



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

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 14-16 November 2016
SG074-C3-R084

Introduction

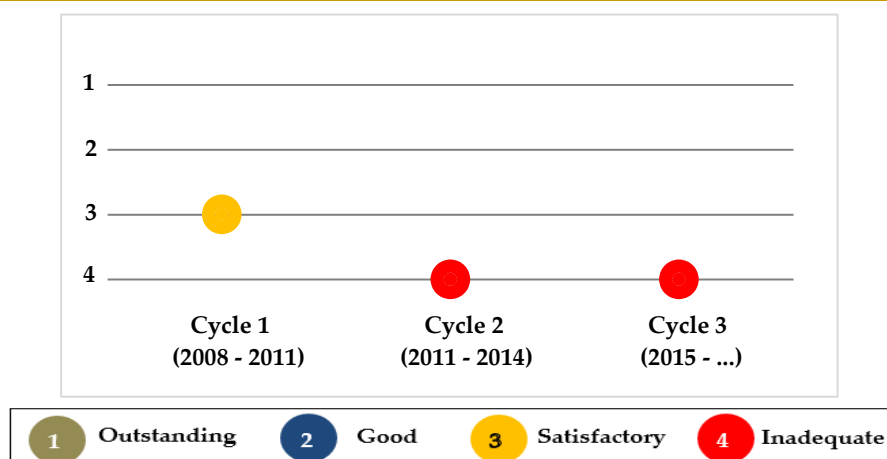
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	-	-	4
	Students' personal development	4	-	-	4
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	-	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- The school's overall effectiveness remains 'Inadequate', as in the previous review. This is due to the ineffective strategic planning, inaccurate self-assessment, and the fact that the school's plans are not set according to schoolwork development priorities, especially in relation with students' academic achievement, teaching and learning and their personal development. Monitoring mechanisms are ineffective.
- Teaching and learning strategies are mostly teacher-centered, negatively impacting almost half of the core subject lessons, mainly English and most of the class-teaching.
 - The awareness of some students is poor, accompanied by misbehaviour especially during lessons.
 - Classroom management in most lessons is poor, as is assessment in supporting students and meeting their different academic needs.
 - Students' basic skills in most core subjects are weak, negatively affecting their levels in lessons.
 - Opportunities for students to participate in lessons are insufficient, affecting development of self-

confidence and their ability to take responsibility.

- Few educational programmes and extra-curricular activities are offered

to enhance students' of various age-group experiences. However, parents are quite satisfied with the school's provision.

Main positive features

- Most students attend school regularly.

Recommendations

- External intervention is required by the Ministry of Education in order to improve the school's overall performance, support its efforts in controlling classroom management and raise students' awareness.
- Accurate comprehensive self-assessment is required, benefiting from its results in developing a strategic plan that focuses on improvement priorities and includes clear performance indicators, with rigorous mechanisms being developed to monitor implementation.
- Develop and enhance students' positive behaviour.
- Raise teachers' professional competency and monitor the impact on their performance in using effective teaching strategies that focus on:
 - students' acquisition of basic skills, especially in English and class-teaching
 - productive organised classroom management
 - assessment for learning, benefiting from the results to support various groups of students and meet their academic needs
 - offering students opportunities to participate in lessons with confidence, thereby enhancing their ability to take responsibility.
- Develop extra-curricular activities and programmes that enhance students' experiences and meet their academic needs.
- Address the shortage in human resources represented by senior teachers of mathematics and science.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is incapable of introducing sufficient changes to improve its

overall performance, especially with regard to raising students' academic

achievement and developing teaching and learning aspects. However, limited improvements are apparent in some programmes that enhance positive behaviour. Some improvements are also evident in enhancing positive relationships among the school's stakeholders.

- The strategic plan is ineffective in achieving the targeted improvements, due to the unclear performance indicators. Self-assessment is also neither accurate nor comprehensive.
- Professional development programmes are limited in number and their impact on most teachers' performance is poorly monitored,

leading to ineffective performance in almost half of the core subjects lessons.

- The school faces many challenges that require addressing through the involvement of the Ministry of Education (MoE). These challenges include:
 - instability of administrative and teaching staff
 - misbehaviour of some students
 - shortfall in human resources represented by senior teachers of mathematics and science.
- The school's evaluation of its situation, as provided in the self-evaluation form (SEF), are inconsistent with the judgments reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	ابن طفيل الابتدائية للبنين												
Name of the school (English)	Ibn Tufail Primary Boys												
Year of establishment	1990												
Address	Building 1426 - Road 1626 - Block 1216												
Town/ Village/ Governorate	Hamad Town/ Northern												
School's Contacts	17441281	17441336	Fax		17442082								
School's e-mail	tufail.pr.b@moe.gov.bh												
School's website	-												
Age range of students	6-10 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-4				-				-				
Number of students	Boys	660			Girls	-			Total	660			
Students' social background	Most students come from limited or middle-income family backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	6	5	5	-	-	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	12 and 14 technicians												
Number of teaching staff	49												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												
External assessment and examinations	<ul style="list-style-type: none"> MoE examination for Grade 4 in mathematics. BQA National Examinations. 												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> Newly appointed in 2016-2017: <ul style="list-style-type: none"> - 5 teachers, 3 being for class-teaching. 												