

**Education Sector Support Programme in Nigeria
(ESSPIN)**

**Title of Report: School Case Study Reports – Kaduna,
Kano & Kwara States**

Report Number: ESSPIN 012

May 2009.

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: School Case Study Reports – Kaduna, Kano & Kwara States

Report No: ESSPIN 012

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	May 2009	Diane Boulton, Peter Jackson & Dawn Oliver	John Kay	Steve Baines	Formatting/Content

Distribution List

Name	Position
DFID	
Kathleen Richmond	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Isaac Adejo	Programme Officer, Human Development Team, DFID
ESSPIN	
John Martin	National Programme Manager
Nick Santcross	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
John Kay	Lead Specialist, Education Quality
Abolaji Osime	State Team Leader, Lagos
Emma Williams	Acting State Team Leader, Kwara
Richard Dalgarno	State Team Leader Kano
Steve Bradley	State Team Leader Kaduna
Kayode Sanni	State Team Leader Jigawa

Quality Assurance Sheet and Disclaimer

This document has been prepared for the titled project or named part thereof and should not be relied on or used for any other project without an independent check being carried out as to its suitability and prior written authority of Cambridge Education Ltd. being obtained. Cambridge Education Ltd. accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purpose for which it was commissioned. Any person using or relying on the document for such other purposes agrees, and will by such use and reliance be taken to confirm his agreement to indemnify Cambridge Education Ltd. for all loss and damage resulting there from. Cambridge Education Ltd. accepts no responsibility or liability for this document to any party other than the person by whom it was commissioned."

"To the extent that this report is based on information supplied by other parties, Cambridge Education Ltd. accepts no liability for any loss or damage suffered by the client, whether contractual or tortuous, stemming from any conclusions based on data supplied by parties other than Cambridge Education Ltd. and used by Cambridge Education Ltd. in preparing this report."

Note on Documentary Series

This document is one of the series to be produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria

The documents include:

ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 007	Support to completion of MTSS in Lagos and Kwara States
ESSPIN 008	National Consultant Capacity Building Programme
ESSPIN 009	Service to support the completion of MTSS in Lagos State.
ESSPIN 010	Institutional Development, Public Finance Management – Scoping Visit
ESSPIN 011	Development of State – level Logframe for Kano and Jigawa States
ESSPIN 012	School Case Study Reports – Kaduna, Kano & Kwara States
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria
ESSPIN 301	Teaching and Learning Survey
ESSPIN 302	School Infrastructure and Maintenance Review for ESSPIN States
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication Task Specialist Visit Report- Dec. 08
ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report Feb. 09
ESSPIN 505	Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN
ESSPIN 506	Education Management Information Systems (EMIS) -May 09
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation college of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College

Contents

Report Distribution and Revision Sheet	ii
Quality Assurance Sheet and Disclaimer	iii
Note on Documentary Series	iv
Contents	v
Acronyms and Abbreviations	vi
Abstract	1
Executive Summary.....	1
Purpose of the Consultancy	2
Background	2
Findings and Issues Arising	2
Options and Next Steps.....	7
Annex1 State Final Report.....	8
Annex 2 School Management Research Project	27
Annex 3 Head Teacher shadowing Records	105

Acronyms and Abbreviations

AHT	Assistant Head teacher
CPD	Continual Professional Development
CRK	Christian Religious Knowledge
DEO	District Educational Officer
ES	Educational Supervisor
GII	Grade 2
HEC	Home Economics
HT	Head Teacher
ICT	Information Communications Technology
IRK	Islamic Religious
LSS	LGEA School Supervisors
LGEA	Local Government
NCE	National Certificate in Education
PE	Physical Education
SSCE	Secondary School Certificate in Education
SUBEB	State Universal Basic Educational Board

Abstract

1. Universal Basic Education in Nigeria is in a perilous state. Despite the best efforts of many teachers, Head teachers and management committees, there is a significant shortfall in both the quality and quantity of public education. Good practice is a rare commodity and the need for change is acute.

Executive Summary

2. The vast majority of state primary schools visited are still struggling to provide the requirements to operate as safe, efficient and effective schools as a result of inadequate number of classrooms and/or provision of essential services.
3. Some schools, especially those in the urban areas, are challenged with large numbers of pupils and this is where the system is under most pressure. The consequence of this is that the larger schools are sometimes left to grapple with PTRs of more than 100:1 and in reality primary classes of up to 200 pupils.
4. Critical to the development of schools is the central role played by the Head teacher. Throughout the three states Head teachers are faced with considerable challenges and are forced to address these issues with very little power to make change.
5. Staffing levels vary significantly across the three states and teachers are not well utilised, many having only little direct teaching time. The appointment of teachers is an obscure process undertaken by the LGEAs. Teachers often lack qualifications, specialist knowledge and appropriate training.
6. Across the states, teaching takes a direct, instructional approach with little child participation and is commonly viewed as the imparting of knowledge. The use of differing teaching strategies is not evident and no attention is given to children acquiring new skills and understanding of how to use and apply these.
7. The resourcing of schools in all respects is inconsistent. Although most schools are beginning to implement the Federal curriculum, the timetabling of the curriculum varies greatly from state to state, some finding the directed allocation of subjects challenging and in some cases impossible. The lack of relevant training and resources is hindering progress.
8. Attendance figures suggest considerable variety in patterns of attendance but there is a shortage of accurate data. Attendance is particularly poor in the afternoons where schools have to operate a 2 shift system.
9. There is not an appropriate curriculum for early years children and training and resources are scarce.
10. Across all states inclusion is a poorly understood concept with children at either end of the ability continuum left unsupported.
11. Communities are generally very supportive of their schools and value the work and dedication of the staff. Almost all schools have a PTA and most have a School Based Management Board although the way in which these function varies widely.
12. Where the SDP process is underway, schools are motivated and empowered to make positive change.

Purpose of the Consultancy

13. To conduct a series of case studies of selected primary schools which would provide a detailed description of the daily practice of schools in order to assist the State and ESSPIN in developing strategies to support schools and enhance learning opportunities for Head teachers, teachers and pupils

Background

14. Schools visited in the research undertaken for this report are in three states of Nigeria- Kwara, Kaduna and Kano- and serve a variety of urban and rural communities. All are state primary schools except for 1 junior secondary school also included. The sizes of the schools vary from 110 to over 4,000 pupils with the larger schools operating a shift system of 2 sessions a day.

Findings and Issues Arising

Characteristics of the schools

15. The vast majority of state primary schools visited are still struggling to provide the requirements to operate as safe, efficient and effective schools as a result of inadequate number of classrooms and/or provision of essential services.
16. Some schools have water from a bore hole or well, often shared with other schools or the wider community. A few schools, but not all, have some toilet provision but this is rarely adequate for the needs of pupils and staff. The cleaning of these facilities varies significantly.
17. School buildings, especially in rural Kaduna, need to be overhauled urgently as the physical state of almost all classrooms is very poor. Many need significant repairs to roofs and ceilings to keep classrooms dry. The quality of workmanship in many buildings is a matter of concern as newly laid floors have often crumbled resulting, for example, in children sitting on powdered concrete.
18. Almost all schools visited, especially in Kano, have totally inadequate furniture for the use of either pupils or staff. Where there is furniture it is often in a very poor state of repair with broken joints and sharp nails protruding. Pupils generally have to squash up close in order to fit onto benches with any overspill seated on the floor. Many schools have no furniture at all so all pupils sit and work on the floor.
19. Security of windows and doors needs to be improved in order to keep classrooms clean when the school is closed and resources safe. None of the schools have a perimeter fence or wall so school compounds are open to animals and the community and may be close to main roads and busy traffic. This also has a negative effect on attendance as it is often extremely difficult to monitor pupils when they can return home so easily.
20. Electricity has been installed in a few schools but generally this is restricted to specific areas such as the Head teacher's office or in an ICT suite in one school in Kaduna. The problem area for schools is the degree of reliability as power cuts are frequent and can be for lengthy periods of time. Some schools in Kano are looking at the possibility of installing generators in the future.

Leadership and Management

21. Critical to the development of schools is the central role played by the Head teacher. Throughout the three states Head teachers are faced with considerable challenges and are forced to address these issues with very little power to make change.
22. In all three states most Headteachers do not have access to financial support from the state. They have no income on which they can depend and are therefore bound to look elsewhere for an income stream. In Kwara State this usually takes the form of a PTA levy paid termly by parents but managed on behalf of the school by the PTA. Often this is a small amount after deductions, in the region of N50 per child, but is essential in allowing the school to replace some consumable stock such as chalk, pencils, kerosene (used to burn off areas of land used as toilets) or to make essential repairs to furniture. In Kaduna and Kano State a declaration has been made to parents proclaiming free education for all, and this has led to schools being placed in the unenviable position of having to find other ways of securing funding. Some have been inventive and have set up a roadside shop or farm from which profits are diverted to essential school funding. Some schools with a strong community support have turned to the PTA to set up special projects to raise funding for specific items, but in the worst case scenarios HTs have been forced to dip into their own pocket or even to address the staff and ask for their support.
23. This lack of empowerment is critical when the fabric of the school is unfit for purpose as was particularly the case in Kaduna State. Children and teachers are compelled to conduct lessons in rooms without roofs and whilst the HT had protested to the LGEA the problem remains. The result of this lack of central funding is that all development is at best slow, and is placed in the hands of others through whom the school must pass to secure any support. The LGEA and the State, in the form of SUBEB, allocate funding according to their own formula, which is often unclear to school leaders.
24. In Kwara State and Kaduna State, work has begun on piloting a scheme through which schools are able to work with a School Based Management Committee who, along with the HT, receives training and is subsequently able to produce and submit a comprehensive School Development Plan. Once received and approved by the state this opens the way to a significant payment of funds to the school (in the region of N1 million). This is held in a bank account and administered by the SBMC often in conjunction with the PTA. This money allows the schools to work quickly against the objectives laid out in the SDP. The use of local labour and the support of the community mean that quality control is more easily achieved. In the two schools in which this was observed, one in Kwara and the other in Kaduna, the seeds of change were sown and the impact clear. Children, staff and the communities were proud of their achievements and the momentum gained had led to initial discussion about new developments in teaching and learning.
25. Whilst HTs across all three states generally have access to training, much of the focus seems to be with the day to day administration of the school. Whilst this is essential, HTs need to develop an understanding about how children learn and how new organisational structures might be applied within very testing conditions. This was noted as requests from a number of the HTs interviewed and in all three states. There is a dearth of information available to schools and if ever professional development is to become school-based, then leaders must be equipped to challenge and support colleagues.
26. Most schools have at least one Assistant Head teacher and often a range of other senior teachers with specific administrative roles. They tend to deal almost

exclusively with tightly focused tasks such as clerical work or organisational issues such as cleaning.

27. These are tomorrow's HTs and they must become more integral to the school improvement agenda and share in the same training opportunities as the HT. With potential HTs in a more dynamic role it would be possible to establish a selection process which appoints future HTs on merit rather than on time served or through a system of patronage.

Staffing

28. Staffing levels vary significantly across the three states. Kano State is challenged with large numbers of pupils especially in the urban areas and this is where the system is under most pressure. The consequence of this is that the larger schools are sometimes left to grapple with PTRs of more than 100:1. However, the issue is not consistent and some schools are in a much stronger position with a PTR of around 20:1. Conversely, in Kwara State, a large number of teachers are employed and the average PTR seems to be around 20:1 with some as low as 4:1. Kaduna State falls somewhere in the middle of these two but very large classes were noted resulting from a lack of classrooms.
29. Unfortunately teachers are not well utilised and in Kwara some teach for as little as six hours per week and are then left to sit about the school with no clear purpose, whilst colleagues manage classes of in excess of 100 pupils on their own.
30. The appointment of teachers is an obscure process which sits with the LGEAs. Teachers come and go from the staffing establishment of schools at very short notice and are sometimes posted to positions that are difficult for them to access. This is an issue in all three states and can lead to poor attendance. From a management perspective, HTs who invest in the development of staff can suddenly find themselves bereft of a teacher for a particular subject. This is a particular problem in junior secondary schools and in states like Kano where schools focus their organisation around specialist teachers.
31. A further issue for HTs is that teachers join the school often lacking qualifications, specialist knowledge and appropriate training and it is not unusual for schools to receive teachers who are straight from secondary school. Often they have no experience of managing a class but are thrown straight into a substantive teaching role.

Teaching and Learning

32. Across the states, teaching takes a direct, instructional approach with little child participation and is commonly viewed as the imparting of knowledge. The use of differing teaching strategies is not evident and no attention is given to children acquiring new skills and understanding of how to use and apply these. The blackboard is generally used as the medium for teaching coupled with the teacher voice and hence the children have become aural learners.
33. Children are rarely allowed to talk in class, yet speaking is a fundamental element in a child's development.
34. Few resources are used to stimulate or aid teaching but some teachers were seen using natural or practical resources and even the school environment to support the children's learning.
35. No differentiation is evident in teaching and learning and, where grouping was seen, the process was not used effectively. Teachers are not yet aware of the possibilities offered by this system in supporting or extending learning. Questions were generally

- closed, and just repeated if misunderstood. The work displayed on the blackboard was for all children with no consolidation or extension activities.
36. The teacher’s subject knowledge is generally supported by the contents of any text book provided. This has resulted in teachers not thinking about the content of the lesson and the different approaches to teaching that could be taken.
 37. Generally the level of proficiency in the English language amongst staff in all states is poor and as a result the teaching is often incorrect and frequently translated into the vernacular. To improve these teachers need to have a grasp of the phonetic structures of spoken and written English.
 38. Assessment is summative as the teachers do not annotate planning or give any informative feedback to the children through marking or orally within the class. This is compounded by large class sizes. Every school carries out a continual assessment record which requires the children taking an exam in every subject periodically during the school year.
 39. Behaviour management is inconsistent across the states with Kwara State using corporal punishment more frequently than others.
 40. The training provided for teachers is insufficient in quantity, relevance and consistency. In all states the LGEA organise the allocation of courses to the schools which does not give schools scope to take ownership of the development it requires.
 41. Some states have recognised that teachers need to improve upon their qualifications but funding for these programmes is inconsistent. The organisation also needs addressing as it is leaving some schools insufficiently staffed.
 42. Training provided does not always correlate to new initiatives such as the implementation of the new Federal curriculum. Schools do not have the systems to ensure the learning is disseminated effectively thereby ensuring it has a measurable impact on the school.

Curriculum

43. The resourcing of schools in all respects is inconsistent. This applies to curriculum documents, text books and other school materials and is insufficient in almost all schools.
44. In all states, text books, when issued, generally do not collate to the new curriculum.
45. The use of practical resources to support teaching and learning is minimal but there is also a lack of imagination and creativity regarding what or how resources could be used. In a few schools the teachers had made flashcards, used sticks and bottle tops but more promisingly used the school environment to complement and support learning
46. The implementation of the Federal curriculum is evident in almost all schools, although in some cases it is staggered over a 6 year period. However, in almost all schools, training and resources are non-existent although required by teachers to effectively use this document as a planning tool.
47. The timetabling of the curriculum varies greatly from state to state, some finding the directed allocation of subjects challenging and in some cases impossible. This is particularly evident in Islamiyyah schools and/or where teachers or the appropriate resources are not available.
48. Another important implication of the organisation of the curriculum is the deployment of teachers. Within each state there is variation as to whether they are allocated the role of class teacher or subject specialist and the rationale for making this decision also differs. The narrow training received by many teachers contributes significantly to the difficulty of utilising class teachers.

49. In all states, planning for teaching and learning is consistent though in all schools it lacks depth, creativity and any understanding of a sequence of lessons that caters for the learning needs of all children.
50. There is not an appropriate curriculum for early years children and training and resources are scarce. Classes can be large and children have no self initiated activities to enjoy.

Care, Guidance, Support and Personal Development

51. Attendance figures suggest considerable variety in patterns of attendance but there is a shortage of accurate data. Information on pupil enrolment is not always backed up by actual numbers of pupils in class and registers are often inaccurate or incomplete.
52. It would appear that attendance is strongly influenced by social and cultural factors, for example, religious holidays/ duties, market day and domestic jobs. This was particularly evident in Kano State and north Kaduna.
53. Staff and pupils are generally clear about school expectations of punctuality, uniform and cleanliness. However, all schools struggle to begin the day promptly as a result of many pupils and staff arriving late to school and valuable teaching time is lost. Even when schools do start on time, many pupils drift in during the first lessons, again, missing important learning.
54. Attendance is particularly poor in the afternoons where schools have to operate a 2 shift system. Most schools try to address this with whole year groups allocated to afternoons but there is a marked difference in the attitude of pupils and staff.
55. Many schools are aware that pupils may not be in school for the whole of the school session. Lack of secure school compounds and perimeter fences enable pupils to leave the premises easily without this being noticed and, especially where teaching classes are large, this usually goes undetected.
56. Schools are generally very positive in embracing children of different faiths. Assemblies accommodate both Christian and Muslim prayers and are given equal regard, when children on roll are from both faiths.
57. In communities where the faith is predominantly Muslim, parents may choose to educate their children through more than one school. Pupils, especially boys, may be sent, for example, to Qur'anic schools before going on to a secular school. Likewise, the education offered by an Islamiyyah school may be considered more appropriate to girls towards the end of their primary education. These factors impact on state provision and can lead to local differences and pressures such as a wider age range within a class.
58. Little regard is given to special educational needs of individual children. Difficulties tend to be addressed through the pupil repeating a year rather than any specific support. Across all states, inclusion is a poorly understood concept with children at either end of the ability continuum left unsupported.

Communities

59. Communities are generally very supportive of their schools and value the work and dedication of the staff. Almost all schools have a PTA and most have a School Based Management Board although the way in which these function varies widely. At the best they can bring about school development, drawing together school and community to achieve specific objectives such as providing toilets and furniture.

Too often however, especially in poor communities, the lack of any delegated funding limits the projects that can be undertaken.

60. There would appear to be some lack of clarity about the roles of the LGEA and the state. Replication of responsibilities with regard to the support and inspection of schools, results in there being many visits but few tangible benefits.
61. In Islamiyya schools, the voice and role of the community in the life of the school is particularly strong. They have the freedom to make decisions and see initiatives through to fruition.

Options and Next Steps

62. Consider making funds available to Head teachers so that the development of the school fabric, including classroom provision and quality, sanitation and water can be addressed locally. This would be dependent on the submission of a carefully constructed School Development Plan along with a detailed condition survey.
63. Ensure that all initiatives work towards empowering Head teachers to lead and develop their own schools. Consider building on a cluster arrangement so that Head teachers in an area can work together on school improvement. This would make the organisation of training easy to administer and track and make the system transparent. Establish a training programme that guarantees a basic minimum of development that could be delivered through a system of Head teacher trainers.
64. Reviews the system for the allocation of teachers to schools, giving individual teachers some say in their appointments eg a minimum choice of 3 schools. Ensure schools an equitable distribution of staff with a balance of experience, qualifications and specialism.
65. Consider a short, middle and long-term programme of training with the emphasis on immediate impact. Establish a structure that allows school based training on closure days or out of hours. Make sure teams are set up to deliver in-house training that would enable LGEA supervisors, Head teachers and teachers to work together, initially on prioritised development needs such as planning and differentiation. English and phonic training could be either intensive or long term programmes.
66. Create materials that support teachers in delivering the Federal curriculum and train teachers in the effective use and development of these resources.
67. Make the schools more child-centred by limiting class sizes and utilising staff to support pupils effectively. Best practice in school organisation should be used to promote a team spirit and personalise the learning process for children and teachers.
68. Strengthen the role of the SBMB by accelerating the rolling out of the SDP process so that all schools are presented with a genuine development opportunity.

Annex1 State Final Report

School Management Research Project ESSPIN KADUNA STATE – NIGERIA Final Report
<p>Characteristics of the schools</p> <p>Schools visited in the compilation of this report are in Kaduna city itself and in both the far north and south of Kaduna State, so include a variety of urban and rural schools. The sizes of the schools vary from 300 to over 2,000 with the largest school functioning on a shift system with 2 sessions a day. The vast majority of schools are still struggling to provide the essential requirements to operate as safe, efficient and effective schools.</p> <p>There are growing numbers of pupils to accommodate at all levels of the primary age range although most schools do not have sufficient number of classrooms and the physical state of these buildings varies. Many schools are a mix of newer buildings and older buildings that may not even be useable because of the poor condition, especially of roofs. There appears to be no funding available to repair damage caused by winds, for example, and this can mean that classrooms become totally unusable although they are desperately need to accommodate the numbers of pupils on roll. For example, in one school (112 nursery aged children of 170 enrolled) had to be accommodated in one corrugated tin building with poor floor, no shutters and no furniture because a second classroom was out of use as the roof had collapsed. At the same school another classroom was almost unusable because of severe ant infestation that was destroying the walls day by day. The quality of workmanship on new building may also be a matter of concern. For example, in another school the concrete floor of a new nursery classroom built only 2 years ago has completely disintegrated so, in effect, the children were sitting in powdered concrete.</p> <p>Almost all the schools visited have inadequate school furniture for both staff and pupils. However all schools also have many pieces of damaged furniture that can be repaired and then brought back into circulation. This is clearly particularly important where there are large numbers on roll and every desk or bench space needs to be utilised.</p> <p>Most schools have no electricity and at best, it is only available in the Head teacher’s office. There has clearly been a recent move to dig boreholes or wells to bring water to schools but none of these schools did actually have water available for pupils or staff. Likewise few schools have toilets unless the school PTA has been active in providing these facilities. None of the schools has a perimeter fence despite many being close to a road or railway and in both urban and rural areas; animals often wander freely across the school playing areas. Since schools cannot provide water for pupils during the 5-6 hour school session, pupils must bring their own or need to return home during breaks. This clearly has a disruptive effect on learning and attendance as they do not always return!</p> <ul style="list-style-type: none"> • <i>School buildings need to be overhauled urgently and provided with water and electricity so they are suitable environment for the learning needs of pupils.</i> • <i>Repairs to buildings such as roofs and ceilings are needed to keep classrooms dry</i> • <i>Security of windows and doors needs to be improved in order to keep classrooms clean when the school is closed and resources safe</i> • <i>Most classrooms need re-decoration and appropriate and sufficient furniture</i> • <i>Toilets need to be installed in all schools and cleaning staff arranged to maintain a satisfactory level of cleanliness in all schools</i> <p>Consider making funds available to Head teachers, so that the issues can be addressed locally.</p>
<p>Leadership and Management</p>

For their part, the Head teachers are generally focused on the supervision of schools and ensuring that their administrative duties are carried out adequately. This involves the completion of records such as attendance for pupils and teachers, continual assessment, teacher planning and a host of generic documents like the school log and visitors book. When the Head teacher visits a class, it is usually to make sure that the information being given to children is factually correct and that the class is well disciplined. A lack of training coupled with a dearth of opportunity to see good practice at first hand, means that senior leaders are not in a position to drive forward the teaching and learning agenda. Therefore something as straight forward and basic as differentiation within teacher planning, sits outside of the grasp of most Head teachers.

Some schools have had access to the first throws of a new development to tackle school improvement at the local level. The Head teachers have supported the setting up a school based management committee and have subsequently worked with them to produce an extensive plan, a sixteen page document which set out a clear way forward for the school. Having been approved by SUBEB, the school was given a grant so that work could begin. As a consequence, all buildings were completely renovated, toilets were built with further pit latrines planned and there is an ongoing plan to tackle a range of issues including the curriculum, pupil welfare (fresh water) and of course teaching and learning. The SBMC continued to be active throughout the development phase by monitoring the work and ensuring value for money. The effect of this on the whole school community was very positive and had the effect of creating a sense of optimism.

The broader issue of empowering heads to be proactive and to drive development from within the school is central to any programme of rapid improvement. Heads spend much time requesting support from their LGEA or from SUBEB but often this is not forthcoming and hence the impetus for change and improvement is lost. When children must function within a building that is falling apart and without furniture or books, then the inability of the HT to impact upon this key fundamental issue has the effect of reducing the role of HT to that of an administrator.

Resources come about as the result of a termly fee demanded of each pupil and it is this money that pays for additional staffing, consumable stock, teaching aids and hospitality for visitors. However, in some primary schools the promise of free education means that parents are no longer prepared to contribute to the PTA levy and therefore HTs are left without any funding stream, however meager.

The provision of text books across the state widely varies and the rationale is difficult to determine. This leaves some schools reasonably stocked and others in a perilous state. In many schools, children have been observed without a textbook or exercise book and so have been sidelined from crucial parts of the lesson. JSS schools function without libraries and the necessary science and technology equipment to facilitate hands on experiences. Until this situation is addressed it will be difficult to tackle uplift in standards with any real conviction.

Assistant Head teachers perform a varied role in schools but mainly focus on administrative or low level management tasks. Some cover for absent teachers, but generally their role is concerned with the checking of planning and ensuring that key documentation is kept up to date. Again, these people, who are the head teachers of tomorrow, need to receive a planned programme of training which would allow them to be influential in the development of teaching and learning and thus able to contribute to school self evaluation and whole school improvement.

- *Senior staff desperately need training in the development of teaching and learning*
- *Schools cannot be expected to function without any form of income*
- *The SDP process, along with the supporting training, should be rolled out as soon as possible so that improvement comes from within the school*

Ensure that all initiatives work towards empowering Head teachers to lead and develop their own schools.

Staffing

There are many challenges for school leaders in Kaduna State and one of the most pressing is that of staffing. In junior secondary schools there is a constant staff shortage and in some subjects this is at

crisis point. This is exacerbated by the fact that at any time, a key teacher can be transferred elsewhere. As a consequence, schools, from their own resources, pay for part-time teachers to prop up the delivery of the subject. In JSSs a balance of subject specialists is essential and due to the national shortage of mathematics and science teachers, the problem in some areas is acute. One school visited had only one teacher of mathematics and was unable to offer Business Studies as no teacher had been placed at the school for some years.

In primary schools, the PTR is generally between 30:1 and 50:1 but this figure can be misleading as, on the whole, classes are often larger than this figure suggests. Teachers are also not used effectively as schools sometimes deploy staff as subject teachers and sometimes as class teachers, or a mix of both. The fact remains that contact time varies widely from teacher to teacher with some teachers only teaching 4-5 lessons a week out of maybe a total possible of 30 lessons. This is clearly not effective use of valuable staffing resource.

- *Staffing should be more transparent and consistent with Head teachers having more say in appointments in order to address school staffing needs*
- *There needs to be more effective use of staffing within schools and greater consistency in contact time of teachers*

Find ways to involve HTs in the appointment of teachers

Teaching and Learning

Schools operate with a mix of class and subject teachers. P1-3 inclusive may be taught by class teachers, apart from Religious Studies and Primary Science, and P4-6 may have staff taking on a specialism. Other schools have subject rotation throughout the school. Many schools choose to have their most confident and knowledgeable staff in the older age group. However, many teachers have been trained in subjects other than those on the primary school curriculum and so are not really 'specialists' other than by default. Their confidence and 'expertise' can vary widely and so determine the quality of the pupils' learning. This also raises questions about progression in subjects such as Science when poor teaching restricts the progress that can be made by older pupils by repetition of learning that has clearly taken place much earlier.

All teaching is whole class in approach, with the emphasis in planning on one learning objective for all the pupils in the class. However it is clear that most classes has pupils of a wide variety of ability and age, particularly where primary education provision has only recently become available and young people are taking up new opportunities. It is probably inevitable that teaching of the biggest classes depends heavily on instruction and imparting of information.

In some schools there are many teachers who lack confidence and fluency in English and even when they are employed as class teachers with younger classes, this has a negative effect, as they pass on poor pronunciation and grammatical errors. These teachers also tend to be particularly dependent on following a text book, of which there are few, and restricting teaching to writing up factual information on the board which then has to be copied as 'class work'.

