



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

Schools Review Unit Review Report

**Rabia'a Al-Adaweyia Primary Girls School
Al Qudaibiya - Capital Governorate
Kingdom of Bahrain**

Date of Review: 15-17 October 2012

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

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

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

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

Characteristics of the school

School's name		Rabea Al-Adawia Primary Girls School											
School's type		Government											
Year of establishment		1967											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	-	Girls	450				Total	450			
Students' social background		Most students belong to middle class families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	3	3	3	3	-	-	-	-	-	-
Town /Village		Manama											
Governorate		Capital											
Number of administrative staff		10 administrators and 17 technicians											
Number of teaching staff		48											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		6 years											
External assessment and examinations		NAQQAET's national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		166				96			2			45	
Major recent changes in the school		<ul style="list-style-type: none"> • The school joined the improvement project in 2011-12 • The school received Sheikh Hamdan Bin Rashed Al Maktoon for educational excellence in 2011-12. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 1 Outstanding

The school's outstanding performance in this review is similar to that in the previous review in January 2010. The comprehensive strategic plan corresponds to the school's collaborative vision, which is set according to a rigorous self-assessment. Its implementation maintains excellence in all aspects, especially in students' awareness, sense of responsibility, and outstanding participation in the school's life. Students' gain consistently high results in the national examinations in all the core subjects, especially in the second cycle. They show high competence in basic skills and in the internal examinations. A unified policy drives effective strategies which help challenge students' abilities and make lessons enjoyable. High quality academic and personal support is given to different groups, especially those whose mother tongue is not Arabic and this is highly appreciated by students and parents.

- How strong is the school's capacity to improve?**

Grade: 1 Outstanding

The school's outstanding capacity to improve and develop is similar to its capacity in the previous review. The school continues to move forward to achieve its ambitious vision, with the aid of its staff's competency and its strong strategic planning. Accurate performance indicators based on comprehensive and regular assessment guide practice successfully, reinforcing the previous outstanding aspects and further developing them, especially in connection with the academic and personal development of students. The quality of teaching and learning and the strong and effective support, enrichment, and curriculum enhancement programmes are improving. This encourages excellence as the school moves from competing locally into regional and national levels. This has helped it receive the Sheikh Hamdan Bin Rashed Al-Maktoom award for scientific excellence in 2011-12.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 1 Outstanding

Students in Grade 6 attained well above the national average in English, Arabic, and mathematics consecutively from 2010 to 2012, and slightly above in science. Students in Grade 3 attained well above the national average in Arabic and mathematics in 2010 and 2011. They attained results closer to the national average in Arabic in 2012. These attainment levels closely correspond to the standards students achieve in most lessons in the core subjects, especially in the second cycle.

Most students attain high pass rates in school examinations in 2011-12 which range between 87% and 100% and correspond to high competency rates in all basic subjects in both cycles and are reflected in the high standards of most of the students' written work. In the outstanding and good lessons, which represent more than 75% of the lessons, students achieve higher standards than those generally expected due to the effectiveness of the various teaching methods, which enable the great majority of them to acquire spelling and grammar skills in English and Arabic. Students use these effectively in reading, speaking and writing. They also have skills of addition and reading figures and decimal numbers in mathematics, and the practical and scientific skills to undertake experiments and investigations.

The vast majority of students progress consistently well and in accordance with their different abilities. Various activities meet their different educational needs exceptionally well. This is demonstrated particularly by their noticeable development from leaving the first cycle and when joining the second cycle.

Students achieve exceptionally well both inside and outside the classrooms, due to the school's efforts in considering their individual differences and in the variation in what is offered in terms of activities and programmes. Outstanding and gifted students achieve well in lessons and through their participation in the enrichment programmes and projects, such as 'Steps Toward Creativity'. They achieve top places in competitions such as expressive writing cultural understanding, with the cooperating schools. Low achievers, students with learning difficulties and students in the integrated class also make excellent progress due to the effectiveness of the support they receive in classrooms, through the additional teaching programmes, the supportive nature of lessons and the therapeutic activities.

□ How good is the students' personal development?

Grade: 1 Outstanding

Students have a strong sense of belonging to the school, and are highly motivated to learn. They have a sense of awareness and responsibility to adhere to the school's rules, demonstrated by their regular attendance and punctuality, and their care for the school. They demonstrate exemplary behaviour and politeness towards staff and visitors, which reflects the schools' efforts to reinforce values and a sense of security for students.

Students participate enthusiastically, express their ideas and experiences, and show a sense of harmony through collaborative work. They support school activities through participation in the extra-curricular activities, such as the morning assembly, the weekly activities, and students' committees like the 'Gifted Committee', and the 'Eco-Friends Committee'. They also participate in competitions which reinforce positive attitude, such as 'My mind guides me', and 'Rabea Bank of Values', in addition to their voluntary work in maintaining order and cleanliness, and their leadership role in the student council. Their participation in many clubs reinforces their understanding of responsibility and contributes strongly to their self-confidence.

Students demonstrate a strong sense of patriotism, and a good understanding of the culture and heritage of Bahrain. They participate in national celebrations, such as the 'Caravan of the Good'. And play an important role in celebrating religious events, such as Al Hajj, in the morning assembly.

The quality of provision

□ How effective are teaching and learning?

Grade: 1 Outstanding

Teaching and learning processes are of high quality in the vast majority of lessons, due to the teachers' wide experience and their knowledge of their subjects, which help most students acquire knowledge and skills in all core subjects. Teachers of both cycles employ effective and encouraging age-appropriate teaching methods, such as 'brainstorming' and 'learning through play', mixed with songs, and role play, which attract students' attention, and increase their level of enjoyment and participation in classes. Students are given numerous opportunities to learn from each other, through applying collaborative learning, where roles and responsibilities are clearly defined, and that objectives are met through active participation according to their interests and abilities. Teachers follow a unified policy

in applying strategies for the teaching and learning of all subjects, whether theoretical or practical, based on well-established teachers professional development plans. They are committed to discuss lessons objectives and provide introductory activities, such as predicting the topic of lessons through solving some quizzes or analysing mathematical patterns. They utilise various learning resources, which enrich the learning process, such as the smart board, flashcards and educational movies and pictures, which positively help increase students' motivation to learn and reinforce their learning.

Classes are managed effectively, which helps increase students' productivity, due to good planning which involves students and uses time effectively. This has enabled students to achieve lesson objectives. Students' self-learning is encouraged which develops their higher order thinking skills such as analysis, deduction, comparison, and criticism. Students' different abilities are challenged in almost all lessons. Teachers also concentrated in the vast majority of lessons on making links between the new and previous experiences of students, which predictably have a great impact on expanding students' overall intellectual abilities.

Learning experiences are enriched by a variety of differentiated homework activities, which support students' learning and challenge their abilities. Most of the homework is corrected and constructive feedback is provided, which has a positive impact on the development of most students' basic and higher order thinking skills. Students' performance is regularly assessed by using individual and collective evaluation methods, both written and verbal. Coloured flashcards are used to ensure that students have understood and that lesson objectives are met. Based on the evaluation results, appropriate support is provided for students' different needs.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 1 Outstanding

Most students participate in many programmes that support and suit their different needs. Outstanding students have the opportunity to participate in cultural weeks and prepare scientific research. Special education students participate in both internal and external competitions, whereas gifted students participate in preparing e-lessons and writing short stories. The school organises field trips and enrichment programmes, such as 'Al Adawia Reads', 'Treasures of Letters', which are linked with the curriculum of the second cycle, and the 'Little Researcher' programme. These programmes enrich the curriculum really well.

Curricula are reviewed and modified, such as the recent analysing of the first cycle curricula and the science curricula in the second cycle. Links across subjects are made successfully.

Enrichment and remedial programmes are provided. Parents are well-informed with updates related to curricula and teaching methods.

The school's facilities are fully utilised and enable students to acquire skills for their next level. Examples are the outstanding use of the learning resources centre to enhance their reading and research skills, the use of the computer laboratory and the use of the heritage corners to celebrate creative work and to enhance learning.

Students' sense of patriotism and their understanding of their rights and duties have developed in an outstanding manner through their participation in many events and visits to local sites.

□ How well are students guided and supported?

Grade: 1 Outstanding

New students receive a variety of activities to help them settle quickly and develop rapport with other students, often through the students' council. Students are also well-prepared for the next stages of education through special guidance sessions with neighbouring schools.

The school identifies the needs of students and meets them well. Financial help is provided where necessary. Effective enrichment programmes for outstanding and gifted students, are provided, such as a programme to build independent thinking skills. Low achievers and integrated class students are given enrichment and remedial lessons, which have a significant impact on their learning, and academic and personal development.

Students are aware of and highly appreciate the easy communication and constant support available to them. Parents also appreciate the school's effort in reinforcing behavioral values, guidance and providing a safe and healthy environment for all. The school continuously observes and assesses safety and security issues. It carries out evacuation processes and competes successfully in safety and security competitions.

The school regularly informs parents about their daughters' academic and personal development through many effective communication channels such as the open day, weekly brochures, and parents' meetings, which are highly appreciated by parents.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 1 Outstanding

The school's collaborative and ambitious vision focuses on creating a distinguished generation of leaders. The school maintains its excellence in all aspects. It has strategic planning which includes clear performance indicators and ambitious goals, strongly linked to its vision and mission, set in the light of its accurate self-assessment. Staff and parents have participated in this planning, which concentrates appropriately on enhancing the school's overall performance, especially in students' academic achievement and teachers' professional development.

The school's administration inspires its administrative and academic staff, in order to maintain their best practices. It creates an atmosphere that encourages work by the use of effective motivating techniques, such as participating in decision-making, taking various leadership roles, giving opportunities to prepare educational projects, and making use of distinguished capabilities to compete in external competitions. This has resulted in winning the Sheikh Hamdan bin Rashid Al Maktoum award of scientific excellence last year, which raised the staff's enthusiasm and motivation to work hard and to develop further.

The school prepared a number of discussion groups and educational brochures to raise teachers' professional competencies. Workshops, such as 'Developing Higher Order Thinking Skills' and 'Outstanding Learning' have been effective in maintaining high standards. Classroom visits, and sharing the competencies of the partner-teachers has had a great impact on improving what is offered to students in most lessons.

Resources and facilities are utilised well. Pioneering and ministerial improvement projects are supported through using financial rewards from internal and external competitions. The school seeks students and parents' views through questionnaires and the parents' and students' councils. Their ideas and views are taken into consideration in relation to examinations, workshops and festivals. Parents and students are satisfied with those procedures.

The management council, the parents' council and the technical committee have clear roles in following up the implementation of the school's plans and evaluating its programmes. These help improve the school's general performance in a remarkable manner. The school communicates well with improvement partners, which has resulted in achieving

outstanding outcomes in the four sessions held so far. The school also cooperates with the local and wider community in order to enhance students' experiences through activities such as organising a visit of a human rights group to the school and the students' visit to the Consultative Council and the Parliament.

The school's main strengths

- Comprehensive strategic planning that conforms to the school's collaborative vision, and is based on a rigorous self-assessment
- The high and outstanding performance of the students in the national examinations in all core subjects, especially in the second cycle, and students' attainment of standards that is higher than expected in the school's examinations and in their mastery of basic skills
- The implementation of a variety of effective learning strategies that challenge students' abilities
- Students' awareness and high sense of responsibility, as well as their outstanding participation in school life
- The high quality academic and personal support provided to all students, especially those whose mother tongue is not Arabic.

Recommendations

In order to improve, the school should:

- spread outstanding practices on a wider scale, to include all classes within the school and educational institutions across the Kingdom
- make use of the support and assistance techniques available at school to support low-achievers and improve their performance in lessons.