



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

# **School Review Unit**

## **Review Report**

**Huteen Primary Boys School**  
Manama - Capital Governorate  
Kingdom of Bahrain

**Date Reviewed:** 30 March - 1 April 2009

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## The School Review Unit

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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:

| <b>Grade description</b> | <b>Interpretation</b>   |
|--------------------------|---|
| 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**

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### **Scope of the review**

This Review was conducted over three days, by a team of four 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, students and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 331

Age range: 6 – 11 years

### **Characteristics of the school**

Huteen Elementary School is located in the Capital Governorate. It was founded in 1970. There are 331 students on roll aged between 6 and 11 years. The vast majority of the students belong to families from a good socio-economic background. Students are distributed among 12 classes with 7 classes in the first cycle, and 5 in the second.

Additionally, there is a class for the integration of students with special needs. The school classified 95 students into two categories: students with talent and creativity and students with special educational needs. The principal took up post three years ago. There are 6 administrative staff and 29 teachers at the school.

## Overall effectiveness

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

### **Grade: 2 (Good)**

The overall effectiveness of Huteen elementary school for boys' is good. Parents and students are satisfied in general with the school performance.

Students' achievement is good. The high success rates and proficiency rates attained by students in exams is largely reflected in their actual levels of understanding, knowledge and skills in classes. Most students in both cycles attain good progress in their written work inside and outside classes as well as in school exam results over the last two school years. Also, students achieve standards in line with their abilities where different student groups receive targeted support during lessons as well as enrichment programmes and remedial lessons.

Students' personal development is good. Students attend school regularly and are punctual. Students, in most lessons contribute with great enthusiasm as well as in school events and activities. Students also assume leadership roles and lead working groups. This led to the positive development of their self-confidence. Additionally, this was positively reflected in their behaviour in classes and at school in general. Further, students feel safe and secure in school. However the development of their higher thinking skills was insufficient as there are too few opportunities.

The effectiveness of the teaching and learning process in general is good. Teachers' good knowledge and skills were very clear in their management of classes and the teaching strategies used to meet the needs of students. This was particularly true of the core subjects because they focus on the student as the centre of the educational process. The assessments were used to increase the academic achievements of students. However, the opportunities for students to learn from each other and challenge their abilities are not consistent enough. Although students are given homework, it rarely takes into account the individual differences between them.

The quality of curriculum presentation and enhancement is good in general. The school works towards improving the students' understanding of rights, duties and responsibilities. They also aim to give students the basic skills through lessons and school events. The school environment contributes well in the enrichment of the curriculum by use of educational corners and boards. Extracurricular activities strengthen experiences and varied interests of students. However, links between subjects are not enough.

The support and guidance programmes are good. The school prepares students well to settle in school. It satisfies students' personal and educational needs after they are assessed. The school also makes sure that its students and staff members operate in a safe and healthy environment although the toilets are not clean enough. The school's measures to keep parents informed about the progress of their sons are satisfactory.

Leadership and management overall are good. The goals in the strategic plan reflect the school's vision and mission effectively and they focus on improvement and development. The school has succeeded in realizing most of its goals because they make good use of their self-evaluation. The administrative and teaching staff are managed well and inspired to perform well. This reflected positively on improvement in the achievements of students as well as their personal development.

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

**Grade: 2 (Good)**

Capacity to improve is good. The school's management is fully committed to improvement and development. Its efforts in implementing the school's strategic plan at the start of the current school year (2008/2009) and using the results of the continuous self-evaluation - which the school is keen to conduct- contributed to enhancing the achievement of students and their personal development. What helped the school's management in this regard were the positive relations it has with its administrative and teaching staff whom they encouraged to work as a team to achieve the school's vision, mission and strategic goals. Also, students join the school with good standard when joining the school and parental support, encouraged by the school, has played a large role in improvement.

## **The school's main strengths and areas for development**

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### **Main strengths**

- Self-Evaluation.
- Strategic planning.
- Teaching strategies.
- Use of assessment.
- Student centred teaching and learning process.
- Basic skills.
- Enrichment of the school and classroom environment.

### **Areas for development**

- Higher level thinking skills.
- Differentiation in homework.
- Informing parents about their sons' progress.
- Links between subjects.

## **What the school needs to do to improve**

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### **In order to improve further, the school should:**

- Improve teaching and learning by developing:
  - Systems to share best practice amongst teachers
  - Higher level thinking skills.
  - Differentiation in homework.
  - Links between subjects.
  
- Better inform parents on the progress of their children on a regular basis.



## Overall judgements

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| Aspect   | Grade          |
|--|----------------|
| <b>The school's overall effectiveness</b>                  | <b>2: Good</b> |
| The school's capacity to improve                           | 2: Good        |
| 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 | 2: Good        |