



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

**Ibn Sina Primary Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 13-15 November 2017
SG073-C3-R145**

Introduction

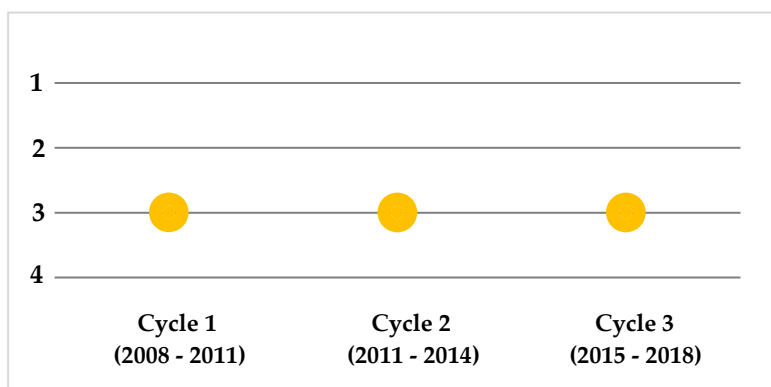
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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 | 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 | | 2 | | | |
| 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"> • Students' proficiency rates in core subjects vary, with the higher proficiency rates representing their levels in the better lessons such as some mathematics, Arabic and science. The average rates depict their satisfactory levels in almost two thirds of core subjects' lessons, while the low rates are those in some Grade 6 English lessons. • Teachers are inconsistent in managing learning time, in utilising teaching and learning strategies, and in benefiting from assessment results in meeting students' learning needs, especially low achievers. | <ul style="list-style-type: none"> • New students coming from other schools, who account for more than half the total number of students, are inducted well and their personal and learning needs are met through a wide range of supporting programmes. • Self-evaluation is comprehensive and its results are used in planning and identifying priorities. The higher leadership constantly motivates school staff and enhances human relationships. • Most students behave well and act with social awareness and responsibility, reflecting their good understanding of citizenship and Islamic values. They |
|--|---|

assume leadership roles, though they bear responsibility in extracurricular activities to a greater extent than in lessons.

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

Main positive features

- The higher leadership's awareness of the school's current situation and ability to inspire school members, enhance human relationships and promote the spirit of teamwork.
- The personal and learning support and guidance programmes provided to all categories of students, and the effective induction programmes for new students.
- Students' good behaviour, commitment to citizenship values and participation in the various extracurricular activities.

Recommendations

- Maintain the stability of the teaching staff to ensure improvement of the school's performance.
- Raise students' academic achievement and develop their basic skills in all core subjects, especially English.
- Monitor the impact of teachers' professional development programmes on the utilisation of teaching and learning strategies, focussing on:
 - assessment for learning
 - management of learning time
 - learning support provided to all categories of students, especially low achievers
 - provision of more opportunities to students; to assume leadership roles and bear responsibility in lessons.
- Address the shortfall in human resources, represented by a senior teacher for English.

Capacity to improve 'Good'

Judgement justifications

- The school is successfully facing a number of significant challenges, namely:
 - the annual enrolment of new students, accounting for more than

half the total number of students, who come from other schools and have different cultural backgrounds and inconsistent academic standards

- the inconsistent basic skills of new students in all core subjects, especially in English
- the constant change in the teaching staff
- the lack of middle leadership in the English department.
- Despite the challenges, the school is capable of maintaining the good level of students' personal development and of the quality of support and guidance

programmes. This is due to the strategic plan, which focuses on improvement priorities, the identification of success criteria and performance indicators for most goals, and the clarity of technical and field monitoring mechanisms.

- The school's assessments are in line with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | | |
|----------------------------------|---|--|-----------------------------------|---|--------|-------|----------|----|------|---|-------|----|-----|----|---|
| Name of the school (Arabic) | ابن سينا الابتدائية للبنين | | | | | | | | | | | | | | |
| Name of the school (English) | Ibn Sina Primary Boys | | | | | | | | | | | | | | |
| Year of establishment | 1985 | | | | | | | | | | | | | | |
| Address | Building 3879, Road 459, Block 1204 | | | | | | | | | | | | | | |
| Town / Village / Governorate | Hamad Town/ Northern | | | | | | | | | | | | | | |
| School's Contacts | 17411285 | | | | Fax | | 17412804 | | | | | | | | |
| School's e-mail | sina.pr.b@moe.gov.bh | | | | | | | | | | | | | | |
| School's website | - | | | | | | | | | | | | | | |
| Age range of students | 10-12 years | | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | | |
| | 4-6 | | | | - | | | | - | | | | | | |
| Number of students | Boys | | 755 | | | Girls | | - | | | Total | | 755 | | |
| Students' social background | Most students are from limited and middle income families | | | | | | | | | | | | | | |
| Classes per grade | Grade | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Classes | | - | - | - | 2 | 10 | 11 | - | - | - | - | - | - | - |
| Tracks | Grades | | Distribution of classes on Tracks | | | | | | | | | | | | |
| | Grade 10 | | - | | | | | | | | | | | | |
| | Grade 11 | | - | | | | | | | | | | | | |
| | Grade 12 | | - | | | | | | | | | | | | |
| Number of administrative staff | 11 administrative and 5 technical | | | | | | | | | | | | | | |
| Number of teaching staff | 59 | | | | | | | | | | | | | | |
| Curriculum | MoE | | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | | |
| Principal's tenure in the school | 2 years | | | | | | | | | | | | | | |

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| External assessment and examinations | <ul style="list-style-type: none"> • MoE examinations for Cycle 2 mathematics and Grade 6 English. • BQA national examinations. |
| Accreditation (if applicable) | - |
| Major recent changes in the school | <ul style="list-style-type: none"> • New appointments in school year 2017-2018: <ul style="list-style-type: none"> - senior teacher for science - talent and excellence specialist - learning difficulties specialist - new teachers in core departments, including 2 for English, 1 for mathematics and 1 for science. |