



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

# Directorate of Government Schools Reviews Short Review Report

**Confidential**

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

**Date of Review: 28-30 April 2013**

SG073-C2-R107

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## The Directorate of Government Schools Reviews

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The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school 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 government schools 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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven 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

<b>School's name</b>		Ibn Sina Primary Boys School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1985															
<b>Age range of students</b>		10-12 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		4-6				-				-							
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	647				<b>Total</b>	647							
<b>Students' social background</b>		Most students come from good-income families.															
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				
	<b>Classes</b>	-	-	-	6	6	12	-	-	-	-	-	-				
<b>Town /Village</b>		Hamad Town															
<b>Governorate</b>		Northern															
<b>Number of administrative staff</b>		10															
<b>Number of teaching staff</b>		62															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		1 year															
<b>External assessment and examinations</b>		QQA national examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		83				104				2				46			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Major changes in the current academic year 2012-2013:               <ul style="list-style-type: none"> <li>- appointing a new principal</li> <li>- appointing a second assistant principal</li> <li>- appointing 6 new teachers: (2 English, 2</li> </ul> </li> </ul>															

	<p>mathematics, 1 science and 1 social studies)</p> <ul style="list-style-type: none"><li>- joining the school performance improvement projects.</li><li>• Appointing an assistant principal in the past academic year.</li></ul>
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Provisional

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

The school's satisfactory performance matches that in the previous review in 2009. Satisfactory levels are maintained in academic achievement and teaching and learning, with good levels in other aspects. Implementation and enrichment of the curriculum has progressed from satisfactory to good, attributed to the school's utilisation of its environment, enriching the curricula and providing students with opportunities to develop experience through leadership roles and take responsibility confidently. Students show respect to each other during varied extra-curricular programmes and activities, whilst leadership and management give attention to working collectively and delegating powers. However, variation in teaching and learning strategies and effective assessment affects students' acquisition of basic skills in core subjects, especially in English. Academic support provided for low achievers is insufficient. Parents and students express good levels of satisfaction with the school.

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

#### Grade: 2 Good

The school's good capacity to improve and develop agrees with the previous review. This is attributed to the ambitious leadership's and management's efforts to achieve change, reflected in rigorous self-evaluation and good strategic planning based on school work priorities. Improvements made by the school in enriching the curriculum, supporting it with varied programmes and activities, and setting work mechanisms and controls, reflect positively on students' behaviour. Students self-confidence and the taking of leadership roles are developed. The school provides academic support, reflected in providing teachers with continues professional development programmes and organising training workshops such as "The criteria for a good lesson". All of this makes the school capable of accomplishing academic achievements and increasing confidence in students.

## The school's main strengths

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- Students' behaviour and self-confidence and their sense of responsibility when taking leadership roles
- Optimal use of the school's environment, facilities and teaching resources to enrich the curriculum
- The varied extra-curricular programmes, activities and committees which help meet students' different needs.



## Recommendations

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

- improve students' academic achievement
- improve students' basic skills in core subject, especially in English
- develop teaching and learning strategies to enable students to be the centre of the teaching process by focusing on:
  - employing effective assessment and using the findings in planning lessons
  - providing academic support and guidance inside classrooms for all categories of students, especially low achievers
  - considering individual differences and challenging students' abilities in lessons and homework.