



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

Schools Review Unit Review Report

**Al-Mustaqbal Primary Girls School
East Riffa – Central Governorate
Kingdom of Bahrain**

Date reviewed: 24 - 26 May 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 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 students.

Introduction

Scope of the Review

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 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: 628

Age range: 6-12 years

Characteristics of the school

Al-Mustaqbal Primary Girls School is located in East Riffa, in the Central Governorate. It was founded in 2007. The age range in the school is from 6 to 12 years. The 628 students belong to higher- to middle-income backgrounds. The students are distributed across 20 classes: nine in the first cycle, 10 in the second cycle and one combined class. The school categorised 170 students as outstanding, 14 as talented and gifted and 41 as having learning difficulties. There are eight administrative staff and 52 teachers, including seven substitutes. The Principal is in the school for her second academic year. The school is part of the fourth phase of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of Al-Mustaqbal Primary Girls School is good. It has outstanding aspects, in students' personal development, provision and enrichment of the curriculum, support and guidance for students, leadership and management and its capacity to improve. Parents and students are exceptionally satisfied with the school.

The students' level of academic achievement is good. Students achieve high success rates that are consistent with their proficiency rates in most subjects. These rates match students' levels of performance in most lessons, where varied teaching and learning strategies are used. Students acquire sufficient basic skills and concepts. They make significant progress in core subjects and written work, and sufficient progress in most other subjects; a range of effective programmes and activities that challenge their abilities help ensure that their progress is in line with their abilities. These activities include classroom work that caters for individual differences, remedial and enrichment programmes for lower achievers and outstanding students, and programmes for students who have learning difficulties and the combined class students.

Students' personal development is outstanding. Students are punctual, aware and responsible; they attend lessons on time. Most students effectively and enthusiastically take part in lessons, in a wide variety of interesting activities and events set up by students' committees, and in school activity programmes, such as the school newsletter. Students also take part, and do well, in a number of internal and external competitions. Most teachers use a range of teaching methods that give most students opportunities to work effectively together and take on leadership roles, in the students' council, for example. These strategies develop students' self-confidence and self-motivation. The majority of teachers also give students sufficient opportunities during lessons to develop their higher thinking skills and broaden their horizons. Students are effectively helped to acquire higher skills such as explanation and justification. Students enjoy good relationships with their fellow students and all the school staff, based on mutual respect. Students feel safe and secure in the school.

The effectiveness of teaching and learning processes is good. Teachers have good subject knowledge that they reflect well in their use of effective teaching strategies such as deduction, games, discussion, dialogue and role playing in most lessons. Teachers also ensure the involvement of most students in class activities that cater for their individual differences, develop their higher thinking skills and challenge their abilities; in only a few

observed lessons was this not achieved. Modern educational and technical resources are used well to attract, encourage and motivate students towards learning. The school makes very good use of collaborative learning strategies in all lessons. These strategies have a positive impact on students' personal development and contribute to the level of progress most students make. The school has effective procedures for homework assignments, which are monitored by school leadership. The procedures are based on differentiation, links between subjects and the involvement of parents in the follow-up and marking process through an evaluation form, from which comments are noted and considered. Teachers provide sufficient feedback to students. This has a positive impact on students' knowledge of their mistakes and ways to correct them. Most teachers employ a variety of assessment methods, such as formative, oral and written assessment, in most lessons. Prompt feedback is given to students to ensure they achieve the lesson objectives.

The provision and enrichment of the curriculum is outstanding. Students reflect a good sense of citizenship and belonging to the school by looking after their learning environment, behaving well, and preparing leaflets and congratulation cards for national events and festivals. Students are also aware of their duties and responsibilities towards the school and submit proposals through various communication channels including the students' council and school mail. The school organises a wide range of interesting activities and sets up various committees to develop the different abilities of students, such as rehearsals and Tajweed (Quran recitation). It also carries out a number of educational projects that significantly contribute to enhancing students' personal development. All the combined class students take part in various events, including the celebration of "World Disability Day", which makes them feel fully part of the school. The school organises various programmes and activities that enrich the teaching and learning processes. It makes effective use of its learning facilities, such as the learning resource centre and computer laboratory, and various educational corners devoted to topics such as e-learning and English language. Most students acquire sound basic skills in reading and writing in Arabic and English, as well as numeracy, IT and communication skills. The school provides a distinctive and motivating learning environment of which students are proud. Students' displays and work are posted in classrooms, corridors and other school facilities. The school has a clear plan to create a coherent curriculum and create effective links so that students can transfer their knowledge and skills between subjects.

The quality of support and guidance given to students is outstanding. Induction programmes for new students and transferred students are effectively organized and help them easily settle in the school. Students are prepared well for their next phases of education through their acquisition of basic skills and life skills. The school uses diagnostic and survey tests and classifies students accordingly; an excellent range of activities, committees and programmes is organised to meet various students' needs. Support for students in lessons is outstanding. Teaching methods are diverse and class activities are based on differentiation. The social guidance department and administrative supervision department offer effective

support to both students and their parents, including educational weeks and a number of guidance and awareness programmes. These programmes help students to acquire positive behaviours and good habits. The school regularly communicates with parents and keeps them informed of their daughters' progress through a variety of channels; parents appreciate the school's efforts.

The effectiveness of leadership and management is outstanding. The school has a vision and mission statement focused on attainment and personal development, which is reflected in most lessons, educational practices and activities to a great extent. The school accurately analyses its position and uses the results in careful strategic planning, which involves establishing effective procedures to cover all eventualities. The effects of the plan can be seen in the performance of all the school staff. The school conducts an accurate self-evaluation process that covers all its educational practices. Teachers' performance in lessons is assessed by the school's leaders in order to identify their training needs. The impact of training programmes, which have clearly had an effect on the performance of teachers in lessons, is closely monitored. The school managers motivate and inspire their staff to work together and they create good working relationships. They also encourage staff to take the initiative and put forward ideas for development projects, such as the "Promotion of Values" and "e-lessons" projects. The school makes good use of its resources and educational facilities and allocates a special building for students' activities and projects. The school also seeks the opinions of students and their parents about most educational practices and procedures, which is reflected in their satisfaction with what the school provides.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has an outstanding capacity to develop and improve. The school has a highly effective and competent leadership and management team that make considerable efforts to enrich the school's work. They are able to plan strategically and conduct accurate self-evaluation of all the school's educational and learning practices. Most teachers show a very professional attitude and want to see change and development. The school management is continuously improving the school environment and teaching and learning processes. These improvements include high-quality projects and programmes that develop teachers' performance and meet students' needs exceptionally well, such as the formation of various student committees and the provision of in-house training courses. The impact of such programmes is clearly reflected in the performance of most teachers and the enhancement of students' levels of attainment and personal development.

The school's main strengths and areas for development

Main Strengths

- Self-evaluation
- Strategic planning
- Students' standards and attainment
- Basic skills in Arabic, English, numeracy and IT
- Differentiation in activities and homework assignments
- Programmes and projects
- Security and safety
- Students' awareness and self-confidence
- Communication with parents
- School's leadership
- A motivating learning environment.

Areas for development

- Developing higher thinking skills
- Challenging students' abilities
- Assessment and use of its results.

What the school needs to do to improve

In order to improve further, the school should:

- Make use of the excellent existing practices to develop further teaching and learning processes that focus on:
 - Developing analytical thinking skills
 - Challenging students' abilities.
- Make more effective use of assessment and its results to enhance further the learning process.

Overall judgements

Aspect	Grade: Description
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	1: Outstanding
The quality and effectiveness of teaching and learning	2: Good
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