



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

School Review Unit

Review Report

Um Ayman Primary Girls School

Manama - Capital Governorate

Kingdom of Bahrain

Date reviewed: 17-19 November 2008

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The School Review Unit

The School 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 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 drive up standards.

Review grades are awarded 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 students.

Introduction

This Review was conducted over three days, by a team of five Reviewers led by a Lead Reviewer.

During the Review, Reviewers observed lessons and other activities, examined students' written and other 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: 352

Age range: 6 -12 years

Characteristics of the school

Um Ayman Primary Girl's School is a school in the Capital Governorate. The age range in the school is from 6 to 12 years. The majority of students enjoy economic stability. There are 352 students; Arabic is the second language for 28% of the students, 137 gifted and talented students, 8 with learning difficulties and one student with special needs. Students are distributed among 14 classes.

Overall effectiveness

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

Grade: 2 (Good)

Um Ayman Primary School for Girls is of good effectiveness because of its leadership which believes in development and monitors performance quality to enhance the level of achievement. All the school aspects were good, except for the leadership and management which was outstanding. This gained great appreciation from students' and parents.

Students' level of academic achievement is good as a result of the variety of suitable teaching strategies. The school conducts diagnostic tests in the two cycles, especially in core subjects including Mathematics and Arabic language. The results of these tests are used effectively to raise the performance of students with low acquisition and non-Arabic speaking students by developing remedial plans and programs.

Students' personal development is good. The school offers students opportunities to play leadership roles in extracurricular competitions and activities such as school broadcasts, theatre teams, students' council, and "the little paramedic" which help students to develop their self-confidence and sense of responsibility. One area in which the school could improve is to provide more opportunities for students to work together co-operatively.

Teaching and learning are good. Teachers know their subjects well and most teachers use a variety of methods to capture the interest of students. However some teachers adopt traditional teaching methods which fail to fulfil the lesson's objectives.

The curriculum is well delivered through several curricular and extracurricular activities which enrich and reinforce the curriculum. Different subjects are integrated in outstanding and good classes. In addition, the school environment is effectively utilized inside and outside lessons.

The quality of support given to students is good overall. The school provides effective induction programs for new students entering the school and for transition between the different phases. Students' needs are assessed and sufficient support is provided for those with special needs; low levels of academic achievement; or language needs (non-Arabic speaking students).

The quality of leadership and management in the school is outstanding. The school has a clear vision and mission which focus on high levels of performance in students' achievement and personal development, and to make the school a stimulating learning environment. There are

plans that aim to raise the competency of teachers and develop their professional abilities. The school evaluates its activities and programs on a regular basis, and its self-evaluation and strategic planning are an excellent foundation for school improvement.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has outstanding capacity to develop and improve, as for its dedicated leadership and management and its clear efforts to make the school environment educationally distinct. The parents' council, the management, as well as the technical committee have played a big role to develop the level of performance and to reflect the strategic planning and the school's self-evaluation on the students' level of achievement and personal development.

The school's main strengths and weaknesses

Main strengths:

- High achievement.
- Leadership and management.
- Vision, mission and the strategic plan
- School environment.
- Teaching and learning strategies.
- Special programme to develop the basic skills of non-Arabic speakers.
- Communication with parents and pupils.

Areas for development:

- Analytical thinking skills.
- Homework.

What the school needs to do to improve

In order to improve further, the school should:

- Use learning strategies that develop higher level thinking skills.
- Provide homework tasks which cater for individual differences.

Overall judgement

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	1: Outstanding
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	1: Outstanding