



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

Schools Review Unit Review Report

**Huttain Primary Boys School
Al Nuaim – Capital Governorate
Kingdom of Bahrain**

Date of Review: 12-14 March 2012

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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 national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

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 data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Huttain Primary Boys School											
School's type		Government											
Year of establishment		1970											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	267	Girls	-				Total	267			
Students' social background		Most students belong to middle-level income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	-	-	-	-	-	-	-
Town /Village		Al Nuaim											
Governorate		Capital											
Number of administrative staff		11											
Number of teaching staff		32											
Curriculum		Ministry of Education											
Main language(s) of instruction		Arabic											
Principal's tenure		Five years											
External assessment and examinations		QAAET national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		97				21			-			56	
Major recent changes in the school		<ul style="list-style-type: none"> • Changing assistant principal in the current school year 2011-12 • Changing social guidance at the school in the current school year. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 1 Outstanding

The school's overall effectiveness has improved from good in the previous review in March 2009 to outstanding in this one. This is attributed to various factors, most importantly the effectiveness in implementing the strategic plan which is based on an accurate self-evaluation of the school work. This includes improved teaching and learning, students being at the core of the process, the development of higher level thinking skills, linking subjects and considering individual differences. Students' academic achievement has improved beyond expectations. The support provided for students with learning difficulties is also effective. Educational facilities to enrich the curriculum and the development of students' experiences and interests through various activities are very good and contribute significantly to reinforcing the students' self-confidence. The school's efforts gain much approval from students and their parents.

- How strong is the school's capacity to improve?**

Grade: 1 Outstanding

The school's capacity to improve is outstanding because of the awareness of its leadership to give special attention to the findings of its accurate self-evaluation. This has contributed to the effectiveness of identifying those areas needing improvement and has placed them as priorities in strategic planning including those recommended in the previous review. Furthermore, the school has put great effort into meeting students' various educational needs by providing effective remedial and enrichment programmes, which have contributed to their good academic progress in all core subjects. Moreover, the care given to the students is evidently reflected in their academic achievement which is successfully maintained at these high levels for all student groups.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 1 Outstanding

Grade 3 students attained levels that were higher than the national average in the national examinations over the years 2009-11. Their results in 2010 were well above the national average in Arabic. These results reflect the actual levels achieved by the vast majority of students in lessons.

Students attained high pass rates in all core subjects in 2010-11 as they ranged between 93% and 100% in both cycles. These rates are commensurate with the proficiency rates which range between 65% and 100% in all subjects. This is reflected in students' actual levels in lessons and written work, as a result of the use of effective teaching strategies which consider the individual differences of students, both in class activities and homework.

The students show high levels of achievement, well above those expected of their age groups. This was observed in areas such as information technology, reading, written composition, using grammar in Arabic and English, scientific skills, such as analysis and deduction, and in their arithmetic skills. This is attributed to the effectiveness of assessment that ensures students learn according to their different educational needs and their prior achievement.

The students have attained high pass rates in all core subjects over the past three consecutive years. Most students also made progress in lessons and written work. Monitoring the students' results since their enrolment in the school, starting with the results of their diagnostic tests and ending with their results at the end of the study year, shows that they achieved well above what had been expected, especially fourth and fifth grade students. This is due to the effectiveness of the support they received, which met their various educational needs, and the variety of teaching strategies that were used according to specific lesson goals.

Students with learning difficulties make outstanding progress in the Arabic and mathematics skills. The students in the merged class acquire the educational skills to a similar level as a result of the effective support they receive. In addition, outstanding and talented students make significant progress due to the effectiveness of the enrichment programmes and activities with which they are provided.

□ How good is the students' personal development?

Grade: 1 Outstanding

Students participate enthusiastically and show interest in taking leading roles and responsibility, which is evident in the ways they cooperate. They express their opinions freely and discuss issues at the school committees and election time for the students' council. They take leading roles, evident in the school broadcast where students use their skills of presentation and tell others of their successful experiences to encourage others. This reinforces their self-confidence and develops their personal skills.

Good relationships exist among students and with their teachers, this is reflected in their good behaviour, which is represented in implementing the behaviour agreements and in their conduct, awareness and sense of responsibility in lessons and around the school. This was observed through the order committee whose members organised a morning assembly. Students are aware of the school guidelines and show respect for its rules and regulations. Moreover, students work together to preserve the school property and its resources. Students feel safe and secure.

The students show a good understanding of local traditions and culture, which is further promoted by the effective programmes aimed at developing their understanding of Bahraini culture. The school promotes Islamic values through programmes such as 'To be a good person' and 'The most beautiful words' which are clearly reflected on their positive acts and behaviour.

The quality of provision

□ How effective are teaching and learning?

Grade: 1 Outstanding

The teachers are familiar with their study material and have strong subject knowledge which is reflected in their ability to teach students concepts, understanding and skills by simplifying difficulties students face. In addition, teachers use effective teaching and learning strategies, such as brainstorming, problem solving in mathematics and exploration in science lessons. Various strategies are also used in the first cycle such as role play, learning through play and researching. Cooperative learning strategies are effectively implemented in lessons, which contribute to the enrichment of the learning process.

Students benefit from peer and group support which naturally adjusts to meet their various needs.

