



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **School Review Unit**

## **Review Report**

**Oqba Bin Nafea Primary Boys School**

**Riffa -Central Governorate**

**Kingdom of Bahrain**

**Date reviewed: 27-29 October 2008**

## Contents

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The School Review Unit	3
Introduction	4
Characteristics of the school	4
Overall effectiveness	5
The capacity to improve	6
The school's main strengths and weaknesses	7
What the school needs to do to improve	8
Overall judgement	9

## The School Review Unit

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The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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This Review was conducted over three days, by a team of six Reviewers led by a Lead Reviewer.

During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 814

Age range: 6 – 11 years

### **Characteristics of the school**

Oqba Bin Nafea Primary Boys School is one of the more modern schools in the Kingdom of Bahrain having been built in 1995. The age range in the school is from 6 to 11 years, and the number of students is 814. They come from good economic backgrounds.

The total number of staff is 81; 22 administrative and 59 teaching staff. Some new subjects have been recently introduced into the school such as design and technology, family education, and the introduction of a learning difficulties program.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The school's overall effectiveness is satisfactory. The principal and the assistant principal have put improvement plans in place, but as yet, their efforts have had a limited impact on overall performance.

Academic achievement is satisfactory overall in spite of high results in exams, particularly in the second cycle where students' performance is very variable. Basic skills in Arabic and English are mainly satisfactory. Students have made satisfactory progress in different subjects over the past two years. Their achievement compared to their abilities is satisfactory because of lack of differentiation in teaching.

Students' personal development is satisfactory overall. Students' attendance is regular although punctuality is not always recorded. Students' participation in school activities is limited to those who are gifted and there are insufficient opportunities provided for students to take on responsibilities and to develop their self-confidence. Opportunities to develop higher level thinking skills were limited. The students' conduct in the classroom and around the school was satisfactory although there were examples of some misbehaviour inside and outside the classroom.

The quality of teaching and learning are satisfactory. Teachers have good subject knowledge but do not use a suitable teaching and learning strategies. The teacher is predominantly at the centre of the educational process and most classes lack interest and do not engage or challenge the students. Individual differences are not taken into account in planning most lessons. Homework is not well planned and individual differences are not taken in to account.

The delivery and enrichment of curriculum programmes are satisfactory. There is good participation in national activities that develop a spirit of citizenship. The curriculum is enriched through the use of the school environment and by encouraging the students to respect their surroundings. The development of basic skills including reading and writing is satisfactory, but subjects of the curriculum are rarely linked together.

The support and guidance of students is satisfactory. Students have good access to staff and the school provides suitable assistance in cases of need or where there are behavioural problems. The school encourages good behaviour through guidance lessons, and makes efforts to ensure that the students and teachers work in a healthy and secure environment although there is evidence of some risks which were raised with the Principal.

Leadership and Management are satisfactory. There is a clear vision focussed on achievement and which is shared with school staff, students and parents. Self-evaluation is satisfactory but is not consistently implemented. However, the annual plan is satisfactory overall and based on a SWOT analysis. There are training programmes in place to improve the professional competency of staff.

**□ Does the school have the capacity to improve?**

**Grade: 3 (Satisfactory)**

The school has satisfactory capacity to improve. The principal and the administrative and teaching staff are corporately committed to improving the school's performance. There are improvement plans in place which focus on achievement and staff development. The principal inspires and motivates the staff and makes good use of the school's self evaluation results in some areas. However, the shortages in staffing and the fact that individual learning needs are not dealt with sufficiently, limit the school's current capacity to improve.

## **The school's main strengths and areas for development**

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### **Main strengths:**

- Students' attendance.
- Use of the school environment.
- Induction programmes.
- Meeting students' personal needs.

### **Areas for development:**

- Health and safety procedures.
- Planning for differentiation.
- Use of assessment.
- Higher order thinking skills.
- Links across the curriculum.
- Strategic planning.

## **What the school needs to do to improve**

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

- Make the school a safe and secure place by:
  - Carrying out health and safety risk assessments on a regular basis and dealing with any issues.
  - Ensure that there are robust procedures for dealing effectively with poor behaviour.
- Monitor the impact on student achievement of a wider variety of teaching and learning strategies that:
  - Develop analytical and higher level thinking skills.
  - Provide challenge.
  - Pay attention to individual learning needs.
- Develop students' personal qualities through in class and extracurricular activities by:
  - Ensuring greater participation in and outside of class.
- Ensure that there is a comprehensive strategic plan in place which:
  - Focuses on improvement and has clear targets for achievement.
  - Is regularly monitored for impact on teacher performance and student achievement.



## Overall judgement

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory