



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

Directorate of Government Schools Reviews Special Review Report

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

Date of Review: 20 February 2017
SG104-C3-R097

Introduction

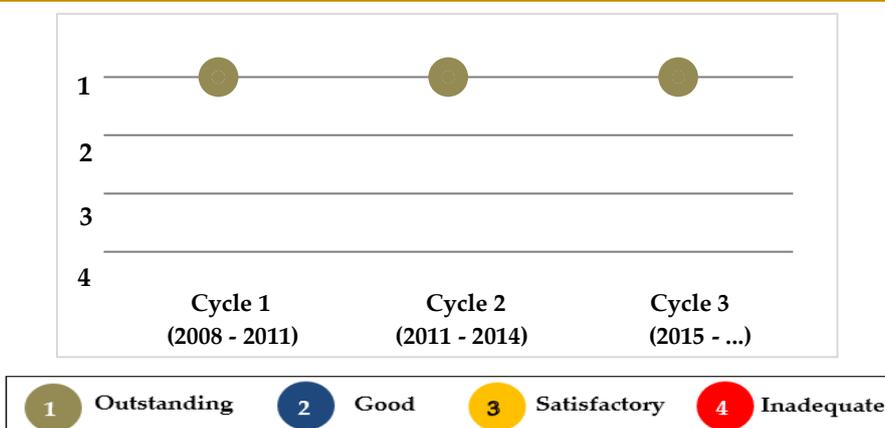
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle over one day by a team of seven reviewers. 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
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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	2	-	-	2
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 adopts a shared vision that focuses on excellence and development of the shared values of belonging. With the outstanding efforts and awareness of the school's leadership, this vision is reflected in all educational practices at the school.
- The school is fully aware of its strengths and areas for development due to the accurate and comprehensive self-evaluation of all school work aspects. This is based on a SWOT analysis, the Outstanding Bahraini School standards and regular observation. It has contributed toward specifying school work priorities and developing the strategic and action plans, which include clear performance indicators with rigorous monitoring of their implementation. All of this contributes toward maintaining the outstanding level of the vast majority of the aspects and in overcoming challenges faced, represented by the large number of non-Arabic speaking students and the shortage in senior teachers in some departments, and an integrated management system.
- The higher leadership inspires the staff and motivates them to work within the

spirit of one team. It instills excellent human relationships among them which it enhances through believing in their abilities, embracing their initiatives and preparing them to lead through delegating competent teachers with authority and tasks. Projects that increased their motivation are encouraged, such as 'I Create; I Excel', 'Sparkling Stars in the Sky of Rabia'a' and 'Stars of Discipline'".

- The self-evaluation form accurately reflects the school's situation and challenges and is consistent with the judgements reached by the review team in the vast majority of the review aspects.
 - The leadership pays significant attention to raising the professional competency of the staff. It has established the 'Apprenticeship Centre' as a pioneer project through which it meets the training needs of teachers, along with other projects such as cultural weeks and the 'Experience Market'. These strengthen internal and external learning networks and prepare leaders capable of training and developing others. There are also specialised programmes that take care of new teachers, to develop their performance and enhance their expertise, which show in their performance and practices in lessons.
 - First and second cycles' students achieved high pass rates in the 2015-2016 school year, ranging between 96% and 100% in all core subjects. These are in line with the high and very high proficiency rates in the vast majority of the core subjects, ranging between 64% and 97%. However, Grade 5 students achieved only an average proficiency rate of 58% in mathematics.
- Students achieve significant progress in the outstanding lessons, which account for three quarters of lessons, and in written work. They acquire the basic skills in different subjects, such as reading aloud in Arabic, using vocabulary and verbal and written expression in English, mental computation in mathematics and reasoning and scientific skills in science.
 - Of the different categories of students, the outstanding represent almost half the total number of students, the low-achieving are few in number, while those with learning difficulties and students whose mother tongue is not Arabic achieve evident progress in the vast majority of lessons.
 - Grade 6 students continued to improve in the national examinations of 2016. They achieved standards higher and much higher than the national average in English, Arabic and science and slightly higher than the national average in mathematics. This progress is considered significant compared to the standards of Grade 3 students in the national examinations of 2015, as they achieved standards around the national average both in Arabic and mathematics.
 - Students demonstrate good morals and self-discipline, they respect each other's feelings and opinions and get along in harmony. They show initiative and are enthusiastic and highly confident. This can be seen in lessons, activities and school events, and through their assuming leadership roles and bearing responsibility for tasks assigned to them, such as their role in Students' Council and in the

various projects such as 'I Am a Leader'.

- The vast majority of students demonstrate a high sense of patriotism, outstandingly participating in national programmes, activities and festivals. They achieve high positions in competitions, such as winning the first place in the best country-love painting competition. Their behaviour and awareness are characterised by Islamic values, being evident in their care of the school's facilities and cleanliness, commitment to the values of tolerance and their coexistence despite their different cultures.
- Teachers use a variety of effective teaching and learning strategies in the vast majority of lessons, such as active learning, role playing, learning through play, chants, cooperative learning, think-pair-share strategy and questions for learning. They also use a variety of different learning resources that enrich students' learning, such as puppet theatre, individual boards, cubes, presentations and educational films.
- The vast majority of lessons develop students' higher order thinking skills through the employment of the Six Hats strategy and learning through exploring. They also develop methods of analysis, reasoning, justification and self-learning skills through the use of dictionaries and encyclopedia, research methods, scientific experiment, finding solutions to problems, activating corners and organising class visits to 'Rabia'a Club' to benefit from the various educational packages therein.
- The school actively uses all of its educational resources and optimally operates its facilities such as the

learning resource centre. Additional facilities are created by allocating part of the school yard as an open classroom, in addition to utilising murals, yards and different corners.

- Teachers support the vast majority of students and provide them with feedback to meet their different educational needs by benefiting from the results of the varied and effective assessment methods. These include verbal, written, individual, dual and whole class, in addition to peer and self-assessment.
- The school is characterised through the use of targeted educational programmes such as 'I love the Arabic language' and pioneer projects such as 'I belong to Adaweyia, and Adaweyia belongs to me', 'Luminous Rule', 'My Path to Success', 'I Learn Quran Language' and 'Language Butterflies', which all target students whose mother tongue is not Arabic. The school also strongly supports those students with learning difficulties and the low achievers, through regular remedial programmes such as 'Arabic Language Alphabets'. Outstanding students have a significant role through the 'Peer Student' project, while being challenged through the Scientific Research Forum and in different committees such as 'Mathematics Challenge'.
- The school provides students with sensitive care when they face problems. Personal and financial support is given through value-enhancing programme; such as 'Rabia'a Bank of Values', 'Values Cinema' and 'Values Treasure'. It also monitors special cases with care and precision.

- The school enriches students' expertise through a wide range of extracurricular activities that suit their interests and preferences. These include students' committees' activities, 'Environment Police' and 'Little Guide', cultural weeks and effective competitions and festivals, 'Excel and Launch' and 'Spelling Master'. Students' different talents are enhanced through the 'My Talent is in My School' programme and the 'Steps towards Innovation' project.
- The school promotes life skills significantly, including leadership, problem solving, critical skills as in 'The Little Critic' competition and other effective projects and committees. Information Technology skills are enhanced through 'Pioneers of Tomorrow'.
- The school monitors safety and security aspects on a regular basis and makes great efforts to provide a safe

and healthy environment by carrying out health and awareness programmes and evacuation drills. It also monitors the maintenance of its buildings and students' dismissal. However, despite the clear procedures that the school takes, the heavy traffic at the gate constitutes an obstacle to providing a completely safe departure for students.

- The school communicates effectively with the local community. It cooperates with the Ministry of Health, with other schools and with the Students' Media Centre at the Ministry of Education to enrich students' learning. It communicates with parents and encourages their voluntary initiatives in several projects, including: 'Soqia', 'Give It, Don't Throw It', 'My school's fruits were planted by my father' and a paper recycling project for printing the Holy Quran.

Main Strengths

- The school's full awareness of its strengths, and its proper implementation of school work according to an integrated management system that is based on solid strategic planning and comprehensive self-evaluation.
- The accurate and comprehensive self-evaluation and benefiting from its results in specifying development priorities, planning for prominent programmes and enhancing school work competency.
- The variety of pioneer projects in general, and the quality of Arabic language support programmes for students whose mother tongue is not Arabic.
- Students' achievement of high pass rates in the school year 2015-2016, which are in line with the very high proficiency rates in the vast majority of the core subjects, and which reflect students' levels in the good and outstanding lessons that account for more than three quarters of all lessons.
- Grade 6 students' achievement of levels higher and much higher than the national average in the national examinations, especially in English in 2015-2016, surpassing Grade 3 students' levels in the national examinations which are around the national average in Arabic and mathematics.

- The effective use of strategies and various educational resources which contribute to maintaining students' high performance levels as per their different abilities.
- The excellent human relationships in the school community, working in the spirit of one team, and the effective communication with parents and the local community to enrich students' expertise and develop the school's overall performance.
- The outstanding harmony among students, their high self-confidence and their active and enthusiastic participation in school life through initiatives in which they assume leadership roles.
- The development of students' life skills and abilities to self-learn, criticise constructively and solve problems through effective projects and committees.
- Meeting students' academic and personal needs through a wide range of remedial and enrichment programmes and outstanding activities and projects that enrich students' different expertise.

The most Outstanding/Pioneer Projects

- **'Experience Market'**, a project that aims to enhance internal learning networks, raise teachers' competency and prepare leaders capable of training and developing. on the value of this shows in classroom practices and teaching and learning development.
- **'Sparkling Stars in the Sky of Rabia'a'**, a project that aims to enhance career satisfaction among the administrative and teaching staff and encourages them to innovate. This contributes to strengthening close relations among school members and working in the spirit of one team.
- **'I Create; I Excel'**, a project that aims to link the incentive and reward system to the candidates' achievement in innovative procedural research and education projects that influence academic achievement. This results in a host of innovative ideas and research by teachers.
- **'I Belong to Adaweyia, and Adaweyia Belongs to me'**, a project that aims to merge students whose mother tongue is not Arabic in school life and raise their achievement levels. This noticeably contributes to students' harmony and progress in their academic achievement.
- **'Language Butterflies'**, a project that aims to support non-Arabic speaking students through peer students. This contributes to merging those students into the school community.
- **'Luminous Rule'**, and **'I Learn Quran Language; My Way to Success'**, two projects that aim to support students whose mother tongue is not Arabic, both linguistically and academically, and to provide a learning-motivating educational environment. These show in the progress of those students in Arabic and in their academic achievement.
- **'Values Treasure'**, and **'Values Cinema'**, two projects that aim to enhance positive behavioural values and the values of citizenship among students, increasing belonging

and coexistence and encouraging voluntary work. The effect of these shows in students' harmony, outstanding behaviour and care for the school environment.

- **'I Am a Leader'**, a project that aims to build a sense of leadership in students to serve the educational process. This shows in their ability to manage workshops and seminars that contribute to enriching the educational process.
- **'Little Guide'**, a project that aims to encourage students to solve simple problems that arise between them during the recess, raise their self-confidence and provide advice and guidance through positive value-enhancing classes. This shows in the development of students' life skills and contributes to their personal development.
- **'Environment Police'**, a project that aims to promote the leadership role of students, involving them in voluntary work and serving the community. This shows in students' high self-confidence and their care for school environment.
- **'Steps Towards Innovation'**, a project that aims to reinforce students' talents and higher-order abilities. This shows in students' innovative contributions in the various projects and committees and contributes to their achieving high places in competitions.
- **'My School's Fruits were planted by my Father'**, a project that aims to develop students' life skills and the ability to actively communicate with parents. This promotes parents' involvement in school life and students' keenness to preserve and beautify the school environment.
- **'Soqia'**, a project that aims to strengthen students' sense of volunteering and reinforce the role of Parents' Council. This strengthens the value of cooperation among students and helps those in need among them.

Recommendations

- Continue the implementation of outstanding educational practices in different school work aspects and disseminate them to the largest possible extent, promoting a shared educational community with other educational institutions in the Kingdom of Bahrain.
- Support the school's efforts by the relevant parties at the Ministry of Education with regards to students' safety at school dismissal.
- Address the shortage in human resources represented by senior teachers for English, science and mathematics.

Appendix: Characteristics of the school

Name of the school (Arabic)	رابعة العدوية الابتدائية للبنات													
Name of the school (English)	Rabia'a Al-Adaweyia Primary Girls													
Year of establishment	1967													
Address	Building 555 - Road 815 - Block 308													
Town / Village / Governorate	Al-Qudaibiya/ Capital													
School's Contacts	17258960				Fax		17258598							
School's e-mail	rabia.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		395		Total		395			
Students' social background	Most students are from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	3	3	2	2	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and 12 technical													
Number of teaching staff	40													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • None.