Teachers share lesson goals with students and motivate them using encouragement and rewards. Teaching resources such as smart boards, educational cards, and visual aids are used effectively. The quality of support given to outstanding and average students is excellent, but that provided for lower achieving students is not at the same high level in a limited number of lessons.

Class management is effective and contributes to providing a positive learning environment and opportunities for student to participate well as a result of the effective, accurate planning and clear guidelines. Lessons are characterised by efficient use of time in order to achieve the learning purposes. Students are given opportunities to develop their higher level thinking skills and encouraged to practise critical thinking and enquiry. Additionally, students are given differentiation activities which challenge their different abilities, such as the activities on analysis, justification, and synthesis.

The students are given homework which is interesting and varied and which takes into consideration their individual differences. This includes remedial and enrichment activities in which students' research skills are developed. Homework is regularly and accurately marked with students receiving constructive feedback which helps them improve their performance.

Teachers use effective assessment to ensure lesson goals are achieved. Such methods include verbal and written assessment for both individuals and groups, taking into consideration gradation to suit the students' different abilities. The teachers give direct feedback to students which enables them to get a clear view of their achievement and how to make further progress.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 1 Outstanding

The curriculum is supported through various extra programmes. Students participate in contests based on their interests and abilities and achieve advanced positions, such as the merged students in the gardens' contest. The school provides a wide range of activities and committees such as the agriculture committee, the power and water consumption committee and the young nurse programme. In addition there are student clubs, such as the science club and the Arabic and English clubs, which develop students' interests and enhance their understanding. The school has a clear policy to link subjects logically. This enables students

to learn and apply skills, such as mathematical skills in science, reading skills in most lessons, and the linking of first cycle lessons to make sure students are well prepared for the next stage of education.

Students have a good understanding of their rights and duties and adhere to implementing the good values of the school, and the behaviour agreement. They are proud of their educational environment and culture, which is enriched via paintings, boards and the school corner for popular clothes and games. All this contributes to the promotion of citizenship across the community.

The curriculum, especially that for science and mathematics, regularly undergoes evaluation. The findings of these are used in future planning, thus enabling the school to keep abreast of curricular changes.

□ How well are students guided and supported?

Grade: 1 Outstanding

The school inducts new students effectively through programmes that introduce them to the school's facilities, rules and regulations. It holds contests and entertainment programmes during the morning assembly and educational meetings with the students' parents, which contribute to the students' stability at school. Preparation for the next educational stage is achieved via many effective lessons and educational visits.

The students' personal needs are met by providing financial and in-kind aid. Their various educational needs are based on the findings of surveys and assessments resulting in intensive lessons and special education programmes where students of different abilities receive effective individual support. This contributes substantially to motivating students to make more progress. Isolated incidents of inappropriate behaviour are dealt with efficiently by the school.

The school has made specific use of the previous review recommendations in improving the level of communication with parents by improving channels, such as the open day, educational meetings and monthly reports. Parents find these to be effective in updating them about their children's academic and personal progress.

The safety and health committee regularly assess risk and follow up with appropriate maintenance. It also plays a role in raising health awareness by providing programmes on issues such as diet and accident prevention, in addition to giving regular training on evacuation.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

Grade: 1 Outstanding

The school's shared vision focuses on achievement and students' personal development, which is translated into effective practices. The leadership is able to make creativity and distinction a goal to aim for. The school is aware of its areas of strength and those needing improvement as a result of its accurate and ongoing analysis of its situation. It uses its findings to develop its strategic and action plans based on the improvement priorities which focus on raising students' academic achievement. The priorities are monitored and assessed based on clear and accurate performance indicators. This is achieved with the participation of the school community.

The school's leadership inspires the administrative and teaching staff through encouragement and by sharing responsibilities, such as delegating the leadership of departments to teachers and spreading decision making.

The school has exerted great efforts to improve the teachers' performance and meet their training needs. This was achieved by their participation in workshops and manual guides prepared for linking subjects, which have had a positive impact on their professional performance.

The learning environment is developed by using the school's resources and facilities, such as the rooms for design and technology, drawing, IT room and the family education, and the learning resources centre and the learning clubs. This environment enriches the students' curriculum experience. The school communicates with the local community in many instances, such as when the school was chosen as a centre for parliamentary and municipal elections. Additionally, the scout group participates in the events organised by the various institutions, and a portion of the school yard is used for gardening purposes.

The school listens to the views of students and their parents and responds, for example in providing extra shading in the school yards.

The school board and the technical committee at the school are successful in taking effective decisions to improve the school. In addition, the school's external improvement partner contributed to the improvement of the educational practices at the school, which were

represented in making lesson planning consistent and performing teacher exchange visits which have contributed considerably to raising the teachers' performance.

The school's main strengths

- Strategic planning based on accurate self-assessment of all educational practices and its noticeable impact on students' academic achievement and personal development
- Students' high attainment in school and national examinations in most subjects
- Ability of the vast majority of students to take leading roles and responsibility
- The variety of effective teaching and learning strategies which challenge students' abilities and enhance their capacities
- Linking between subjects enabling the vast majority of students to use the skills and knowledge across different subjects
- Effective support programmes for different student groups, especially those with learning difficulties and merged students.

Recommendations

In order to improve, the school should:

- use best practices at the school, such as the effective teaching and learning strategies, as models to be followed more widely across the school and beyond
- spread effective support methods used in merged and learning difficulties classes and promoting them so as to reach low achieving students in mainstream lessons.