



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit

Review Report

Raba'a Al Adawiya Primary Girls School
Gudaibiya – Capital Governorate
Kingdom of Bahrain

Date Reviewed: 5 – 7 January 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 as amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for student

Introduction

Review Scope

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 497

Age range: 6 -12 years

Characteristics of the school

Raba'a Al Adawiya Primary Girls School, located in Gudaibiya, is one of the Capital Governorate's schools. The age range in the school is from 6 to 12 years, and there are 497 students. Most of the students belong to middle income families. The students are distributed across 18 classes; 3 classes for each grade. The school categorises 8.9% of students as gifted and talented, 62.4% as outstanding and 13.4% as having learning difficulties. Seven students are in the combined class. The Principal is in her first year in post. There are 50 teaching staff.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 1 (Outstanding)

The overall effectiveness of Raba'a Al Adawiya Primary Girls School is outstanding. Parents and students are exceptionally satisfied with the school.

The students' level of academic achievement is outstanding. They achieve high proficiency and success rates in all core subjects and this success is matched by their achievement levels in lessons. The varied and interesting teaching methods used take students' individual differences and abilities into account perfectly in lessons and to a good level in activities and written work. Students make exceptional progress. Success results in basic subjects over a three-year period show significant levels of progress. Students also make good progress according to their abilities, helped by the effective and varied programmes offered to students with learning difficulties, students in the combined class and students who do not have Arabic as their mother tongue. The school also seeks to develop the talented and outstanding students' abilities through participation in internal and external activities and competitions.

Students' personal development is outstanding. Students are punctual. They enthusiastically take part in lessons, school activities and programmes. The school offers a rich variety of programmes that give students plenty of opportunities to develop their individual personal qualities and mental abilities, gain self-confidence and take on responsibilities. Students show a keen self-awareness: they maintain the school environment well and create a culture of harmony and mutual respect across the whole school community. Students feel secure and safe in the school.

The effectiveness of teaching and learning processes is outstanding. Most teachers have outstanding subject knowledge that was reflected in their performance in most lessons. Most teachers manage lessons effectively and make students the centre of the learning process. Most lessons are characterised by the use of an outstanding variety of learning strategies focused on helping students acquire skills, understanding and knowledge; in such lessons, students show great enthusiasm and

produce excellent work. Students' various abilities are challenged well, particularly in outstanding lessons, and most teachers use varied and effective assessment methods that provide clear indicators of students' progress against their own standards. The results of assessments are used in lesson planning and in the provision of appropriate support to different levels of students. Students are assigned varied homework, enrichment and remedial activities that take their different abilities into account and help them make progress according to their abilities.

The provision and enrichment of the curriculum is outstanding. The school provides an excellent range of activities and projects that effectively enrich the curriculum and broaden students' experiences. Students' understanding of their rights and duties is developed well; they are given plenty of opportunities to play a full part in lessons and to take leadership roles on school committees. The school develops a strong sense of citizenship in students during morning assemblies and by organising visits to national events and heritage sites. The school environment is rich with learning aids and displays of students' work that have a positive impact on enhancing the learning experience. Links across subjects are maintained in most lessons, especially in the first cycle. The school focuses well on helping students acquire basic skills in most subjects and students display excellent proficiency in core competencies.

The quality of support and guidance given to students is outstanding. The induction programmes for new students help them easily settle into school. The programmes arranged for students moving to the next educational phase prepare them well for their transition. Students' personal needs are effectively identified and met. The school arranges appropriate programmes for students' different learning needs, inside and outside classes, particularly for those students who do not have Arabic as their mother tongue. ; The school has an 'open-door' policy with students and handles most of their personal and academic problems effectively through events and awareness lectures. Students are happy and fully settled in the school. The school communicates effectively and systematically with parents and keeps them well informed of the progress of their daughters. The school environment is almost free of any health and safety risks.

The effectiveness of leadership and management is outstanding. The school has a shared vision and mission statement that is mirrored in all practices. It also has an annual motto, which this year was "Play and Learn" and is perfectly reflected in most lessons. The school has a comprehensive and shared strategic plan that is based

on accurate self-evaluation. Continuous and comprehensive monitoring of work done to realise the school's developing priorities is carried out. All this work is evident in the school's performance in general and in lessons in particular. The school uses its outstanding and experienced staff to raise teachers' professional competency through holding a number of workshops and courses. It promotes a spirit of teamwork among all staff that is reflected in their outstanding performance. Most of the school's financial resources and facilities are effectively used to serve the teaching and learning processes. Electronic resources, such as an e-classroom and other resources, are used appropriately by some teachers. The school uses various methods to seek students' and parents' views and responds positively to their proposals; one example of this is in the organising of students' field visits. Students and parents value highly the school's cooperative approach.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has outstanding capacity to improve and develop. The school leadership aspires to improvement and is heading, with established and well-planned steps, towards excellence in all aspects. The school's strategic plan focuses on improvement priorities, is based on an accurate and comprehensive self-evaluation of the school situation, and is shared with the school community; this has a clear impact on the outstanding performance of the school, particularly in lessons. The school has brought about improvements in the school environment to make it inspiring to learning and a celebration of students' achievements and varied work. All members of staff are keen to work collectively to support the improvement process.

The school's main strengths and areas of development

Main Strengths

- Strategic planning
- Self-evaluation
- High success rates in school examinations
- Students' achievement and progress in lessons
- Students' acquisition of basic skills
- Differentiation in teaching and learning
- Students' enthusiasm and motivation to learn
- Students' contribution to school life
- Students' behaviour
- Meeting students' personal needs
- Effective learning strategies
- School environment
- Inspiration and motivation
- Communication with parents

Areas for improvement

- Differentiation in homework and written activities.

What the school needs to do to improve

In order to improve further, the school should:

- Spread the outstanding practices that include:
 - Taking students' individual differences into account
 - Developing students' higher thinking skills
 - Challenging students' abilities.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	1: Outstanding
The school's capacity to improve	1: Outstanding
Students' academic achievement	1: Outstanding
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	1: Outstanding
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding