



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

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

**Al-Mutanabbi Primary Boys School  
Manama - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 29 September - 1 October 2015  
SG046-C3-R023**

## Introduction

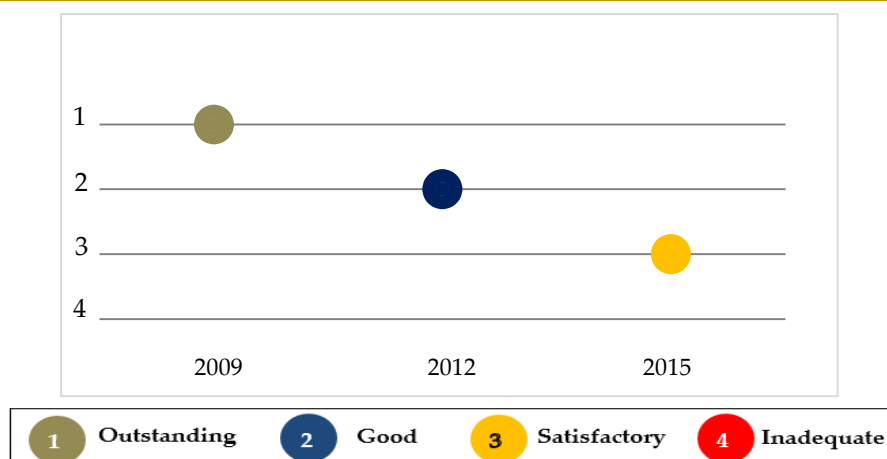
The Directorate of Government School Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities,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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-		3
	Students' personal development	2	-		2
Quality of processes	Teaching and learning	3	-		3
	Students' support and guidance	2	-		2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-		2
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

#### Judgement justifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• The school's performance has changed from 'Good' to 'Satisfactory' in the aspects of academic achievement and teaching and learning, and from 'Outstanding' to 'Good' in the remaining aspects.</li> <li>• Human relationships among school members and teamwork are positive.</li> <li>• Good progress has been achieved by learning difficulties, gifted and talented, integration, and pronunciation and speech students in their respective support programmes.</li> <li>• There is variable progress by non-native Arabic speaking and low-achieving students.</li> </ul> | <ul style="list-style-type: none"> <li>• Students' acquisition of basic skills in lessons, especially Arabic language skills, is variable.</li> <li>• The teachers' use of teaching and learning strategies, as well as provision of teaching and assessment activities which meet the needs and challenge the abilities of the majority of students, is variable.</li> <li>• Teachers adequately manage lessons; however, some fail to make use of time to achieve objectives, during lessons especially in some class teaching.</li> <li>• The majority of students enthusiastically and confidently participate in school life and takes</li> </ul> |
|---|--|

leadership roles in extra-curricular activities. However, their participation varies due to the inconsistent opportunities provided.

- Students' and parents' are satisfied with the school's provision.

## Main positive features

- The progress achieved by learning difficulties, gifted and talented, integration, pronunciation and speech students in their respective support programmes.
- The majority of students enthusiastically and confidently participate in extra-curricular activities.
- The positive relationships among school staff.

## Recommendations

- Raise students' progress in lessons and improve their acquisition of basic skills in core subjects, particularly Arabic language skills and English writing skills.
- Monitor the impact of professional development programmes on the development of teaching and learning strategies to ensure:
  - the results of assessment are used to meet different students' needs
  - time management is applied within lessons
  - more opportunities are provided to boost students' self-confidence and ability to take on responsibility in lessons
  - consideration is given to differentiation and challenging students' abilities.
- Address the shortage in human resources; e.g. senior teachers for Arabic, English and mathematics, and a learning resources centre specialist.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- Self-evaluation mechanisms are implemented in most aspects of the schoolwork with regular monitoring of provision, despite the variable accuracy in their lesson observations.
- The strategic plan addresses all aspects of schoolwork, though

including unified indicators that do not consider the individual peculiarities of academic subjects or the differences in students' abilities.

- The school adequately faces the following challenges:

- the rising numbers students whose mother tongue is not Arabic each year
- the shortage in human resources; e.g. senior teachers for Arabic, English and mathematics, and a learning resources centre specialist.
- The school has made some improvements to control the

behaviour of students, such as the 'Coloured School Project', and provides a motivating environment for carrying out school projects.

- There is a difference between the school's self-evaluation and the judgements of most aspects reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المتنبى الابتدائية للبنين														
Name of the school (English)	Al-Mutanabbi Primary Boys School														
Year of establishment	1969														
Address	Building 287 - Road 813 - Block 308														
Town /Village / Governorate	Manama/ Capital														
School's Contacts	17273143				Fax		17257148								
School's e-mail	mutanbi.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-11 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				-				-						
Number of students	Boys	292				Girls	-				Total	292			
Students' social background	Most students come from average income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	2	2	2	2	3	-	-	-	-	-	-	-		
Number of administrative staff	9 administrative and 7 technicians														
Number of teaching staff	44														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	5 years														
External assessment and examinations	MoE Examinations for Grades 4 & 5 mathematics and QQA National Examinations.														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> <li>The number of non-native Arabic speaking students has increased from 28% to 34% over the past three years.</li> </ul>														