and my Goal', which aims to encourage students to develop future plans to achieve her objectives by means of a special score card, through which each student can assess her progress in each of the four core subjects, know her abilities and plan her future studies.
- 'Reading Challenge', which helps improve students' personalities and drive their passion for reading. This has resulted in the school being awarded the Certificate of Excellence in His Highness Sheikh Hamdan bin Rashid Reading Challenge Project, in which students with learning difficulties participated, as well as reaching the finals in the reading competition organised by the Ministry of Education to qualify participants and send them to the UAE to participate in the competition. The students also won the first place in the electronic story tournament 'I Read, I am Creative'.
- 'Al-Rawdha Ray of Light', which aims to improve the professional competency of newly appointed teachers by dividing the material presented into mini workshops and then assessing the impact of training by class visits. This operates in cooperation with a number of schools in the Kingdom in order to improve the standard of novice teachers and promote outstanding practice.
- 'My First Step in My School', which aims to improve the new students' standards enrolling in Grade 1 for the upcoming school year, particularly those who have not been to kindergarten. A diagnostic examination is held for them in June, followed by a rehabilitation, enrichment or support programme, depending on their classification, while parents are provided with notebooks to follow up on students during the summer vacation so that they join the school being able to read and write. This helps increase Grade 1 students' proficiency levels and pass rates.
- 'My Mum and Dad Study with Me', which aims to improve students' academic achievement by training parents of Cycle 2 students on the school curriculum so that they can provide their daughters with learning support by explaining certain lessons that may be difficult for them. This leads to improve students' academic standards.

Recommendations

- Continue implementing outstanding educational practices in all aspects of schoolwork and disseminating them as widely as possible, taking into consideration:
 - providing low achievers with more support in classrooms
 - focusing more on developing English language skills.
- Address the shortage in human resources represented by senior teachers of Arabic and English.

Appendix: Characteristics of the school

Name of the school (Arabic)	الروضة الابتدائية للبنات													
Name of the school (English)	Al-Rawdha Primary Girls													
Year of establishment	1994													
Address	Building 17 - Road 8 - Block 1208													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17422303	17422302	Fax		17421923									
School's e-mail	rawdha.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	538			Total	538				
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	3	3	3	3	3	3	-	-	-	-	-	-	
Number of administrative staff	14 administrative and 11 technicians													
Number of teaching staff	41													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Five years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for Cycle 2 mathematics and Grade 6 English. BQA national examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of two Assistant Principals in the school year 2016-2017. 													