



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

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

**Ibn Al-Nafees Primary Boys School
Sitra – Capital Governorate
Kingdom of Bahrain**

Date of Review: 16-18 November 2015
SG026-C3-R036

Introduction

The Directorate of Government Schools 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 the 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

Outstanding 1

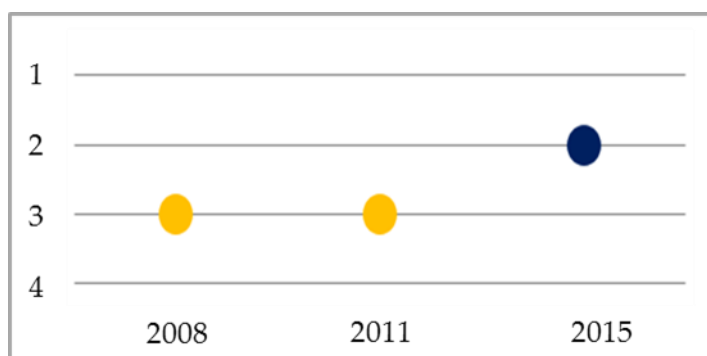
Good 2

Satisfactory 3

Inadequate 4

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

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 'Good'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • Students' academic achievement, and teaching and learning have developed from 'Satisfactory' to 'Good', while the school maintains the same standard in the other three aspects of the review. • Strategic planning processes are effective, with accurate self-evaluation, development of strategic and action plans, and efficient monitoring of their implementation. • Teaching and learning strategies in good and outstanding lessons, especially in mathematics and science, which account for two thirds of all lessons, are effective. However, these | <ul style="list-style-type: none"> • are not of the same quality in satisfactory lessons due to varying utilisation of assessment results for learning, and time management during lessons. • Most students' standards in lessons are in line with the high pass and proficiency rates. • Relations between the school staff and students, students' self-confidence, and observance of good conduct and Islamic values are outstanding, with the views and feelings of others being respected. Behaviour enhancement programmes are effective, significantly |
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enhancing students' sense of security. Students and parents are satisfied with the school's provision.

- Extra-curricular activities are very effective, which significantly contributes to the expansion of

students' experiences and development of their interests.

- Remedial and enrichment programmes are effective, well planned and organised, resulting in meeting the different learning needs of students of all categories.

Main positive features

- Accuracy of self-evaluation and effective utilisation of its results in identifying improvement priorities and developing the strategic plan.
- Students' commitment to good conduct, respect of the views and feelings of others, and sense of security.
- Diversity of extra-curricular activities and effectiveness of remedial and enrichment programmes, which enhance the school's curriculum.
- Effectiveness of professional development programmes, which contribute to developing teachers' performance and improving students' standards.

Recommendations

- Make use of the good and outstanding practices to develop teaching and learning strategies, focussing on:
 - utilising assessment results to meet students' educational needs, particularly the low-achievers
 - time management.
- Address the shortage in:
 - human resources, represented by a senior English teacher, and
 - learning resources, represented by a science laboratory.

Capacity to improve 'Good'

Judgement justifications

- The school leadership has sound awareness of the school's situation, generating a culture of quality, change and organised administration. The result is the creation of competent

levels of leadership that are able to manage development projects and lead school committees. Outstanding practices are utilised in learning

communities that improve the school's overall performance.

- Accurate and comprehensive self-evaluation covers all aspects of school work, and its results are used in identifying development priorities and building a strategic plan that includes clear accurate performance indicators. The leadership monitors performance, applying effective mechanisms. This has a positive impact on all aspects of schoolwork, particularly students' academic achievement and teaching and learning.
- There is consistency in all review aspects between the school leadership's evaluation of its current

situation in the self-evaluation form and the judgments reached by the review team.

- Professional development programmes are effective, with a positive impact on most teachers' performance in lessons.
- There is instability among the English teachers, most of who are recently appointed, and there is no senior teacher in this department. There is also a lack of some physical resources, such as a science laboratory. These are some challenges that impede the school from achieving the desired excellence.

Appendix: Characteristics of the school

Name of the school (Arabic)	ابن النفيس الابتدائية للبنين												
Name of the school (English)	Ibn Al-Nafees Primary Boys												
Year of establishment	1993												
Address	Building 1633 – Road 844 – Block 608												
Town /Village / Governorate	Sitra/ Capital												
School's Contacts	17735493	-	Fax		17736223								
School's e-mail	nafees.pr.b@moe.gov.bh												
School's website	-												
Age range of students	6-9 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-3				-				-				
Number of students	Boys	433			Girls	-			Total	433			
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	5	5	5	-	-	-	-	-	-	-	-	-
Number of administrative staff	11												
Number of teaching staff	42												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												
External assessment and examinations	QQA Examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in 2014-2015 and 2015-2016 include: <ul style="list-style-type: none"> – a school Principal – an Assistant Principal – a speech therapist. 												