



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Uqba Bin Nafea Primary Boys School
Riffa – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 13-15 April 2015
SG014-C3-R004**

Introduction

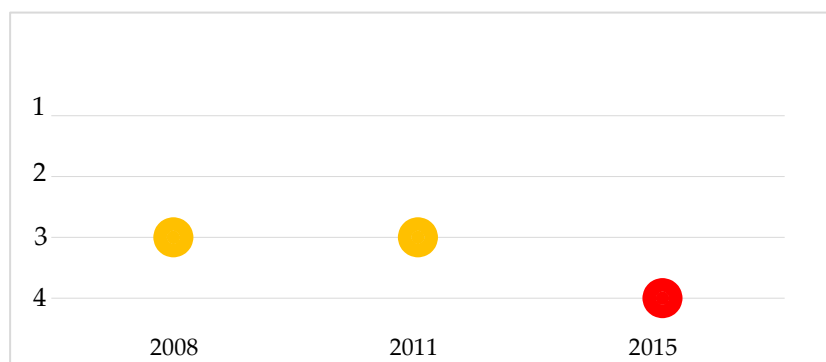
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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

- | | |
|--|---|
| <ul style="list-style-type: none"> • All review aspects are judged inadequate. • Self-evaluation lacks rigour and comprehensiveness, and strategic planning and follow up mechanisms are weak. • Students' academic standards are low, as is their acquisition of basic skills particularly in mathematics and English. • Teaching and learning strategies are ineffective. • The majority of teachers lack effective class management skills. • The learning support provided to different groups of students, particularly low achievers, is insufficient. | <ul style="list-style-type: none"> • There is limited use of assessment results to meet students' different learning needs. • A few teachers intimidate students and handle them inappropriately. • Some students are undisciplined and misbehaved. • Students generally feel insecure and unsafe. • The majority of students attend the school regularly and punctually. • Most students, and parents who attended the meeting and the very few who responded to the online parents' questionnaire, are satisfied with the school's provision. |
|--|---|

Main positive features

- The regular attendance and punctuality of the majority of students.

Recommendations

- Seek external support to ensure improving the school's performance, and fill the shortage in human resources mainly in senior teachers for Arabic, English, and mathematics.
- Develop and enhance students' positive behaviour.
- Improve self-evaluation and use its results to develop the strategic plan with a focus on improving the school's overall performance.
- Improve teaching and learning, focussing on:
 - effective student-centred teaching strategies
 - students' acquisition of basic skills, particularly in mathematics and English
 - effective assessment for learning and use of its results to support students and meet their different learning needs
 - effective and productive lesson management.
- Follow up the impact of the professional development programmes on teachers' performance, to raise students' attainment.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The school is unsuccessful in having achieved any significant improvements, particularly with regards to students' academic achievement and personal development.• The identification of improvement priorities is inaccurate.• Follow up mechanisms of the strategic planning are weak.• Ineffective follow up of the impact of the professional development programmes on teachers' practices, particularly newly appointed ones.• The school faces many challenges mainly: | <ul style="list-style-type: none">- the low academic standards of students- the lack of awareness of the majority of students and their inappropriate behaviour- the instability of the teaching staff- the shortage of senior teachers for Arabic, English and mathematics. |
|---|---|

Appendix: Characteristics of the school

Name of the school (Arabic)	عقبة بن نافع الابتدائية للبنين													
Name of the school (English)	Uqba Bin Nafe'a Primary Boys School													
Year of establishment	1995													
Address	Building 504 - Road 1311 - Block 913													
Town /Village - Governorate	Riffa - Southern													
School's Contacts	17772634			17773847			Fax			17775731				
School's e-mail	uqba.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		1070		Girls		-		Total		1070			
Students' social background	Students belong to various social and cultural backgrounds													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		7	7	6	7	6	-	-	-	-	-	-	-
Number of administrative staff	21 administrative and 22 technicians													
Number of teaching staff	80													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> 2 senior teachers are appointed for class teaching and Physical Education in 2014/2015. 													