



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 Tufail Primary Boys  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 6 – 8 May 2013**

SG074-C2-R109

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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 Tufail Primary Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1990											
<b>Age range of students</b>		6-10 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1 - 4				-				-			
<b>Number of students</b>		<b>Boys</b>	625	<b>Girls</b>	-				<b>Total</b>	625			
<b>Students' social background</b>		Most students belong low 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>	5	6	6	6	-	-	-	-	-	-	-	-
<b>Town /Village</b>		Hamad Town											
<b>Governorate</b>		Northern											
<b>Number of administrative staff</b>		9 administrative, 18 technicians											
<b>Number of teaching staff</b>		52											
<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>		
		161			22			26			95		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Appointing a new school principal in 2012-2013</li> <li>• Appointing a senior social counsellor and health &amp; safety technician</li> <li>• Establishing a science laboratory.</li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

### 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: 4 Inadequate**

The school's performance has changed from satisfactory in the previous review in December 2009 to inadequate this time. Strategic planning and self-evaluation are weak, with limited encouragement for staff to work collaboratively as a team. Teaching and learning is ineffective in more than a third of lessons, due to limited teaching strategies, weak class management and insufficient support for all categories of students. This affects academic achievement. Assessment is mostly aimed at measuring low levels of knowledge and understanding, despite efforts to provide an environment enriched with wall displays celebrating students' work. Action is taken to discipline students and encourage their attendance and punctuality, but there is improper behaviour in most lessons. Students and parent are generally satisfied with the school.

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

#### **Grade: 4 Inadequate**

The school's capacity to improve has changed from satisfactory in the previous review to inadequate this time. The strategic plan is not based on accurate self-evaluation, lacks key performance indicators and does not apply the recommendations of the previous review. Despite the stability of the majority of school staff, instability of the senior leadership negatively affects overall performance, amplified by inconsistent middle management and a continuing shortage in human resources such as a senior English teacher. As a result, teaching and learning processes and academic achievement are insufficiently monitored and limit the school's capacity to improve.

## **The school's main strengths**

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- The students attendance and punctuality
- Orientation programs for new students
- Enrichment of the school environment with displays of students' work.

## Recommendations

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

- develop positive student behaviour inside and outside classes
- develop mechanisms of self-evaluation and follow-up, using the results to set priorities and improve strategic planning
- raise students' academic achievement by developing teaching and learning processes in order to:
  - develop basic skills in all core subjects
  - effectively manage lessons
  - support all categories of students
  - use effective assessment methods and the results to meet students different needs.
- follow up the impact of professional development programmes to raise the performance of teachers in lessons.