It is very noticeable that when teachers are confident in their grasp of English, they are more flexible and interactive in their teaching in all subjects and this has an immediate beneficial impact on pupils' learning. In this more interactive teaching, questions are used to develop learning from pupils' responses and pupils participate and are clearly more motivated. A number of teachers have been, or are at present, involved in CPD at various levels. This may have been through 'Refresher courses' in the August break, (provided by the Federal Government) or through upgrading of GII qualifications to NCE through weekly sessions over 2 years (State funded). All the teachers who are involved in this training speak with real enthusiasm about how they are learning to adapt their teaching to meet the needs of their pupils. The teachers are still desperately short of teaching resources and books but courses have encouraged them to improvise and make use of the children's surroundings and everyday materials, such as stones for demonstrating division and an old clock for teaching the time. All expressed their renewed enthusiasm as they have tried some of these more 'child centred' strategies that, they say, have had a beneficial impact on their pupils giving them greater motivation

and confidence. For example, a P5 lesson in Reading Comprehension still involved a single copy of the passage written out on the board but rather than repeated reading of the text as a class, the teacher worked to develop word attack skills and comprehension through questions involving understanding of inference rather than simple location and recall of factual information. However, despite some awareness of individual differences, there is as yet no challenge for the more able and a great emphasis on 'keeping the class together in their learning'.

Assessment continues to be summative, almost exclusively through paper and pencil tests, contributing to the continuous assessment scores added up through the term and recorded on report cards that are shown to parents at the end of each term and school year.

The education of youngest children is extremely limited despite the fact that so many are now in school. In fact, children as young as 2 years of age are being admitted to conditions and expectations that are totally inappropriate and may cause long term developmental harm. In all nursery classes seen, there are no appropriate resources and although there is some learning through song, teaching approaches are often those used in the rest of the school regardless of whether these are appropriate to the needs of the youngest children.

- *Initial teacher training needs to include a greater emphasis on child development and pedagogy so that teachers have more understanding of children's learning.*
- *Teachers need to be trained to specialise in a subject and lead this through a school.*
- *All teachers need intensive English language training and refresher courses at intervals that include: phonic knowledge, teaching of reading, pronunciation (articulation), the development of writing and the importance of speech to support these processes*
- *Teachers need more training on effective planning for learning, classroom management, assessment strategies, the making of resources to create a purposeful learning environment and creativity. This needs to be quality in-house training, in allocated time outside of teaching time.*
- *ICT training for Head teachers and some staff needs to be continued to include all teaching staff*
- *Along with the Head teacher, teachers need the opportunity to identify their own training requirements and be able to apply for any relevant courses.*
- *Schools need to develop good practice in both formative and standardized summative assessment*

CPD opportunities for teachers need to be extended to include all teaching staff, according to need, so as to further improve the quality of teaching and learning.

Curriculum

Schools received and are implementing the new curriculum issued by the State but the number of copies supplied to the schools varies enormously depending on the location of the school. This hinders many teachers in the effective implementation of this curriculum. Several teachers in many schools received the appropriate training related to the curriculum but the dissemination and in-house training on this area and other areas of teaching and learning still remains a challenge for schools as no CPD time is incorporated within the school year i.e. INSET days. There is evidence that cluster working can be effective and Head teachers can work collaboratively to cascade training on developing aspects of the curriculum. For example, one head teacher explained how he had attended training in developing planning from the new curriculum and had then been asked to pass this on to 5 schools including his own school, as well as another cluster of 5 schools further a field.

Each school devises its own timetable which is subsequently submitted and approved by the LGEA. The number of sessions allocated to English and Maths is generally higher than other subject areas i.e. 6 to 8 - 30 minute sessions being taught a week in schools. There is some disparity between what other subjects are being taught and the time allocated to these, with some schools placing more emphasis on the teaching of Science and Social Studies and others focusing on Religious Education and

Hausa. Other practical subjects such as Home Economics or Agriculture may be omitted from the timetable and Creative Arts and Music are restricted to one or two sessions a week. This does not aid the development of the whole child, especially in the early years. Within the schools working on a shift basis, the allocation of teaching time in the afternoons is not equal to that allocated in the morning. Labour time (where children clean the school) and also prepare to go to the Mosque, also removes learning time from the timetable. This could amount to a further reduction in teaching time of 2 hours a week.

The implementation of the curriculum is still being driven by the text book where there is an obvious conflict. The teachers are still restricting themselves to text book exercises and not thinking outside the box. In most schools children are unable to access the 'text book' as a learning resource as the appropriate number or type of book has not been supplied to the school.

The planning for learning is generally lengthy and does not include aspects such as differentiation, challenge or measurable outcomes. Planning is not annotated to identify a need for some children to address an objective again, or whether a different strategy could be used if most children did not meet the objective.

- *Extend the training for all leaders on the new curriculum and arrange for time within the school day for the training of all teachers*
- *Ensure all class teachers have a copy of the curriculum, not only for their year group as they need to appreciate where the children have come from, what they may need to consolidate but also what are the next steps so those children in need of extending can be challenged*
- *Develop a timetable/curriculum that allows the development of the whole child as a rounded individual and prepares them for the future*
- *Ensure the facilities and resources are in the schools to support the curriculum. Teachers need guidance in making teaching materials from easily available resources so they feel confident and equipped to embrace the teaching objectives.*

Extend the model of training through cluster groups so that teachers are supported in the delivery of the curriculum and the development of relevant resources

Care, Guidance, Support and Personal Development

The schools embrace the difference in religion very positively and no issues were highlighted. Assemblies promote the schools values and allow for both religious sectors, Muslim and Christians to have their time to worship.

The ethos of the school is lead by the Head teacher, who generally sets the rules for the school and leads on their implementation. The approach to dealing with issues such as attendance, punctuality and presentation differs greatly. Corporal punishment is not used in all schools. The children do not like being hit but find it acceptable!

Records of attendance are an issue as registers are not kept accurately and there are discrepancies between the number of children on the register and those that actually attend the schools. In the rural areas attendance tends to be poor at differing times of the year as the children are needed by their families to work in the fields or at the market.

Some schools work on a shift basis, running a morning and afternoon shift. There is a notable difference in attendance in afternoon sessions, which is significantly lower. The conditions for learning within these sessions are unacceptable, as it is far too hot for the children to learn effectively.

Inclusion is an issue in all the schools visited as the child's individual needs are not considered, neither are those of differing groups i.e. Gifted and talented, gender etc. Children with learning difficulties are kept back for a year or longer until they reach the desired expectation for that year group. Their needs are not explicitly identified and additional support is not given. Their learning is not planned as they are expected to learn the same as the rest of the class like any other group of children.

Health education is agreed to be important but few schools are in a position to put this into practice when they have no water or sanitation. With the removal of Home Economics and Agriculture in most

of the schools the children will only be able to develop life skills through the PHE curriculum. There are examples of schools that have a farm to produce some cash income as well as a practical resource for teaching Agricultural Science.

- *The school environments need to be improved to ensure the children are safe*
- *A system to ensure attendance data is accurate needs to be implemented*
- *Whole school behaviour strategy needs to be developed to ensure all adults have the skills to manage behaviour positively*
- *All schools need training in identifying differing groups and how to adapt the curriculum and, teaching to meet the children's needs*
- *Schools and teachers need to be more flexible in responding to the needs of the individual child rather than the child fitting into an establishment i.e. differentiation for ALL*
- *The curriculum needs to have breadth and balance so all children have the opportunity to enjoy learning and develop a full range of life skills*

To identify groups of children with differing needs and incorporate the appropriate differentiation within the planning for teaching and learning

Community

For many schools security is a significant issue and if the facilities within the state's schools are ever to be developed, then a secure site will be paramount. In one school visited, the Technology unit had been visited by armed robbers with a lorry and lifting gear and they had stripped the block of valuable and essential equipment which has never been replaced. On a smaller scale, classrooms are bare and dark and children would benefit hugely from having information displayed on the walls. This is a pointless exercise if classrooms are left unsecured and open to vandalism.

The role of the PTA is long established and from within a limited means, most do all that they can to provide support to their local school. Some are now hampered by the pronouncement of the state to provide free education which, understandably, has been taken literally by some communities. However, the role of the school based management committee is a relatively new development. At its best, it empowers the school to develop and improve and where this is achieved successfully, all stakeholders are buoyed by the progress made. Where schools are sidelined from this initiative there does not seem to be a clear rationale for the establishment of this committee who has no means of supporting significant change.

Parents receive continual assessment information about the progress of their child and this is provided termly. There is generally no specific time for parents to visit the school but in most schools an open invitation exists for parents to drop in and speak to the teacher or the Head teacher about any matter which is pressing. As many parents are unable to read, most schools choose not to send home written information. Furthermore, the resources to do this are not available in schools.

What is clear is the fact that most stakeholders, including children, teachers, parents and representatives of the community groups are agreed on the key development priorities for the school. Whilst they do not generally have the knowledge to focus on issues of teaching and learning, they are very clear about changes that are necessary to the fabric of the building; to the equipment available to children and teachers and of course to the basic needs of everyone in terms of sanitation and health related issues.

- *Improve security in schools*
- *Find ways to provide the community with real purpose in their role as significant stakeholders.*

Accelerate the roll out of the SDP process so that all schools are presented with a genuine development opportunity.

School Management Research Project

ESSPIN

KANO STATE – NIGERIA

Final Report

Characteristics of the school

All the schools visited for this research project are situated in Kano State although in a variety of locations, both rural and urban- from the centre of the city, to the countryside over 100kms to the SE of the city. There are also huge inequalities in the physical environments, staffing, resources and numbers on roll at the different schools. A child's experience of education in Kano State seems to be particularly a matter of luck.

At first sight it may appear that the general physical state of school buildings and accommodation is satisfactory. However, although most classrooms do have roofs, shutters and doors, the general state of the fabric is very poor so an extensive renovation and decoration programme is needed as a matter of urgency. Some, but not all of the schools visited, have access to water from a bore hole or well, often shared with other schools or the wider community. Most, but not all, have some toilet provision but this is not usually adequate for the needs of the pupils or staff. Lack of security is felt by Head teachers and staff to be a matter of serious concern as, although some classrooms may have locks, there are no perimeter fences or walls. The school compounds may be close to main roads and busy traffic and are open to the community and animals. This also has a negative effect on attendance as it is often extremely difficult to monitor this when pupils can return home so easily. Some of the schools have tried to make steps to secure electricity or another source of power, but none are operational.

There is a very marked shortage of furniture with no school having adequate furniture and many having virtually none at all. As a result the large classes are accommodated in standard size rooms by pupils sitting on the floor and writing on their laps. PTA groups are often working hard to try to address these difficulties but it is far beyond the capabilities of parents and communities alone.

Above all, however, there is a chronic shortage of school buildings to accommodate the number of pupils of primary age and it is clear that the number is rapidly increasing. Many of the schools operate on a shift system that usually involves 4 year groups (perhaps ECC, P1, 2 and 6) attending morning sessions and the other 3 year groups (probably P3, 4 and 5) attending afternoon sessions. Although this may appear to offer an administrative solution, it is far from satisfactory as the quality of teaching and learning as well as attendance is generally much poorer in the afternoon sessions and this is a matter of concern for schools and Head teachers who have to operate in this way. In many of the schools, despite the shift system, class sizes remain far too large for any effective teaching with many classes. On paper, this could be 100- 160 pupils or more, although in reality the number of absences reduced these sizes.

Another challenge faced by schools is the very wide age range of the pupils attending primary schools. Many of the parents have a choice in their community between state schools, Islamiyyah schools and Qur'anic schools. Children may attend both state and Qur'anic schools concurrently whilst a significant number of boys attend Qur'anic school for several years first before then starting at state primary schools to access a broader education. This means that there are boys who are in their teens, or even as old as 21, learning alongside pupils of 10 or 11 years of age. In some communities, parents feel the Islamiyyah schools provide a more appropriate education, especially for girls, and again this can have a significant impact on the balance of gender and the ways in which education is perceived.

The Islamiyya schools visited were particularly diverse in their basic characteristics. In some, the communities have worked extremely hard to ensure accommodation is suitable for the needs of the pupils but in others even the most rudimentary provision is lacking so pupils are taught in tin shacks or disused garages.

- *There needs to be a rapid school building programme as the vast majority of schools do not have adequate buildings for the number of pupils on roll so have to operate with shifts and/ or very large classes.*
- *Classrooms need to be brought up to a satisfactory standard with adequate ceilings, floors and furniture if they are to provide a suitable learning environment for pupils of any age. Most would be greatly improved simply with a fresh coat of paint.*

- *All schools need to have basic provision of adequate water, electricity and toilet facilities for the needs of the pupils and/or staff.*

The devolvement of funds through a SDP procedure

Leadership and Management

The schools in Kano state were representative of a broad range of contexts and this was reflected in the diversity of the management structures. As schools vary in size between 400 and 4000 pupils, so the range of support roles increase. The larger schools benefit from a number of Assistant HTs along with a range of middle management functionaries such as an exam officer, labour master and guidance counsellor. However, each of these positions is characterized by the low level activity demanded by the role and this in effect relegates the task to that of administration. Whilst there is no doubt that many HTs and their colleagues are personally committed to their schools, they generally do not have the insight and skill to create a vision to which pupils, teachers and the community can subscribe. It is in fact in this area that HTs are most short of training opportunities. The seminars and workshops organised locally are often characterised by training with an administrative emphasis and do not invite Heads to instigate change outside of the parameters set by the state.

None of the schools visited within this research has access to a central budget provided by the state and as education has been declared to be free, other than in the semi-private Islamiyya schools, they find themselves impotent in instigating improvements at the local level. Fortunately many of the schools have an active PTA or SBMC who are able to approach the local community when a particular project is in need of being addressed. An example of this might be the need to raise funds to repair furniture or even to buy essential equipment. Those schools in the strongest position tended to be situated in the rural areas or those designated as Islamiyya schools, each of which had committees which were integral to short and long term maintenance and development. The urban schools face a particular challenge as the community is less discrete and the schools are challenged with large numbers of pupils often sited in positions with restricted area and compromised development opportunities.

All the HTs in the survey kept pupil and staff records but in many cases the accuracy of these was open to question. Furthermore, they were rarely accessed and therefore not used strategically. Similarly, many schools were aware of the need to have in place some form of staff meeting and whilst there was evidence of these being held, the opportunity to carry out school- based development was generally lost when the meetings were relegated to an administrative exercise. Best practice saw some sharing of the content of courses attended by staff but this was not common place.

As schools lack the facility to support their own development, so the horizons for change narrow. When asked about development priorities, HTs largely focused on attendance of pupils and staff, the fabric of the school, security and teaching aids and facilities. In contrast their training needs were characterised not only by administrative know how but by the need to understand more about alternative methods of teaching and learning and how these could be applied in the context of large classes or with the support of poorly qualified teachers. It is clear that there is both the desire and the need to address development within the classroom and the starting point for this clearly needs to sit with HT training.

Head teachers within the survey had a vast range of experience and qualification with some new to post and with no prior management experience through to HTs of 27 years experience and 13 different schools. Some benefited from experienced assistants who shared the running of the school and relieved them of key administrative tasks, whilst others had assistants who were forced to carry a substantial teaching commitment. Few HTs taught and this was often down to personal preference. There was a particular issue in some of the Islamiyya schools where Heads were appointed without the ability to speak effective Arabic or English and with experience only within the secular sector. Conversely there would be significant advantage to ensuring that all state schools following the UBE curriculum had someone at the helm able to speak good English.

There is a dearth of school development planning in any form and a holistic view of school development was not witnessed. If schools were empowered to draw down funding against a successful and cogent SDP, then the pace of development would be greatly enhanced. It is clear that virtually all schools have a structure in

place, in conjunction with the PTA, for managing funds and this is generally very successful and could be formalised and audited quite easily. With appropriate training and a simple framework, HTs, PTAs and SBMCs could begin to tackle the broad range of development needs observed in Kano's schools.

- Head teachers need effective training in teaching and learning.
- Review the range of records that each school must keep and how they are to be used.

Establish a training programme which guarantees all HTs a basic minimum of training. This could be achieved through a system of HT trainers whose schools receive some recompense for their absence.

Staffing

The Pupil Teacher Ratios in the schools visited within Kano state vary from 19:1 to 103:1. This is a very significant variation and there does not appear to be any logical reason as to why this should be. The highest and lowest ratios exist within the same LGEA. Head teachers have no control over staffing and teachers come and go from the school's staffing establishment at very short notice. This can cause significant issues if the teacher of a shortage subject leaves the school without a replacement being made in the same subject. This is in fact a common occurrence. In some instances this can also place the teacher under significant personal duress as the cost of, and time spent travelling becomes an issue. Teachers reported that this is a factor in the poor attendance of some teachers and are foremost in the poor punctuality of many. Head teachers expressed their frustration at not being able to address this difficulty but see it as simply the way things work. Class sizes in Kano state are a major issue and many are in excess of 100 children. This impacts on where they sit and may mean that even when furniture is available it cannot be used for lack of space. Large classes also determine the teaching and learning styles utilised as practical learning ceases to be an option. Pupil grouping, which would allow the support of many is not practised in any of the schools visited.

The NCE qualification has resulted in many teachers being unable to teach subjects other than those in which they specialised in training and so the hands of the HTs are therefore tied. It is not possible to place these teachers in a class teaching role as they simply do not have the subject knowledge, skills or often the enthusiasm to produce good quality lessons.

- *The PTRs in schools need to be looked at carefully to ensure an equitable staffing balance between schools.*
- *Schools should keep a log of teacher skills and competencies and this should be foremost in the thinking of LGA employees when determining staff placements.*
- *The state should work towards a maximum class size which should be enforceable.*
- *Teachers need a broad base of In-service training to allow them to function across a greater range of subjects and therefore to allow HTs to organise their schools in a more creative way.*

Review the system for the allocation of staff.

Teaching and Learning

Teachers' demonstration of acquired subject knowledge is varied, generally being based on contents of text books but even still, often incorrect. This coupled with a directive from the LGEA has lead schools to timetable teaching on a subject rotational basis with exception of ECC and P1 classes where a class teacher is allocated. This rotation varies from school to school, for example: a teacher teaches 2 subjects across 1 year group or a teacher teaching one subject across several year groups. The schools have decided how to organise this aspect, as it is dependent on their staff numbers and their respective skills. It was apparent across most schools that a lot of time was wasted with the movement of teachers, confusion with who should be where and unfortunately a lot of classes were left with a late teacher, a 'drop-in' teacher or in the worst scenario, no teacher. This coupled with the delay at the start of the day, reduced the amount of instructional time greatly. Large classes were evident in many schools and this not only affected the quality of teaching and learning but also the morale of the staff.

The teaching in almost all the schools takes a direct, instructional approach where child participation is minimal. This has resulted in children being unable to think for themselves, apply their knowledge and hence

work independently. Teachers generally model expectations but this in itself hinders the children's progress as no discussion regarding skills or alternative strategies takes place. The best teaching is that involving the children. This was evident in 2 schools where children were asked open ended questions, encouraged to talk and discuss ideas and real resources were used to stimulate or support the learning.

The teachers' comprehension of good classroom management is restricted by the facilities in which they are working, though some teachers have shown initiative and grouped children for tasks, interacted with the children and introduced the use of resources or different working areas in a constructive manner. The children's behaviour in all schools is impeccable and almost all the teachers manage their classes in a quiet and calm manner. Some teachers make their expectations explicit in this area at the beginning of the lesson. In some schools the children become restless when they have completed the task set and are left for 20 minutes or so doing nothing.

The lessons in almost all the schools were not differentiated, though one school had taken steps to identify Gifted and Talented children and would set these children additional or different work. Another school had set up a special class for a group of deaf children who were taught by a deaf teacher, this was inspirational.

The teachers' acquisition of English in almost all the schools is poor and subsequently this has had an effect on the children's attainment in this area. Often a lesson being taught through English is translated into Hausa for the children.

Assessment is summative as indicated in the marking of children's work, the dialogue between teacher and child and also in the Continual Assessment record, where children take an exam every term and these scores are collated to summarise children's progress.

- *Teachers need intensive English language training and refresher courses at suitable intervals*
- *The allocation of Professional training needs to be staggered effectively, so no school is left with insufficient teachers and children's learning is no subsequently effected.*
- *Teachers need extensive training on effective teaching strategies, assessment and using and making effective resources to create a purposeful learning environment.*
- *The schools where good practice has been identified needs to be cascaded through its respective LGEA*
- *There needs to be greater consistency in the agreed expected length of the school day, ECC provision, acceptable size of classes and PTR if equality of opportunity is to be improved.*
- *The process for posting and transferring teachers needs to include the status of each school and its needs but also the needs of the teacher.*
- *Schools need to have allocated time outside of teaching time to have quality in-house training*

All teachers to have access to intensive English language training.

Curriculum

Almost all the schools are following the directive from state and are staggering the implementation of the new Federal curriculum of 2007. This means that almost all the schools are working from the new documentation in grades P1 and P2 and the old modular curriculum in grades P3 to P6. Consequently the implementation of the curriculum will not be completed until 2013. The allocation of the new curriculum, text books, resources and training to support its implementation is inconsistent and in almost all schools completely insufficient. Some schools have not received one complete set of curriculum materials and no text books or training. The timetabling of the curriculum is devised by each individual school with some using the directive from state on subject allocation. Most schools have found this challenging and the secular subjects being taught vary slightly in schools. The Islamiyya schools and those schools working on a shift basis have found this aspect particularly challenging.

The quality of Early Years provision in the ECC classes varies widely according to the numbers in the class, the physical accommodation and the training of the teacher. Not all schools offer ECC provision and in some it is fee-paying. In schools, with a suitable classroom and 30-40 pupils with 1 teacher, some progress may be made by the children but, satisfactory provision is often a result of parents paying fees for ECC classes as classes tend to be smaller and parents purchase workbooks. Too often, large numbers of young children are squeezed into a space with little regard for the stage of their development. There was no evidence of a curriculum that offers satisfactory learning for the youngest children.

The planning for learning is based on the development of a scheme of work document. In all schools this lacks any depth and so does not support the planning for a sequence of lessons that links and extends children's learning. Lesson plans can be found in all schools and almost all of the schools follow a structure that could support the delivery of good teaching. Again, however, each lesson stands alone as they are driven by the text book and do not reflect or incorporate the children's responses to prior learning.

The lesson plan consists of the following headings:- Date, Subject, Topic, time, Class, Period, Age range, Reference to text book, Instructional materials, Behavioural objective, Previous knowledge, Introduction, Presentation, Steps, Evaluation, Conclusion, Class work.

The planning does not incorporate any differentiation or challenge and is not annotated as part of the evaluation process thereby ensuring future planning responds to the children's learning.

The teachers are generally very pleased with the progressive professional development programme to improve their qualifications, especially where they are sponsored by SUBEB. The allocation of other training by the LGEA or other organisations is inconsistent and its impact on school improvement is minimal as schools have no systems to disseminate this learning effectively. The vast number of teachers released to further their qualifications for 3 to 4 years can have a detrimental effect on some schools, leaving the schools with insufficient number of teachers to cover classes or specific subjects.

The qualifications/experience, schools needs or the distance a teacher may live from the school are not considered when teachers are posted or transferred to schools. This, coupled with the short notice given to the teachers and Head teachers, is not facilitating the development of schools.

- *Ensure all the teachers have a copy of the curriculum for all year groups, if subject teaching so they are able to understand where the children have come from and what they could do to challenge those more able children.*
- *Ensure, if the staggered implementation of the new curriculum is to continue, that the teachers are provided with the training, text books and resources to ensure the curriculum is implemented effectively*
- *Ensure, if the posting and transfer of teachers is to continue being controlled by the LGEA, that all schools have a balance of teachers considering qualifications and experience*
- *Introduce an 'INSET' arrangement within schools thereby allowing schools the opportunity to disseminate learning opportunities encountered and improve teaching and learning in-house.*

Consider developing teaching resources year on year to support the implementation of the new curriculum

Care, Guidance, Support and Personal Development

The great majority of schools are unable to provide a suitable, safe and secure school environment for learning due the lack of sufficient classrooms and limitations with the provision of essential services such as toilets and water. Improved school security would also help improve attendance for the length of the school day.

Many of the schools have thousands of children on roll and so, despite the efforts of Head teachers and teachers, they are large and impersonal and cannot begin to address the needs of individual pupils. The subject teacher rotations in place in many of the schools can also increase the impersonal experience of learning. However, in some schools, a team of teachers share the specialist teaching within a year group. This seems to be an effective way of organizing staff and building more supportive relationships between teachers and pupils. The sense of schools as large impersonal institutions is compounded by the difference in ages that may co-exist in one class. This is a result of children starting school at different ages due to a variety of social and religious factors.

The percentage of children in a community who attend either state primary, Islamiyyah and/or Qur'anic schools is impossible to gauge due to the lack of accurate and inconsistent information. It is difficult to be sure about the accuracy of information on patterns of attendance at the schools as records lack accuracy and consistency and there are many factors that can impact, such as open school spaces so pupils can easily leave at various points during the school day. Some schools are trying to improve their record keeping but it is often extremely difficult to find supporting evidence for the figures given on paper.

Schools may attempt to promote health education and life skills but this is often limited to advice in assemblies and PSHE lessons with no opportunity for learning practical skills.

Schools are generally very clear in communicating their expectations of the pupils in such duties as cleaning the school compound and classrooms and arriving at school on time. However punctuality is a real difficulty for many schools with valuable teaching time lost through both teachers and pupils arriving well into the school day. Although many Head teachers see it as their duty to improve the effective running of the school day, teachers are often posted far from their homes with no consideration of travel and pupils may have to complete domestic jobs before going to school. As a result the effective length of learning time each day is far shorter than that suggested by school hours.

Very little provision is made for pupils with special educational needs, other than to repeat a year when progress is not considered to be satisfactory. In one school, however, the numbers of deaf children had led to the formation of a separate class with the 8 deaf pupils being taught by a teacher who is himself deaf. This seems to work very well with pupils highly motivated and confident as they make good progress. In another school there was some awareness of the needs of the most talented pupils but this had no impact on teaching or the curriculum.

Despite the difficulty of collecting accurate and precise data, it would appear that girls are staying longer in education but this depends very much on local provision and community attitudes. Numbers of girls are generally higher in the Islamiyya schools as parents see these schools as combining sound religious and moral education with the basics of secular subjects, such as English and Maths, needed in the modern world. It is clear, however, that a significant number of pupils actually attend 2 schools – secular and/ or Islammiyah and/ or Qur'anic - if timing allows. Parents particularly expressed the value they place on the children being educated in their own community where they feel they can be supervised and guided.

Education is very much a matter of individual motivation and commitment. Teachers see their role largely as passing on of factual information, not nurturing the individual pupil, and many schools put greater emphasis on the promotion of shared Islamic belief and values rather than individual care and guidance.

- *Schools need to be able to meet the physical needs of all pupils with water, toilets and shade.*
- *Accurate, reliable information must be gathered on pupil numbers and needs if there is to be any effective planning for educational development*
- *Attendance data needs to be accurate and consistent if it is to provide any useful information for the schools or LGEA.*
- *Schools need to develop strategies, such as year group teams, that address the impersonality of many of the large institutions.*

Training to be provided that would enable HTs to consider and implement alternative organizational systems in their schools.

Community

The role of the PTA is long established and from within a limited means, most do all that they can to provide support to their local school. Some are now hampered by the pronouncement of the state to provide free education which, understandably, has been taken literally by some communities. However, the establishment of a School Based Management Committee is a relatively new initiative and can be seen to work best when empowered to make positive change. For many schools the community is a pillar of support that does not exist at state level. It is widely accepted within the society that parents should be prepared to support their local school in any way possible including financially. At its best this support leads to regular parental involvement in maintenance and development issues and a degree of involvement which is admirable in the level of commitment shown. However, there is a degree of inconsistency across different LGEAs and within different schools.

Particularly strong is the involvement of communities in the Islamiyya schools who literally have ownership of the schools. Here the ongoing development of the school is driven by the religious and moral commitment of a key group; who promote the school locally and further a field. Over time this commitment has resulted in the entire rebuilding of a school or parts of it. The management committees can be active and have plans that tackle long and short term development. Conversely, some schools have a large parent population from

which to draw but not necessarily a focused community group and so the task becomes more challenging. The community may remain active and support with fundraising for more general items such as furniture and equipment.

For many community groups security is a significant issue and if the facilities within the state's schools are ever to be developed, then secure sites will be paramount. On a smaller scale, classrooms are bare and dark and children would benefit hugely from having information displayed on the walls. This is a pointless exercise if classrooms are left unsecured and open to vandalism.

Parents are generally very trusting of their child's teachers and are happy to judge progress on the continuous assessment information provided. Some do visit the school and speak to teachers or the HT in order to resolve a conflict but this is a rare occurrence. In fact, HTs often report that they would like to strengthen the partnership between home and school. As many parents are unable to read, most schools choose not to send home written information. Furthermore, the resources to do this are not available in schools.

- *Find ways to provide the community with real purpose in their role as significant stakeholders.*
- *Ensure that schools have some source of state income so that they can focus their efforts on school development*

Accelerate the roll out of the SDP process so that all schools are presented with a genuine development opportunity.

School Management Research Project

ESSPIN

KWARA STATE – NIGERIA

Final Report

Characteristics of the schools

All of the state primary schools visited lack the essential fabric to enable them to function as safe, efficient and effective schools. The vast majority, whether urban or rural, have no water, sanitation and electricity and these services need to be addressed as a matter of urgency. The physical state of all the classrooms is very poor, with floors full of holes, roofs and ceilings broken and generally, overall, the fabric is in a poor state of repair. Windows have shutters at best but these and doors are often not lockable so schools lack security. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some circumstances furniture is stolen and classrooms are used as toilets.

Since water is not available in most schools, the physical needs of the children are not being met during the school day. Pupils must carry water from home, return home during the break, buy a drink or risk becoming dehydrated whilst at school. Despite many schools being concerned to promote health education and everyday good practice such as washing and personal hygiene, pupils have no choice but to use the land behind the school buildings as their toilet area. Of the schools visited, only one had any toilets and these are filthy and quite inadequate to meet the needs of the large number of pupils on roll. The majority of pupils still have to urinate and defecate on nearby school ground.

Almost all schools visited have totally inadequate school furniture for the use of either pupils or staff. Where there is furniture it is often in a very poor state of repair with broken joints and sharp nails protruding. Pupils generally have to squash up very close in order to fit into the desks and benches that are available and frequently benches double up as writing surfaces at an inappropriate level. Many pupils have to sit on the floor and use this as their writing surface. Only one school has appropriate furniture for the youngest children, small hexagonal tables to encourage group work, but there is not sufficient for the number of children in the class.

All schools have one room that locked and this was generally the Head teacher's office. Office furniture, such as cupboards, filing cabinets where documentation and records can be stored, are lacking. Damp and insect infestations such as ants are also problems encountered when attempting to keep paperwork safe.

The classrooms have no facilities to display or store resources to support the children's learning.

Although some schools have a guard to keep an eye on the buildings, this benefit seems to be a matter of 'luck' and not related to size of school or numbers on roll. The validity of this role needs investigating. There are certainly no cleaners to ensure that classrooms and other areas are ready for school use. The majority of schools use their pupils to undertake sweeping and picking up and burning of litter at the start of the school. Despite their conscientious efforts, the rooms remain dusty and not suitable as a learning environment for children. Facilities such as toilets, if available, are certainly not cleaned.

- *School buildings need to be overhauled urgently and provided with water so they are suitable environment for the learning needs of pupils*
- *Security (windows and doors) improved in order to keep classrooms clean when the school is closed and resources safe*
- *Repairs to buildings such as roofs and ceilings to keep classroom dry*
- *General re-decoration*
- *Appropriate and sufficient furniture in classrooms*
- *Install electricity*
- *Install toilets coupled with the appropriate cleaning staff to maintain a satisfactory level of cleanliness*
- *All schools should have a cleaning team to maintain classrooms and remove this responsibility from the children*

Consider making funds available to Head teachers, so that the issues can be addressed locally. This would be on the basis of a submission of a detailed condition survey from the school or from the inspectorate.

Leadership and Management

The Role of the Head teacher

Some head teachers and their assistant's see their role as that of supervisor of staff and pupils, and so ensuring punctuality and discipline become key issues. This is exacerbated by the demands of the inspectorate and indeed by parents who often have little insight into the needs of learners. Conversely, some Head teachers are eager to fulfil the role of educational leader but often have insufficient experience or training to draw on. Head teachers are often desperate for further training in new methods of teaching and learning with this at the top of their list of personal development priorities. Furthermore, this was echoed by some of the class teachers interviewed and is clearly a frustration for many. It was apparent throughout the research period that teachers were desperate to become engaged in any conversation or process which might provide a new learning opportunity.

The Heads visited demonstrate a varying knowledge of school improvement strategy. At best, they apply what they know to be good practice, and within the confines of a paucity of resources, extend developments to the limits of their understanding. Many of the factors that contribute to the quality and efficiency of the school are totally outside the scope of their influence. A frustration for HTs and teachers is the process by which teachers appear on and are removed from the staffing establishment without consultation. In one school, in the context of a discussion about the teaching of science, the HT pointed out that school had enjoyed the services of an excellent science teacher who had in effect led the school to second place in a science competition involving primary schools throughout Kwara. It seemed that, following the competition, and without notice, the teacher was removed from the school and placed in a junior secondary school. No equivalent replacement had been forthcoming. There is no set time period for a placement within a school and therefore no way to adequately plan ahead.

Head teachers themselves are posted to new positions with little notice and no choice about the school that they taking on. The impact on the school that they are moving from can be hard felt and as HTs move from the role of administrator and into the role of leader; this will take on more significance when the handover of the school improvement process becomes critical, especially if the HT is part way through the implementation of an important initiative. This lack of control and influence is a major factor limiting school improvement and demotes the HT to the role of administrator and at best manager. Indeed one head teacher explained that school improvement is not the school's responsibility but rather that of the 'office'. An example would be the fact that some HTs are aware that some of their staff are inactive for significant chunks of paid time and yet do not seize the opportunity to utilise the time available to provide support to an array of needy pupil groups.

Assistant HTs perform a varied role in schools but mainly focus on administrative or low level management tasks. Some cover for absent teachers, but generally their role is concerned with the checking of planning and ensuring that key documentation is kept up to date. Again, these people, who are the head teachers of tomorrow, need to receive a planned programme of training which would allow them to be influential in the development of teaching and learning and thus able to contribute to school self evaluation and whole school improvement.

One school visited was in the first tranche of schools in Kwara state to submit and have accepted a School Development Plan. This provided access to funds and empowered the school to move on with the improvement agenda. Whilst the targets were mainly fabric and resource based they were very important first steps in moving influence from the centre and into schools where responses can be made so much more quickly. The plan was drawn up in consultation with the School Based Management Committee and the PTA and these groups played an important role in the ongoing tracking of progress along with the management of funds. The HT and other stakeholders were excited by the opportunity that this new development offered.

- *Head teachers and assistant heads need training, especially in methods of teaching and learning.*
- *Head teachers would benefit from sharing a model of school improvement so that they can bring about developments in their own school*
- *The route to promotion needs to be based on performance*
- *The role of HT needs a clear period to ensure sustainability*

Consider a cluster arrangement so that HTs in an area can work together on school improvement. This

would also make the organisation of training easy to administer and track, and would also make the system transparent.

Staffing

On the whole, most the primary schools are generously staffed. However, pupil teacher ratios vary widely, from 4:1 in one school visited to 21:1 in another school. Schools, head teachers and indeed the teachers themselves have no control or choice over the staffing in the schools. Teachers are posted from ‘the office’ and are simply deployed where they are sent. This means that many teachers are not teaching anything like a full day and may even be teaching for only an hour or two a day and there is certainly great inconsistency in the amount of contact time being worked. Furthermore, some teachers are forced to travel a considerable distance to work each day.

Although most teachers are employed as class teachers, others are employed as specialist teachers of, for example, Christian Religious studies, Islamic Religious studies, Lower or Upper Primary Science, Physical education or Home Economics. The latter is of particular concern since the recent change to the Kwara State timetable has seen the removal of Home Economics. H.E. specialist staff are therefore left with no contact time, whilst waiting for postings elsewhere. There are many children who would benefit from additional adult support and they span the entire ability continuum. It is not unusual to find teaching staff that are not leading the class, asleep in the room rather than working with and supporting pupils. This is clearly a lost opportunity and poor value for money.

The size of classes and the numbers of pupils being taught also vary widely from school to school. The smallest amongst the classes observed were 12 P4 pupils in a room with two class teachers working together. The largest was 100 Pre-primary. Indeed, group sizes make the delivery of a practical curriculum extremely difficult and this is most keenly felt in the pre-primary classes. A lesson was observed with 100 four year olds being taught by one teacher but supported by other adults. This was done with gusto, kindness and good humour and whilst one could offer the means to a range of improvements, they would still be compromised in that these young children need space and the opportunity to engage in child initiated activities.

There seem to be many discrepancies between numbers on roll at a school and the buildings available. This has been compounded where primary class rooms have been used for the establishment of secondary schools, whilst new secondary school classrooms are built. In one school where this was the case, 91 pupils in Pre-primary, P1 and P2 shared one room with 3 different teachers trying to teach at once. It was extremely noisy with classes chanting different lessons and the children were squashed closely together- not conducive to a positive learning experience for young children. Meanwhile, the new secondary classrooms remain nothing more than piles of concrete blocks in a forest clearing on the other side of the village.

- *The staffing of schools needs to be rationalised to ensure that there is a more equitable spread for schools and pupils*
- *Staff not employed in direct teaching should be utilised to support pupil groups*
- *All staff should complete a fixed tenure in a school*
- *Head teachers should have a say in appointments*

Review the job description of all staff to ensure that the benefits of a generous staffing establishment can be well utilised.

Teaching and Learning

Many of the teachers have a background of subject knowledge that is not relevant to the needs of primary school pupils, for example, Business Studies and Economics. This does not enable them to understand the needs of young pupils and their development. Teaching is seen largely as a matter of imparting factual knowledge that pupils will then remember and repeat. There is a great emphasis on copying definitions and examples, whatever the curriculum subject, and the majority of the school day for pupils of all ages is spent in repeating the words of the teacher and copying notes from the board, with few opportunities to use their learning or relate it to their own experiences. The declamatory style of the teacher is that adopted by most teachers, regardless of their years of experience and is clearly passed on to trainees.

The teachers do not demonstrate any in depth knowledge of subjects and how they could teach the children to transfer skills or strategies thereby encouraging the children to become independent learners

Many teachers are also not sufficiently secure in their grasp of both written and spoken English and subsequently pass on errors and inaccuracies to their pupils. This is particularly relevant in the case of the teaching of English itself. Teaching and Learning is not differentiated and could quite easily be improved by incorporating consolidation and extension activities.

Assessment is summative, almost exclusively through pencil and paper tests, whether on a daily basis, every three weeks as part of continuous assessments or at the end of term. A score is the main feedback given to pupils rather than any discussion about the learning that may or may not have taken place. The tests are arbitrarily set and serve no purpose in determining a national comparison. Children need to benefit from improved formative assessment procedures so that they know how well they are doing and how to get better.

There is a heavy dependence on use of text books although there is rarely more than the copy available for the use of the teacher. This makes it extremely difficult for pupils as even passages for reading have to be written up on the board. It also discourages teachers from thinking more creatively about their teaching and involving the pupils more in their own learning. The children are not encouraged to talk, yet as we know this is a fundamental development stage that supports the acquisition of language and subsequently writing skills. No independent writing, drawing on the children's own experiences or their imagination is encouraged.

No resources were seen in the classroom apart from counting equipment and a few real objects to support the teaching of shape or one to one correspondence.

The education of the younger children is a serious concern. At present no account is taken of their needs and the same teaching methods are employed as in the rest of the school. All teachers need training opportunities, both in initial teacher training and once in post, to understand the needs of primary aged pupils and ways of enhancing their own teaching and pupils' learning.

- *Initial Teacher training needs to include a greater emphasis on Child Development and Pedagogy.*
- *All Teachers need intensive English language training and refresher courses at intervals that include: phonic knowledge, teaching of reading, pronunciation(articulation), the development of writing and the importance of speech to support these processes*
- *Teachers need extensive training on effective planning for learning, classroom management, assessment strategies, the making of resources to create a purposeful learning environment and creativity*
- *New initiatives such as the curriculum need to be introduced with training, to improve teacher knowledge, understanding and skills*
- *Along with the Head teacher, teachers need to be able to identify their own training requirements and be able to apply for any relevant courses*
- *Schools need to have allocated time outside of teaching time to have quality in-house training.*
- *Schools need to develop good practice in formative assessment*
- *Teachers need to be trained to specialise in a subject and lead this through a school*

Consider a short, middle and long term programme of training with the emphasis on immediate impact.

Summative assessment needs to be standardised.

Curriculum

The new curriculum issued by the State coupled with the new timetabled has left the schools feeling disempowered and frustrated. The curriculum as it stands is a reasonable document but the school leaders and staff have not received any training and only one copy has been sent to each school. The timetable is heavily weighted on English and Maths and although we can appreciate the rationale behind this at present, this has only exacerbated the problem, as the teaching and learning in these areas is unsatisfactory. To continue to use text books as the primary teaching resource is damaging to both the successful implementation of the new curriculum and to teachers' professional development.

The timetable has also removed many important aspects such as Home Economics, Agriculture and Creative Arts. These subjects are so important for whole child development especially in the early years. ICT is now included in the timetables but none of the schools visited has electricity or the resources to implement such a requirement.

The planning for learning is generally lengthy within a standard format that restricts the thinking about teaching

and learning. It does not include many important aspects such as differentiation, challenge and measurable outcomes. Planning is not annotated to identify a need for some children to address an objective again, or whether a different strategy could be used if most children did not meet the objective.

- *To provide training for all leaders on the new curriculum and arrange for time within the school day for the training of all teachers*
- *To ensure all class teachers have a copy of the curriculum, not only for their year group as they need to appreciate where the children have come from, what they may need to consolidate but also what are the next steps so those children in need of extending can be challenged*
- *To develop a timetable/curriculum that allows the development of the whole child as a rounded individual and prepares them for the future*
- *Ensure the facilities and resources are in the schools to support the curriculum. Teachers need guidance in making teaching materials from easily available resources so they feel confident and equipped to embrace the teaching objectives*

Consider developing resources for teachers which focuses on the creative delivery of the new curriculum.

Care, Guidance, Support and Personal Development

The role of the teacher is primarily seen as that of passing on factual information to the pupils. As a result there is not a lot of emphasis on the care and guidance of individual pupils. Corporal punishment is widely used as the sanction for lack of attention and poor work as well as lack of punctuality. Some schools do recognise that this is not appropriate especially for younger pupils and for factors such as late arrival at school where parents have an important responsibility to play. These schools tend to have a 'gentler' approach, concentrating on talking through expectations and using sanctions such as cleaning the school so contributing to the development of the whole child. Health education is agreed to be important but few schools are in a position to put this into practice when they have no water or sanitation. With the removal of Home Economics and Agriculture the children will only be able to develop life skills through the PHE curriculum

Inclusion is an issue in all the schools visited as children are not seen as individuals and the needs of different groups of children are not considered. Children with learning difficulties are kept back for a year or longer until they reach the desired expectation for that year group. Their needs are not explicitly identified and additional support is not given. Their learning is not planned for; they are expected to learn the same as the rest of the class.

