



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

School Review Unit

Review Report

Al Mutanabi Primary Boys School
Manama - Capital Governorate
Kingdom of Bahrain

Date Reviewed: 11-13 May 2009

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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 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 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: Boys

Number of students: 480

Age range: 6- 10 years

Characteristics of the school

Al Mutanabi Primary Boys School is one of the Capital Governorate Schools. It was established in 1969. The school has 480 students and caters for students from 6-10 years old. Most students live in areas close to the school. Further, most students belong to families that come from middle to good academic and economic backgrounds. A large proportion of students came from Al-Ma'mun school which was closed down and has transferred its students to Al Mutanabi Primary Boys School during this academic year. The school classified 15.8% of the students as gifted and talented, 43.5% as outstanding, and 26.9% with learning difficulties. The students are distributed amongst 18 classes (12 for the first cycle, five for the second cycle, and one integrated class). The school is currently managed by a principal and an assistant principal. The school has 44 teachers. There is a shortage of the senior teachers for some sections. The school lacks some educational facilities such as a sport hall.

Overall effectiveness

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

Grade: 1 (Outstanding)

Al Mutanabi Primary Boys School is outstanding and in many respects has practices which are an example to follow. It obtained an outstanding level of satisfaction from most students and their parents.

The students' academic achievement is good. Most students achieve high success and proficiency rates in all subjects. These rates reflected the high levels of understanding and proficiency, observed in the good and outstanding lessons. The students make at least good progress in most lessons, particularly those students who do not have Arabic as their mother tongue. This is due to the school's accurate diagnosis of their needs and the school's efforts to meet their needs including the on-going support which has helped them achieve good academic levels and progress that is appropriate to their abilities. This progress is of particular note given the starting point of students when they enter the school.

The students' personal development is good. Most of them attend school regularly and actively participate in the school's activities. Most students have good self-confidence, ability to play leadership roles and express themselves fluently. Students have good relationships with their peers. There are few behaviour problems and they feel safe and secure in the school. Although the school has a high percentage of students from different backgrounds, the school's efforts played a critical role in creating harmony between the students.

The teaching and learning process is good. The teachers' good subject knowledge is reflected in their effective lesson management and the diverse teaching strategies, particularly in the outstanding and good lessons. The teaching methods used in lessons consider the individual differences of students and challenges their abilities. This has motivated and engaged students and has had a significant and positive impact on their achievement levels. Teaching strategies are used effectively to develop students' basic skills inside and outside of lessons, especially in the Arabic Language, and through their homework. Teachers and the school's staff are diligent in speaking the classical Arabic Language with the students in order to develop their Arabic skills.

The curriculum enhancement and enrichment is outstanding. The school effectively develops a sense of belonging and citizenship through a variety of programmes and external competitions. The school utilises its environment effectively through the use of displays and

different teaching resources that encourage students to respect and appreciate their surroundings. Integration between subjects and the practical aspects in their lives was made effectively which contributed to the increase in students' motivation for learning. In addition, the students' basic skills are effectively developed in Arabic, English and Maths.

Student support and guidance are outstanding. The school provides a diverse induction programme for students upon joining the school. This has contributed positively to the students' quick integration. They are provided with strong personal and academic support based on accurate diagnosis of their needs which has contributed to their personal development and academic achievement. There is regular communication with the parents and they are kept informed of their sons' progress. This reflected in their satisfaction with the school. The school also assesses its risks and takes appropriate measures to maintain the students' safety.

The quality of leadership and management is outstanding. The school has a shared vision and mission statement and focuses on achievement. The school has benefited from the results of the accurate comprehensive self-assessment and its different activities in setting up a strategic plan that focus on improvement and development. This enhanced the students' academic achievement and personal development. The school's management involves the school's staff in the decision-making process, motivates them, and develops them professionally. The effect of this was reflected on almost all teachers. The school employs its educational and financial resources and buildings effectively. It also responds exceptionally well to the parents' and students' needs and regularly seeks their views.

□ *Does the school have the capacity to improve?*

Grade: 1 (Outstanding)

The school's capacity to improve is outstanding. The senior management is totally committed to improvement. The leadership, in cooperation with the middle management and the school's staff have an ambitious vision and mission which they put into practice, particularly in the quality of teaching. There is a good atmosphere for learning in which students can flourish. A range of improvements have been introduced including effective strategic planning based on the results of the self-evaluation of all areas of the school's work. This enhanced the teaching and learning process and raised the students' achievement and personal development. The school also implements pioneering projects to develop the students' basic skills, raise the professional competency of teachers, and provide outstanding support to all students with regular follow up to ensure the quality of provision. This has impacted highly positively on the improvement of performance over the last four years. The results of the review were almost identical to the school's self-assessment results which gives confidence in the school's ability to achieve even more progress.

The school's main strengths and areas for development

Main strengths

- Strategic planning.
- Self evaluation.
- Range of teaching and learning strategies.
- Differentiation for teaching and learning.
- Developing basic skills in Arabic and English Languages.
- Supporting students that do not speak Arabic as their mother tongue.
- Homework.
- Extracurricular activities.
- Health and safety.

Areas for development

- Build on existing good practices.

What the school needs to do to improve

In order to improve further, the school should:

- Spread good and outstanding practices consistently throughout the school.

Overall judgements

Aspect	Grade
The school's overall effectiveness	1: Outstanding
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	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding