



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

School Review Unit

Review Report

Ibn Al Nafees Primary Boys School

Sitra / Central Governorate

Kingdom of Bahrain

Date reviewed: 23 -25 February 2009

Contents

The School Review Unit	3
Introduction	4
Characteristics of the school.....	4
Overall effectiveness	5
The school's capacity to improve	6
The school's main strengths and areas for development	7
What the school needs to do to improve	8
Overall judgement	9

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 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, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 408

Age range: 6 -10 years

Characteristics of the school

Ibn Al-Nafees Primary Boys School, established in 1993, is located in Sitra Island in the Central Governorate. The school caters for 408 students who live in the surrounding blocks of the same area. The students are distributed into 15 classes in cycle 1 and grade 4 of cycle 2. Most students are from a socially and economically middle class. The percentage of outstanding students for the school year 2007 -2008 was 24.7%, and the special needs percentage was 12.5%. The principal is in her second year in the school. The total number of teaching staff is 31.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Ibn al-Nafees is a satisfactory school with a recent record of improvement, particularly regarding student behavior. The school now faces the challenge of improving teaching and learning, raising student achievement and developing their young students into more confident, independent learners.

Students make satisfactory progress during their time at school. This is supported by the high pass rates in most subjects and the efforts made, particularly in the good lessons to develop their thinking skills. However, too much of the teaching is ordinary and traditional which both fails to motivate students and challenge them to think for themselves. Evidence from students workbooks and lessons observations shows that although students make the expected progress, few are pushed to excel. Achievement in the core subjects in grade three is not high enough.

The school satisfactorily supports the personal development of the students and various life skills are fostered through a number of students' committees. Despite the eagerness of students to participate in activities, few opportunities are given to them in lessons. For the most part students are too passive in lessons. In consequence they are not learning to collaborate, discuss, problem solve or work independently; the key skills needed for academic success. Therefore, whilst the students benefit from the school's expectations of behaviour, its social and moral guidance and through the opportunities they receive to take responsibility, too few opportunities are given to them in lessons to become active learners. Students expressed their sense of security as there is overall mutual respect between peers and teachers.

Teaching and learning are satisfactory overall but there is too much variation in the quality of teaching. In the good lessons, students are engaged in lively activities which challenge them to think and work together. However, much of the teaching results in traditional teacher led lessons with or use are few opportunities to participate higher order skills. Most of teachers teach to the middle and they do not provide more challenging work for the more able students or support for those students who find learning difficult. Therefore, whilst most students make progress and pass their exams, teaching does not promote deep learning.

The quality of provision and curriculum enrichment is satisfactory. The school environment has been improved significantly with displays to enrich the curriculum and provide a better learning environment. However, such improvements are not reflected in the classrooms. At present, subjects are taught in isolation and links are not being made across subjects, as a result, the school is missing the opportunity to enrich students' learning by enabling them to see how the knowledge they are learning can be applied to other areas of the curriculum. In addition, the school supports students' skills and satisfactorily provides them with life skills through various extracurricular activities.

The quality of student support is satisfactory, the school identifies the personal and learning needs of the students, but most of the teachers do not pay attention to individual differences among the students in the classrooms; this was reflected in their satisfactory achievement. The school also supports students when they suffer problems and satisfactorily provides advice and direction.

Leadership and management are satisfactory. The leadership and management of the school exerts efforts in evaluating the school position, planning for improvement and development. There has been some recent improvement, for example students' behavior and the school environment. Furthermore, the parents, students and teachers expressed their satisfaction with how the school is run. However, there is too much inconsistency in the teaching and learning and whilst the leadership has a variety of procedures for monitoring and evaluating performance, these are not rigorous enough.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. The leadership's ability to bring about improvement can be seen in the positive changes in student behavior and the improvements to the school environment. The school has prepared a vision and strategic plan focused on raising students' achievement. However, clearly only a relatively small number of teachers have implemented the changes identified in the school's vision; the challenge therefore is to improve teaching and learning and build the capacity of leaders throughout the school to monitor, evaluate and develop sustainable improvements.

The school's main strengths and areas for development

Main Strengths

- Students' Behaviour.
- Induction and transition programmes.
- Relationship between students.
- Rich educational environment.
- Communication with parents.
- Extracurricular activities.

Areas for development

- Standards in Grade 3
- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Basic skills in English and Maths.
- Collaborative learning.
- Cross curriculum links.
- Health and safety procedures.

What the school needs to do to improve

In order to improve further, the school should:

- Make use of self-evaluation and performance data to raise standards, particularly in grade 3 and regularly monitor progress towards improvement.
- Improve the quality of teaching and learning by:
 - Making lessons more interesting, engaging and challenging for students.
 - Differentiate teaching in order to meet the needs of students of different abilities.
 - Encourage students to work collaboratively in pairs and in groups, especially in English.
 - Make effective links between subjects so that students better understand the relevance of their learning.
- Implement the use of formative assessment practices so that:
 - Teachers can plan their lessons for students of different abilities and;
 - Students know at any given time, how well they are doing and what they need to do to improve;
- Ensure all staff follow agreed health & safety procedures.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3:Satisfactory
The school's capacity to improve	3:Satisfactory
Students' academic achievement	3:Satisfactory
Students' progress in their personal development	3:Satisfactory
The quality and effectiveness of teaching and learning	3:Satisfactory
The quality of the curriculum	3:Satisfactory
The quality of guidance and support for students	3:Satisfactory
The quality and effectiveness of leadership and management	3:Satisfactory