- *The school environments need to be improved to ensure the children are safe*
- *Whole school behaviour strategy needs to be developed to ensure all adults have the skills to manage behaviour positively*
- *Schools and teachers need to be more flexible in responding to the needs of the individual child rather than the child fitting into an establishment*
- *The curriculum needs to have breadth and balance so all children have the opportunity to enjoy learning and develop a full range of life skills*

Schools could consider a reward system to encourage and motivate the children across the whole ability range.

Community

Some schools do appear to be trying to work more closely with their communities and head teachers and parents are acutely aware of improvements that need to be made. If schools are to meet the needs of the pupils then, over time, the involvement of parents and the community has much to offer. However, the strength of Parent Teacher Associations varies from school to school with some having the opportunity to develop into School Based Management committees. The successful submission of a school development plan is a genuine starting point to meaningful and rewarding parental involvement. Conversely, being powerless to effect change renders the support process impotent and ultimately fragile. Developments can be extremely slow, especially in rural areas where local funding is particularly sparse. Despite this, parents are endeavouring to build classrooms and make furniture as well as meeting the cost of the PTA levy, very little of which swells the coffers of the school.

- *There needs to be some mechanism through which schools are empowered to make improvements in their own schools through a shared responsibility and accountability and some system through which funding can be accessed. Consider accelerating the roll out of the SDP process so that all schools are presented with a genuine development opportunity.*

Annex 2 School Management Research Project

School Management Research Project ESSPIN KADUNA STATE - NIGERIA
<p>Characteristics of the school</p> <p>This is a primary school situated on a military training site located within the Gabi LGEA. The school works on a shift basis with grades 1, 2 and 6 attending in the morning and grades 3, 4 and 5 in the afternoon. The school also has a nursery but this is located 2 KM away from the main school building.</p> <p>The school has 1 Head teacher who over sees the running of the Nursery and both shifts, although he only attends school in the morning. During the morning the Head teacher is assisted by an Assistant Head teacher for the main building and also an Assistant Head teacher that runs the Nursery. In the afternoon 2 Assistant Head teachers run the school, one of which teaches at present.</p> <p>There are 1247 children on roll at present and 4-5 classes of each year group. The mobility rate is generally higher due to the location of the school, though no official percentage rates are kept. The children range from the age of 6 – 12 and from 4-5 in the nursery. About 65% of the children are Muslim and 35% Christian. In both the morning and afternoon shifts more boys than girls attend but the ratio is approximately for every 1 girl 1.3 boys attend, so evidently not significantly high.</p> <p>The PTR is high at 37:1 as the average class size is approximately 48 children excluding the Religious, IRK and CRK teachers. This data may not be accurate as the classes and teachers did not correlate. The school also had 5 teachers presently on their payroll that had been transferred to other schools within the last 4 weeks which has left the school having to re-arrange teachers. The school has implemented a system where one teacher specialises in English, Maths and Science in Grades 5 and 6. There are 10 teachers without the appropriate qualification, i.e. only having GII although the Head teacher mentioned that these individuals are presently on a NCE course.</p> <p>No SEN details are kept on individual children and if a child is deemed to be performing below expected levels they are kept back a year.</p> <p>Attendance levels are poor across the school the week following an annual holiday but steadily increase as the term progresses. On average the figures range from 72%-100%. During observations it was noted that the registers did not reflect the number of children in the class.</p>
<p>Leadership and Management</p> <p>The Head teacher is male and in his fifties. He is very experienced Head teacher with 10 years experience in this role. This is his third headship. He has an NCE qualification and 30 years of overall experience in the teaching profession. In 2001 he was awarded Headmaster of the Year in Jaji, Kaduna.</p> <p>From 2004, every 2 years training has been attended, covering:-</p> <ul style="list-style-type: none"> • School Administration • Innovative techniques in teaching English, Maths, Science and social Studies • School based Assessment and Improvisation of instructional materials. <p>The Head teacher has no power to employ his own staff, direct their professional development or plan for school improvement. No financial responsibilities lie with the Head teacher as no budget is allocated to the school; this deems school improvement planning as a pointless task and so is not embraced at any level within the school.</p> <p>The role is seen by the Head teacher as managing staff, their attendance and general standard of teaching on a daily basis. Other responsibilities include monitoring classroom practice and behaviour of pupils, ensuring school records are kept up to date and accurate, disseminating information to the staff from ‘the office’ and ensuring the school is clean and ready each day for the children’s learning. The shadowing record confirms this summary.</p> <p>The Head teacher has an Assistant Head teacher who works alongside him in the morning. She also teaches when necessary. He also has 2 Assistant Head teachers that run the school in the afternoon, one of whom teaches one of the Primary 5 class. One Assistant Head teacher is also employed to run the nursery school.</p> <p>He is seen by his staff as supportive and is respected.</p>
<p>Teaching and Learning</p> <p>The teaching strategies used in the 6 lessons observed do not vary and are teacher directed with minimal child</p>

participation and use of resources. The teachers use text books as their teaching reference but had no teacher guide and so some lessons were taught incorrectly.

Text books were lacking in all classes and some children had to sit through a whole lesson based on a reading passage unable to make reference to the text.

Lesson observations confirmed that teacher's subject knowledge was generally closed to the task, with no reference to applying knowledge, understanding or using skills from previous learning experiences or possible next steps in learning.

It was observed that although the timetable was generally adhered to, lesson times were extended especially if the children had not finished the task set.

There was no differentiation in the lessons and if the children were questioned, the questions were closed. The children did not talk amongst themselves or discuss ideas. Some modelling was used but the children were not given the opportunity to suggest other solutions. The children are aural learners and this is not necessarily by choice but by the teaching strategies imposed.

Lessons are too long for the concept being covered and a lot of time is wasted with children copying work from the board.

When children were asked to complete a task, no interaction between teacher and child took place, there was an expectation that as long as the work was completed in the time allowed this was acceptable. There was no concern as to how well the children had completed the task or how well they had actually understood the concept.

The teachers' training is again in the form of seminars. The LGEA identifies the teachers or the courses for the school. Very few opportunities for CPD are available but the HT did not keep records of the training attended. The school (HT/teacher) do not go through an in-house evaluation process to identify who needs further training or what training would be useful to move the school forward. Disseminating what has been learnt on a course would take place in the half termly meetings.

Teachers interviewed made enlightened comments as to what they think their job is such as – “to train the youngsters to become somebody for the future and to cause change in the pupils I teach.”

The teachers meet (as a staff) twice a term for 2-3 hours as a staff and deal with administrative issues but also to learn from each other. This is after the school day and the Head teacher holds these for both shifts. There is an open ethos amongst the staff and they readily seek opportunities to develop in a very informal way i.e. visit another teacher's classroom to watch a lesson. The school feels that with teachers, in the senior year groups, specialising in a subject area has provided continuity across each year group and has been welcomed by the teachers.

When the teachers were asked if they would like to be a Head teacher, they replied, “Yes as we would like to influence change, but it is not possible as it is about who you know, not what you know.”

Curriculum

The school works on AM / PM shift system and it has devised its own timetables to accommodate this arrangement. The timetable is still biased towards English and Maths, with between 6-8 sessions of each being taught to each grade in a week. All lessons for all grades have the same allocated time i.e. 30 mins for a single period. There is no extended time for the senior grades. The timetables were approved by the LGEA in 2008. HEC or Agriculture have not been part of the curriculum for 10 years. There is no ICT on the timetable as the school does not have electricity in the classrooms. No P.E is taught as the school does not have an allocated teacher.

- 4 sessions of Science, Social studies, Hausa, RE and 3 sessions on Creative Arts, 2 sessions on P.E and 1 session on Music are taught for Senior grades per week
- 4 sessions Social studies, Science, and RE, 3 sessions on Hausa and Handwriting, 2 sessions on Creative Arts, Health Education and 1 session on P.E are taught to the junior grades per week

From 11.45 on a Friday is allocated to labour time, when the children tidy up the school. The afternoon session does not start until 2pm on a Friday after the children have attended the mosque.

There are no resources in school, although 40 text books were supplied to the school for Primary 1 in which there are presently 191 pupils. No other year group has text books. The teachers do not explore using natural or alternative materials to support learning.

The school has run several clubs over the past years, for example Debating, Science, Maths and English as and

when competitions have been entered. The school also takes part in a sports event with the Army secondary school.

Care, Guidance, Support and Personal Development

The school buildings are in a poor condition though most classrooms have lockable shutters and ceilings. It is obvious that some minor repairs to the roofs would ensure those ceilings remained intact even though some have already been damaged with the rains. The school has a hall and 2 staffrooms plus 2 Head teacher offices. Although the school has had toilets installed, there is no running water on site so the toilets cannot be used. The Head teacher has installed electricity to his office, at his own expense. A well had been dug but this collapsed so another needs to be built in another location. The classrooms are generally dirty and have one blackboard in each class. There are no other resources in the classrooms. Some classrooms do not have enough benches or tables but a pile of broken ones are stored at the front of the school. A programme of simple repairs would solve this problem. 3 classrooms have no roof and so are not in use.

It was difficult to feel the ethos in the school but the children spoke highly of their teachers, calling them 'Aunties'. The Head teacher and the children were able to talk about the school rules. These tend to focus on attendance, being punctual, keeping clean and not hurting one another. The rules are not displayed anywhere in the school.

Each child is allocated an admission number. Attendance levels are reasonable, but sometimes these records were found to be inaccurate. The school has a high mobility rate but again no official figures are kept.

The school has no transferral arrangements with regards to identifying who will be entering the school or with the passing on of information to secondary schools. The school has a nursery (2 kms away) but with a limited number of spaces therefore a lot of the children entering school are unknown.

15 of the Primary 6 children in 2008 passed the examination to go to either the Science or Technology Secondary boarding school.

All children's needs are met as far as the existing school system allows. Gender isn't questioned from any perspective i.e. Does the curriculum or teaching strategies meet the interests or learning needs of both genders? etc.

SEN children are held back for a year or until they meet the expected level of attainment for that year group, without consideration of age.

The children were not receiving any practical lessons that would support their life skills, such as Agriculture and Home Economics; these were removed from the timetable 10 years ago. The children have Health Education lessons but no Physical Education is taught, at the moment, as the school does not have a teacher on roll to teach this area.

Community

It was not possible to speak to a parent in these 3 days and so their voice cannot be recorded.

The school has no PTA, as the governor stopped the work of all PTAs in Kaduna and the collection of levies from the families of children attending state schools in 2007. The school has a SMBC, established in 2008, ready and waiting for the funds, promised by the Governor, to arrive. The Head teacher stated that this body meets 3 times a year but at present finds it difficult to have a productive discussion as there is no money to develop the school.

The school has regular visits from LGEA who monitor and discuss school administration. Teaching is observed by these parties and the Head teacher is informed as to the strengths or areas to be improved. SUBEB visits and inspects the school and verbal feedback is given to the Head teachers but no written statement. The last visit was in May'07. The school was last inspected by the Ministry in 2005.

If the Head teachers need to talk to individual parents someone will visit them at home to ask them to attend a meeting with the Head teacher. These meetings normally relate to school attendance or concerns about the child's general welfare.

School Management Research Project ESSPIN KADUNA STATE - NIGERIA
Characteristics of the school
<p>This is a remote rural primary school situated in the far south of the state, approximately 60 kms from Kafanchan. The school is reached by travelling by car for about 25 minutes along a dirt track after leaving the main road. It is one of the oldest established schools in the area and the buildings are a mix –some walls are of concrete block and others are of corrugated tin but they are generally in a very poor state of repair. Two rooms are out of use due to a collapsed roof or an infestation that is badly destroying the fabric of the walls. A bore hole has recently been started close by the school but water is not yet available. There is a toilet block of 3 pits that has recently been repaired by the PTA and is now clean and fairly hygienic.</p> <p>There are 798 pupils on roll, in theory, with P 1-6 year groups that vary slightly from 80 to 91 pupils. Due to the shortage of suitable buildings, the A and B classes in each year group are taught together. The rooms are all bare and most lack sufficient furniture for the needs of either pupils or staff. If all pupils were to attend, there is no way in which they could all be accommodated.</p> <p>There are also 273 nursery age children again grouped in six UNICEF classes 1-3 A and B. Due to lack of accommodation all these children are taught in only 2 rooms; 3A and B in one room and 1A, 1B, 2A and 2B (potentially 177 children) are taught in the corrugated tin building that is quite inappropriate for their needs with poor ventilation, no furniture and a broken floor.</p> <p>There are 22 members of staff including the Head teacher and his assistant, 3 Christian Religious Studies teachers and all others who are listed as class teachers. If all staff are included this gives PTR of 36:1 but without the head, his assistant and the RS studies the PTR is 47:1 The Head teacher has a B.Ed. degree, 10 of his staff hold NCE and 11 hold GII qualification. It is noticeable that a number of teachers who have many years of experience are unable to increase their salary due to lack of a higher qualification. The Head teacher is at point 13-9 on the salary scale and 6 others are at point 12. Over half (12) of the teaching staff are in the salary range 4-7 inclusive.</p>
Leadership and Management
<p>The Head teacher is approaching 50 years old and has been in post three years, since January 2006. He has extensive and varied experience across the primary age range, having begun teaching with a Teacher's Certificate in 1980. Since then he has developed his professional qualifications whilst teaching, gaining his NCE in 1990-1994. He then went on to achieve a B.Ed. in Guidance, Counselling and Social Studies 200-2004 through the University of Jos. Whilst being in post at this school, the Head teacher and some class teachers have also undertaken in service training on the 4 core subjects and the new State curriculum (Feb. 2007). The focus was on 'developing methods and techniques for teaching these....planning, lesson notes, teaching aids....not just waiting for the government to provide but using things in the environment'. After this training the Head teacher was asked to train not only the teachers in his own school but also those in another 10 schools in the area. This has been organised through training sessions, out of the normal school day, both in this school and another further afield. The Head teacher has particularly enjoyed providing this training and being able to pass on his own learning. He feels teachers need such training to meet the challenges of delivering the new State Curriculum when there is a shortage of teaching materials and often a mismatch with those available.</p> <p>There is an Assistant Head teacher and at the start of the school year, additional duties are shared between all the staff, for example, as school secretary, academic master, labour master (responsible for the school farm). The female staff takes particular responsibility for the pastoral and health care of the pupils.</p> <p>The Head teacher and 2 of his staff are currently undertaking ICT training provided by the State, in the nearby town. They see this as a very exciting opportunity and look forward to the time when the school has electricity and the appropriate resources so ICT can be part of the curriculum.</p> <p>The Head teacher sees many aspects to his job, the majority concerned with the overall supervision of staff and pupils including the checking of lesson plans, registers and the yearly assessment of teachers that keeps the DEO informed about qualifications and service. These records should contribute to teacher promotion although this is extremely erratic and salary increases are rarely paid when due.</p>

The school has no budget now that the PTA levy has been removed, apart from the small funds achieved through the cultivation of ginger on the school farm. Some exercise books have been sent from the State and these are being used by the pupils but the school is very short of all materials.

Teaching and Learning

The general approach to teaching is whole class instruction and activities. Most lesson plans incorporate one key learning objective whereas there is clearly a wide spread of both ability and age in each class that is not taken into consideration. Some teachers are not confident in their grasp of English and although these teachers tend to work as class teachers in P1-3 where there is more of a mix of Hausa and English, this still has a negative impact on the quality of teaching and learning across the curriculum. It is noticeable that greater confidence and fluency in English contributes to greater confidence and flexibility in teaching in all subjects and so greater opportunity for pupil participation. There is evidence that teachers are becoming more interactive in their teaching with more questioning, building on pupils' responses and an emphasis on understanding rather than simple factual recall. Some teachers encourage the pupils to think about their learning and take time to explain and explore responses. Some teachers, for example, are aware of the need to 'set more assignments' for the quickest but this was not seen in practice.

Despite the practical difficulties faced by the school, there are teachers who are well motivated and see their job as vital to society. One teacher explained that the most important part of his job as 'to teach and make sure the children know what I am teaching them, that they comprehend itso they become future thinkers to build a nation'.

There is concern from all staff, however, that the school has insufficient teaching materials. In all lessons observed the only textbooks were the single copies used by the class teacher and so passages for reading comprehension, for example, had to be copied onto the blackboard. Despite this, an effort was made to ensure the focus of the learning was on developing word attack skills and some higher comprehension skills such as inference, rather than simple location and recall of facts.

Training has encouraged teachers to improvise and use materials around about, such as sticks for counting, coins for money addition and an old clock face for teaching time, but it is clear that more materials would have a positive impact on teaching and learning. The teachers feel they do meet to discuss their work and support each other through close communication. They feel parents are supportive and children are motivated but are concerned that the poor state of the school sends out the wrong message and has a negative impact on the education of the pupils. As one teacher explained, 'I don't want the school when it is not properly therein a good state....so I want to see some changes. Schools need to be a special place...a place to learn...to give them knowledge...to change and learn...open their eyes'.

Curriculum

The curriculum followed is that laid down by the Federal government in 2007. Teachers generally feel this is 'well spelt out' and it is straightforward to 'work from the subject matter to make lesson plans'. The school timetable is then made up by the school to accommodate PE early in the mornings etc.

The teaching is undertaken by class teachers in P1-3 (usually 2 members of staff present as classes A and B are taught together) and as a rotation of specialist teachers in P4-6. The school day is organised so that assembly takes place at 7.45 am with lessons beginning at 8 am and all classes have an earlier finish on Friday. P1-3 have 7 x 30 minute lessons in a day giving a total of 35 lessons (17 ½ hours a week). P4 - 6 have 9 x 30 minute lessons giving a total of 43 lessons (21 ½ hours a week). Approximately 1/3 of both timetables is dedicated to Maths and English lessons.

There is clearly no equality between the hours of contact time taught by different teachers but this is not seen as a difficulty or inefficiency.

Although teachers are generally satisfied with the curriculum, there is concern from all staff that the school has insufficient teaching materials and textbooks. Training has encouraged teachers to improvise and use materials around about, such as sticks for counting, but it is clear that more materials would have a positive impact on teaching and learning.

Care, Guidance, Support and Personal Development

All the pupils and staff at the school are Christian and so assembly and religious instruction only includes that faith. The pupils and staff join in enthusiastically during assembly with hymns and prayers, followed by the national anthem and oath. Daily assemblies are also used to promote school expectations such as punctuality and cleanliness.

There are only 2 breaks during the school day, one of 30 minutes and a later one of 15 minutes which also marks the end of the morning for the nursery children. There is a clear temptation for older children to return to the village at this point, along with the little ones, although the staff tries to ensure that this does not happen. Water is not available at the school so children may go home in the longer break. However, they are encouraged to enjoy playtime with friends and play football etc and return to class at the end. Staffs are 'around' but there is no specific supervision of pupils.

Attendance is difficult to gauge due to lack of totally accurate information but it appears that on average it is probably between 50-60%. There are clear seasonal differences however, due to the necessity of some youngsters joining their parents to work on the farm at certain times of year. Registers, although completed twice daily, are not kept accurately and so it is difficult to collect precise data.

Teachers are becoming more aware of the needs of different groups of pupils but this has not yet really impacted on school practice. One teacher explained that training had told them of the importance of catering for the more able by giving extra work so these pupils would not cause a problem in class. Several events are organised with other schools in the area, including debates and sports when schools compete for the Governor's Cup. Pupils expressed their enthusiasm for school but also their desire for more text books, reading books and lighting so the classrooms are not dark in the rainy season.

Community

The village is very supportive of the school and the Head of the village is a parent of children at the school and the chairman of the PTA. The school has a SMBC made up of members of the school and community as advised in the guidance but has no funds. The PTA, which meets termly, has been active in effectively repairing the school toilets and providing chalk and footballs for play. However this is not an affluent area and funds are not available for larger scale projects such as roof repairs. Parents say they are very pleased that there is a village school for the children to attend locally and they know from talking to their own children and checking their learning that the teachers are 'putting in their efforts'. Older members of the community feel they missed out on an education in their own childhood and are keen that the local children do have greater advantages. They are particularly pleased that a Junior Secondary School has opened nearby this year, to provide for the children from this and the adjacent village. Until recently many youngsters had 'fallen out' of education due to the fact that it was a very long way to any secondary schooling.

School Management Research Project ESSPIN KADUNA STATE - NIGERIA
Characteristics of the school
<p>This primary school is in an urban setting alongside the main road and railway approximately 20 kms north of Kaduna. There are 1,726 pupils on roll in P1-6 and a further 330 pre-school children enrolled in 6 Nursery classes, giving a total of 2,056. The Nursery classes are a result of UNICEF expansion of pre-school provision with new nurseries set up in 5 schools in the area. The numbers are far too great for the accommodation available so the school operates in 2 sessions. In the morning Nursery, P1, 2 and 6 are in class from 8am until noon, although P6 continue lessons until 12.30, and in the afternoons P 3, 4 and 5 attend from 1pm- 5.30pm. The numbers in each year group vary from 469 in P1 to 191 in P6 but each year group has the pupils divided between 4 classes A,B,C and D. As a result class sizes vary from 44 in P6D to 124 in P1C- half of all classes have over 70 pupils. The Nursery classes are all between 50 and 70 pupils. All classes have 1 teacher and no additional support and classes may have to 'double up' for example if a teacher is absent.</p> <p>The state of the classrooms is mixed, with some that have just been built and opened this term, some that have been recently renovated by the LGEA and some still in poor condition with inadequate floors and ceilings. The buildings are however generally secure with shutters and doors that lock. There are 3 school guards who work in shifts and are responsible for maintaining security. A bore hole is in the process of being dug to provide water for the school but at present there is no water and the only toilets are for staff. Although the 2 newest classrooms have electric light fittings, there is no electricity connected to any of the school buildings and there is no perimeter fence or boundary.</p> <p>There are approximately 50 teaching staff- the number could not be given directly as the staff list had some amendments - giving a PTR of approximately 41:1 on paper when all staff are included. There are 10 teachers for Arabic and CRS teaching and when these are not included in the PTR, the ratio becomes approximately 51:1. Class teachers are deployed in P1-3 but there is a rotation of more specialist teachers in P4-6. Of the staff on roll, 8 have B.Ed qualifications, including the head teacher, and the great majority hold NCE. Arabic and CRS teachers hold other qualifications. The length of time varies from 14 teachers who were appointed in 2008 to 4 teachers who have more than 20 years service. Salaries range from grade 04/2 to 13/3, largely dependent on length of service, with the Head teacher being on 12/3.</p> <p>There are 3 Assistant head teachers, one who supports the Head teacher in morning sessions and one who takes overall responsibility for the afternoon sessions. The morning and afternoon sessions and staffing appear to run quite independently of each other as most staff from the morning have left before the afternoon staff arrives. All staff meets together at the start of the school year so the Head teacher can clarify expectations for the year and matters such as cleaning of the environment.</p> <p>The school is titled a model school as approximately 5 years ago staffing changes were made to ensure that all teachers in the 23 model schools set up, one in each of the LGEAs in Kaduna were fully qualified. Since then, however, teachers feel there has been no further benefit.</p>
Leadership and Management
<p>The head teacher, who is in her 40s, has been in post since 2003 having been assistant head teacher at the school since 2001 and class teacher there since 1997. Her B.Ed. is in Islamic Studies and was completed as a 5 year sandwich course. She has 16 years experience across a wide age range including junior secondary. She explained she has 'attended many courses on the effectiveness of teaching and learning, the 4 core subjects and supervision of them'. At present she is in one of the first cohorts of LG staff to attend free ICT training provided by the state. In this LGEA 2 centres have been opened this term, one adjacent to the school. Selected officers and teachers have begun training and the intention is that teachers who complete the training will then be given a laptop, allowing for their personal contribution to be paid within 2 years.</p> <p>The Head teacher sees her role as 'so many things..... taking care of the school and making all necessary things to happen Providing brooms and chalk for the teachers, ..taking care of visitors, marking teachers' plans and registers and setting questions for exams and continuous assessments as well as completing the certificates for the P6 pupils when they leave'. She does not see it as part of her role to monitor the work of the teachers and to</p>

keep related records as this is the responsibility of the LGEA and District Education officers and supervisors who come to the school. Since there is an Education Office on the school compound, these visits occur almost daily although this would not be the case if the school was more remote. It was explained that it is the responsibility of the ESs to see how teachers teach, how children answer and if the lesson actually occurs as in the plan. They also take teachers' problems to the office, such as lack of chalk, and must find replacement staff. The ESs are chosen by the governor in power.

The Head teacher feels she has made improvements in her time in post, particularly in the development of the classrooms, through the collaboration of UBE and World Bank, and improved provision of text books from the state. The school is no longer able to charge a PTA levy at the start of each term and the Head teacher, teachers and PTA members all expressed frustration that the school is unable to make improvements even to repair broken furniture, since there are no funds at all. There is no School Development Plan but the Head teacher is well aware of the needs of the school- more classrooms and teachers, water, toilets, fencing, teaching and writing materials and increased salary for teachers- but at present does not feel able to make improvements. There are no job descriptions available.

Teaching and Learning

The quality of teaching and learning is clearly affected by the large classes in the school, especially in Nursery and P1. The teaching strategies available to any teacher faced with 120 pupils squashed into an ordinary size classroom and with few materials, are limited. The difficulties are compounded by the fact that many pupils are not being educated with their peers as they did not start school at the 'right time' for various reasons. As a result many large classes also have a wide range of ages amongst the pupils. P1 Maths observed with 124 pupils in the class had pupils ranging in age from 6 years to 14 years. Within the school, there is no change in approach, organisation or differentiation to accommodate these pupils or to 'speed up' their learning.

Another lesson observed had 135 pupils (aged 3-7 years) in Nursery 1A and B, combined due to a maternity leave. The new classroom was light and clean but bare and the children were tightly packed into desks. All learning was by repetition, time and time again, echoing the words of the teacher or repeating answers to given questions. A stick was used to ensure the children faced the front and participated.

Despite the physical difficulties faced by teachers and pupils, there is some enthusiasm for teaching and an openness to learn more. Staff feels frustrated that the recently issued text books, although warmly welcomed, are insufficient for many classes and also do not clearly fit the new Federal curriculum. There has also been free teacher refresher training for class teachers provided by the Federal Government through the National Teachers' Institute. It was explained that 27 of the teachers at this school attended the training over 10 days last August. They were clearly excited by what they had learned, including a more child-centred approach with an emphasis on discovery and practical experience. One teacher explained that when teachers expressed concern about text books that do not match the curriculum, they were encouraged to be more flexible and improvise. It was evident watching several of the staff teaching that the training had been a very positive experience that had improved teaching skill and confidence. However there does not appear to be the motivation and support in school to further build on this training.

Although teachers are class teachers up to P3, beyond that there is some rotation of teachers to accommodate more specialist skills. The best teachers of Maths and English are deployed to P6 so they can share that expertise effectively as, the Head teacher explained, few staff are trained specifically in English and Maths. Teaching in P6 also benefits from smaller classes as there is quite a marked decline in numbers with a total of 191 in 4 classes, apparently due to pupils especially girls leaving to work or marry. There is no analysis of school numbers over several years. However there does appear to be greater confidence and flexibility amongst teachers in P6 that enables teaching and learning to be more effective and relaxed, although again the wide range of ages is evident. A P6 teacher of English pointed out the difficulty that many class teachers are not proficient in English so teaching is through a variable mix of Hausa and English and this clearly has a cumulative negative impact across all subjects as the pupils move through school.

Curriculum

The running of 2 'school days' in one day at the school, inevitably impacts on the length of teaching time from

which pupils can benefit. The morning session has 7 lessons of 30 minutes with P6 having an additional 30 min. lesson at the end of the morning. There is 1 break of 30 minutes. The afternoon session follows a similar timetable although with 2 breaks including that at 2 o'clock to accommodate afternoon prayers. When assembly and registration are delayed due to late arrival and cleaning of the compound, this clearly further reduces the teaching time available.

The timetable is based on the Federal State Curriculum of 2007 and teachers use this as the basis of their scheme of work and long term planning. However there does appear to be some conflict between this and the use of the text books issued by the Kaduna State for all 4 core subjects. The timetable at the school, although covering 9 subjects, leans heavily towards English and Maths and this is more evident when looking at day to day practice as opposed to the timetable itself. In all subjects the emphasis is on the imparting of factual information with little opportunity to use or apply learning.

There is no differentiation to allow for different abilities or ages as whole class teaching is the main strategy employed. It is noticeable however, that the teachers who attended the training last summer are more inclined to involve pupils in the lesson, for example through individual questions and answers, although given the huge numbers in a class, this is of limited impact. It was also observed that amongst these teachers there is more of an inclination to ensure the participation of the girls through specific requests to the girls to answer!

Care, Guidance, Support and Personal Development

The school does not provide a safe, secure environment. There is no water, toilets or perimeter fence and is alongside a very busy main road, along which many pupils have to walk to and from school. Older pupils supervise the younger pupils at break using thin sticks or pieces of rubber to hit out. Class teacher register pupils twice in each morning or afternoon session and attendance appears to be generally 82-84% with most days in the range 78- 85% in the mornings but lower in the afternoon sessions. There is little personal contact with pupils due to the large numbers in each class and reasons for absences are not known until the child returns to school and give a reason. The school cannot turn away new admissions despite having such large classes. When a new child begins he is simply allocated to a class and is required to purchase exercise books and a uniform, although some uniforms were provided by the state following the election to office of the last governor. Rules focus on coming to school with clean uniform, books and pen and sharing in the cleaning of the compound. The usual sanction for repeated misdemeanours is use of a rubber strip.

Community

The school serves a predominantly Muslim area with many traditional values and social values. There is another primary school in the locality and also a junior secondary school, although this is far from adequate to meet the needs of the children in the community. The PTA is described as strong as parents in this area want their children to come to school and gain an education. However many are poor and more concerned with simply working hard to ensure their children have sufficient food. Parents feel classes are far too big and would like to see a maximum of 40 pupils in a class with school sessions that begin in the morning for all pupils when the children learn better. They are pleased that some classrooms have been renovated and furniture improved and also express appreciation that the teachers are doing their best. Great concern was expressed about the loss of the PTA levy that has not been replaced by State or Federal funding and has left schools without money to use for even the most essential repairs.

The LGEA officers and ES also expressed their frustration with the bureaucracy that works to disempower schools from making improvements.

School Management Research Project ESSPIN KADUNA STATE - NIGERIA
Characteristics of the school
<p>This is a medium sized junior secondary school of 1014 pupils, catering for children aged between eleven and fifteen years. This is a mixed sex school, although all teaching is carried out in single sex classes. The time at which children are admitted depends on the time at which the child first started school. Thus a child moves up after six years of primary schooling.</p> <p>The school shares a site with the senior secondary school with which morning and afternoon sessions are rotated on a monthly basis.</p> <p>There are theoretically eighteen classes or teaching groups within the school, six classes catering for each of the three years of junior secondary education. However, in every year, girls' classes are larger than in the male equivalent, and in some instances classes must be joined. In Y3 the girls' classes A and B work together in a class group of 183 registered pupils. However, a tally in situ showed numbers above 200.</p> <p>The school has a number of empty rooms and could function with smaller groups, but a variable and significant staff shortage, coupled with a similar lack of furniture, makes this impossible. Furthermore, the school has a room in place which has been made ready to function as a library for the senior secondary school. It is in a good state of repair and even has some shelves assembled. Unfortunately, it has no books, and furthermore it is not thought important that these younger secondary pupils have access to a library and so it would be out of bounds to junior secondary pupils. Similarly, the school has an area dedicated to technology and when first commissioned this was equipped with tools and machinery. Subsequent theft, made possible by poor security and determined burglars with guns, has rendered this facility effectively useless, and it now stands empty. The science laboratory has no equipment and although used as a teaching base, is in a very poor state of repair.</p> <p>The school has commissioned a new bore hole and this is equipped with a working pump. The school has toilets but only six for over 400 girls, six for around 600 boys and six for the staff, both male and female. The students and staff have commissioned a few more makeshift toilets. All toilets are earth toilets.</p> <p>Attendance at the school is said to be 96.65% to date for the current academic year. This is hard to reconcile as students frequently arrive at school up to two hours late and truancy has been talked about as a problem. Indeed, the PTA is active in chasing up any students who remain in the village after the official start of the school day. It is hard to see therefore how registers taken at 8.00 a.m. can have any accuracy. It seems that the first period of the day between 8.00 and 8.30 rarely functions at all as a period of teaching and learning.</p> <p>The pupil teacher ratio, calculated by dividing the total number of pupils by the total number of teachers, including senior management is 1:36.2. However, there is some doubt about the accuracy of registers as the number on the register in one lesson was at least 10 pupils short of the number in the class. Furthermore, examination of the staff attendance register showed only 22 teachers present. This would account for some classes being without a teacher for some lessons. In primary schools the PTR is telling but in the secondary sector coverage of subjects and the balance of teachers between languages, sciences, humanities and technology is of equal importance and a major cause for concern in this school.</p>
Leadership and Management
<p>The Principal, who is in his fifties, has been in charge for a period of some five years. In that time he has had access to some training and this has been predominantly managerial dealing with issues such as finance and security. Interestingly, when asked about how he prioritised his role, at the top were all managerial/administrative functions. Whilst he has had some access to curriculum development training, his greatest declared need is more time spent on developing knowledge on methods of teaching and learning. The Vice Principal, who has three years in post, is undertaking a master's degree in his own time and at his own expense. He too is eager for more support with teaching and learning. Both leaders were very positive about their vocation and eager to learn and develop.</p> <p>The most pressing management issue, as determined by the Principal and Vice Principal, is that of staffing. There is a constant staff shortage and in some subjects this is at crisis point. For example, the school has only one qualified teacher of mathematics who covers as many sessions as possible. Bearing in mind that all classes should</p>

receive three hours per week of teaching, the scale of the problem becomes immediate. The school, from its own resources, pays for a part time teacher to prop up the delivery of the subject, but qualified and competent teachers who are prepared to work for a small wage are becoming increasingly difficult to find. The said resources come about as the result of a termly fee demanded of each pupil and is currently set at N420 with N370 going directly to the school. It is this money that pays for additional staffing, consumable stock, teaching aids and hospitality for visitors. Children whose parents do not pay the levy by the specified date must not be allowed to attend school, (official) and this was referenced in one of the termly reports read. The school does in fact receive an inspection by the state inspectorate at the beginning and end of each term, and a full inspection annually or at worst bi-annually. This lasts for a week and comprises a team of ten inspectors. The intention is for all schools within the 9 years of universal basic education to come under the supervision and inspection of SUBEB.

This year’s appointment of new teachers by the state saw only one of sixty eight teachers qualified to teach mathematics. It transpired that this school is better off than some who have no mathematics teachers, and so the placement was made elsewhere. Some subjects within the school such as Business Studies are without a teacher and therefore these subjects are missed from the curriculum. Furthermore, the senior management are walking a tightrope in that, at any moment, the rope wobbles as another invaluable teacher is posted elsewhere without notice.

The school is in fact short of a Vice Principal for academics and so employs a bursar and a messenger to ease the administrative burden. Furthermore, because of the staffing levels, the Vice Principal must also teach. That said the expected range of pupil and teacher records were meticulously kept.

Teaching and Learning

All teaching is planned for using a centralized curriculum produced by the state. This has recently been overhauled but, as yet, the new curriculum is not in place. For each subject there is a scheme of work determined by the school and then this is ‘refined’ in lesson notes as proffered by the teacher.

Of the six lessons observed, all proved to be delivered in a didactic format with students being passive recipients. Much of the subject matter lacks relevance and clearly emanates from a source which is long out of date. For example, lessons on posture for girls; the difference between ‘hides and skin’ in an integrated science lesson and a social studies which did nothing to tackle the issue of bias, advertising or propaganda within a lesson on ‘Agents of Socialisation’.

The lessons are not objective led, there is no differentiation and, most worryingly for young people of this age, no dialogue takes place within the class. At best, students are asked to answer the same closed question over and over again. Their behaviour within the lesson is impeccable but it is clear that the pupils have got into the habit of allowing others to think for them. In an English lesson on comprehension those children with a textbook were the ones asked to read out the passage. Background noise coupled with timid voices meant that the remaining pupils could not hear the text and so were totally excluded from the lesson. The subject of text books is interesting in that all pupils were promised their own copy of the necessary texts. A first instalment was made available and these were distributed on a first come, first served basis. No more have appeared.

Curriculum

Whilst ever young people are taught in such large numbers the lessons will be compromised in that in many cases, it is hard to see how they could be made practical. The only option would be to adapt the curriculum which would be a major undertaking in the present climate of Nigerian education. Indeed, interviews with three of the teaching staff revealed that their main area of dissatisfaction is the size of classes coupled with the shortage of teaching materials within the subjects. A lesson observed in technology and tackling the teaching of technical drawing saw the teacher arrive with Tee square, various set squares, compasses etc. Unfortunately he had no facility to use them on a proper drawing board, the students had no paper or drawing equipment to use and so all he could do was to tell the pupils the name of the instruments and what they were for. On inspecting books it was evident that this same lesson had been covered the previous term. A drawing kit is N120 but for many pupils this is too great a cost for families to bear.

The effect of a starvation of resources, both human and physical, is that the curriculum becomes narrow as a squeeze is placed on finances and attention is naturally given to core subjects. There is no space for pupils to pursue areas in which they have a talent and no resources for them to further their expertise as personal study in school is simply not an option.

Teachers and management are desperate for support with staff development and particularly the delivery of CPD. They are all well aware of the limitations that are in place but very willing to listen and take on board new ideas. Some are bright and articulate and would serve as excellent catalysts for change given the opportunity.

Care, Guidance, Support and Personal Development

The school caters for at least two children with physical disability. These are taught in main stream classes with no account taken of their disability. In one case the young man had a shortening of the limbs along the lines of Thalidomide, and so his needs were significant. The second did have a tricycle parked outside the classroom. To ensure that these children attend school their fees have been dropped. It seems that special school education is expensive and significantly more than that of mainstream. Typically, there is no additional provision made for these pupils. They have no special equipment and no additional assistance.

During JSS 1, children are assessed three times in each term. Their first and second assessments are specific and test the new work covered within the period. The third assessment, at the end of the term, draws on work covered throughout the whole of that period. However, all of these tests are amalgamated with attendance statistics, general demeanour and contribution in class. The scores are aggregated, moderated by SMT and a figure determined. This also serves to give each child a class rank. An important issue here is that if a child tests successfully but has a rate of attendance which falls below 40%, he/she must repeat the year regardless of position in class. In JSS 2, in addition to the process in year 1, a state wide test is undertaken at the end of the year and this is marked externally. This determines entry to year 3 wherein the same procedure is repeated to determine which children can go on to study in the senior secondary school. Children are able to repeat each year twice before a student review is triggered. This can lead to a placement in a technical or vocational school.

The Principal and Vice Principal are quite open in their opposition to corporal punishment and this is evident in the way that students are spoken to by them. That is not to say that all teachers are of the same mind, and there is an ongoing battle to ensure that all teachers toe the line. Indeed, the school now employs a school sergeant and a matron who carry a whip, but who are not permitted to use it as all misdemeanours must first come before the Principal so that a just punishment may be administered. This is usually in the form of manual work around the school site.

Parents have free access to SMT and usually visit the school if there is a problem or if information is needed. A low level of adult literacy means that there is little point in producing a detailed prospectus. However, there is an entry booklet for parents to complete, an end of term newsletter usually asking or reminding parents about starting times, uniform, fees etc.

Community

As previously described the school has an active PTA who assumes a responsibility for, and pride in, their local school with appearance and behaviour of students and the presentation of the school itself reflecting directly on the local community. Therefore, the PTA chairman when interviewed was insistent that his first priority was to get new main gates for the school as these were next to the main road. He also visits the school regularly to patrol the site and raise the issue of pupil appearance and presentation within lessons. There is also a School Based Management Committee in place but the lack of clarity in the roles between the two bodies has caused some tension. In fact, the school development plan, which must be submitted imminently, has yet to be written and agreed. As stakeholders, children and staff, whilst interviewed separately, voiced similar concerns about the state of the school and all issues were levelled at providers and not school management. Issues raised by pupils were:

- Equipment – library, sports equipment, computers, text books and technology equipment
- A school bus as students must travel long distances

Teachers also raised the issue of the shortage of teaching aids within their respective subjects but were more concerned about the size of the pupil groups that they were expected to teach. Furthermore, there was a strong concern about the lack of understanding of English, and this they pointed out, had a significant impact on the pace of learning. There was also a cry for increased levels of pay as many staff were forced to take a second job to make ends meet. Not one teacher said that they aspired to Headship in the current climate.

School Management Research Project ESSPIN KWARA STATE - NIGERIA
Characteristics of the school
<p>This rural school of pupils of 671 pupils is situated in the northern area of Kaduna State. There are 2 ‘classes’ A and B in each age group - Nursery and P1- P6 but they operate as one class in effect because there are only 7 classrooms. If all children were to attend, each room would be accommodating, depending on year group, between 79 pupils (P6) and 120 (P1). Accommodation is very cramped as although one block of rooms is in reasonable condition, the others are particularly poor with one room having no roof since it was damaged by wind. Despite numerous written requests for this roof to be replaced, no support has been given to the school. The 90 Nursery pupils are accommodated in one room that appears to be in reasonable condition as it was only opened a few years ago. However the construction of the building was so poor that the concrete floor has already broken up and the children, in effect, walk and sit in powdered concrete. There are no toilets for pupils, nor water or electricity. There is some suitable school furniture but it is not adequate for the needs of the school. The school is on the edge of the village and has no perimeter fence so animals frequently wander across the school play area.</p> <p>There are 32 members of teaching staff including the Head teacher and his assistant, 23 listed as class teachers, 6 as Arabic/ Islamic teachers and 1 as Christian Religious Studies. Including all staff this gives a PTR of 1:21 although when the RS teachers and HT are not included the ratio is 1:29.</p> <p>In P1-3 the teachers are class teachers with some specialist staff teaching, for example, