



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

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

**Um Ayman Primary Girls School
Manama - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 18-20 May 2015
SG019-C3-R018**

Introduction

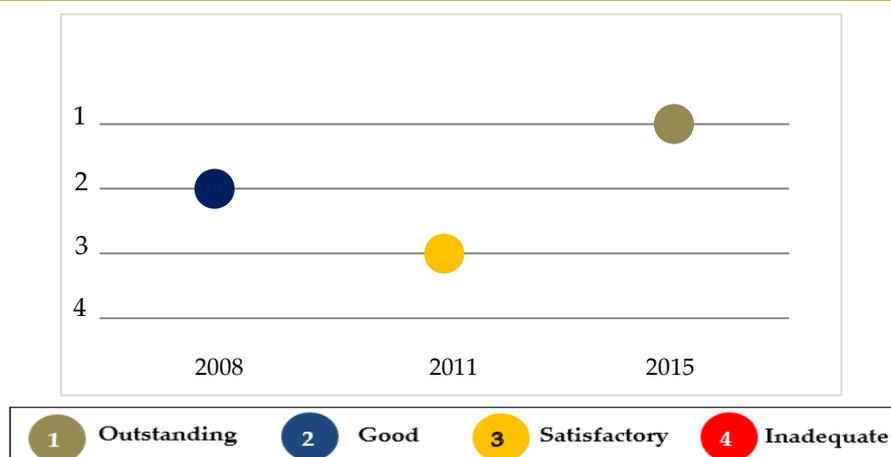
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities,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

| 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's performance is outstanding since it has achieved a remarkable break-through and quantum leap in all aspects of schoolwork. • The school's inspirational and motivational leadership has established an in-service training programme and schoolwork mechanisms, which put the school's vision into practice. • The varied and comprehensive self-evaluation and optimal utilisation of the results are used to build the various school plans. This has remarkably improved the school's | <p>performance and led it towards distinction.</p> <ul style="list-style-type: none"> • Applying effective professional development programmes has greatly developed the teaching and learning practices. • The standards of students are outstanding, as is their progress in lessons and in the school examinations. • The emerging of the self-confident student-leader model, which is emulated by students, and their dazzling enthusiasm in the various school-life activities and events. |
|---|---|

- The personal and academic support provided to all categories of students in lessons and in school programmes has an evident impact on students' progress, especially those whose mother tongue is not Arabic. Nevertheless, low achievers' progress in lessons and in their written works is not of the same standard.
- Parents' participation in the electronic questionnaire is low, though the results of interviews indicate that students and parents are satisfied and proud of the school's performance.

Main positive features

- The school's inspirational and motivational leadership, who have worked hard to achieve distinction, is effective in putting the school's vision and mission into practice in all areas of school work.
- Self-evaluation is comprehensive, as is effective utilisation of the results to build the various school plans and ensure that the school has an effective quality framework.
- Pioneering professional development programmes offered to the staff are effective, with an obvious impact on the quality of teaching and learning practices.
- Students achieve distinguished standards and progress in lessons and at the various school programmes, especially those whose mother tongue is not Arabic.
- Um Ayman students have high leadership potential and great enthusiasm in their interaction with the school's activities.
- Support, guidance, academic and personal programmes and their evident impact on students' academic progress and personal development are ground breaking.

Recommendations

- Spread the outstanding pedagogical practices widely, and make use of them to improve educational practices at other schools in the Kingdom of Bahrain.
- Focus on supporting low attaining students, challenging their abilities in lessons and in written works to motivate them towards excellence.
- Address the shortage in human resources represented in a social worker and, English and mathematics senior teachers.

□ Capacity to improve 'Outstanding'

Judgement justifications

- The school is fully aware of its strengths and areas for improvement. Self-evaluation is comprehensive, varied and accurate, focusing on all areas of schoolwork particularly priorities and building up the school plans that ensure putting the school's vision into practice.
- A remarkable quantum leap has been achieved in all aspects of school work, targeting outstanding performance, particularly in academic achievement and teaching and learning.
- The review team's judgements and those stated in the school's self-evaluation form regarding the school's performance are virtually identical.
- The in-service training programmes and mechanisms in almost all areas of schoolwork, carried out by an inspirational and motivational leadership, focus on achievement.
- The school has been successful in overcoming the challenges facing it, particularly in terms of supporting students whose mother tongue is not Arabic, by implementing some innovative and pioneering projects to improve their standards.
- Professional competency characterises the school's academic and administrative departments, which present and introduce high quality educational practices as well as pioneering projects. This is despite the shortage in human resources represented by a social worker and English and mathematics senior teachers.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|--------------------------------------|---|----------|-----|---|----------|-----|---|---|-------|-----|----|----|----|--|
| Name of the school (Arabic) | أم أيمن الابتدائية للبنات | | | | | | | | | | | | | |
| Name of the school (English) | Um Ayman Primary Girls School | | | | | | | | | | | | | |
| Year of establishment | 1961 | | | | | | | | | | | | | |
| Address | Building 973 - Road 1812 - Block 318 | | | | | | | | | | | | | |
| Town /Village / Governorate | Manama - Capital | | | | | | | | | | | | | |
| School's Contacts | 17294707 | 17290499 | Fax | | 17291729 | | | | | | | | | |
| School's e-mail | aymanprg@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 | 354 | | | Total | 354 | | | | |
| Students' social background | Most students come from limited and middle-income families | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Classes | 3 | 2 | 3 | 3 | 2 | 2 | - | - | - | - | - | - | |
| Number of administrative staff | 8 administrative and 9 technicians | | | | | | | | | | | | | |
| Number of teaching staff | 42 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 3 years | | | | | | | | | | | | | |
| External assessment and examinations | MoE's mathematics in Cycle 2 and English for Grade 6 examinations and, QQA's National examinations | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> 2 newly appointed teachers (1 for Arabic and 1 for Islamic studies in 2014/2015). | | | | | | | | | | | | | |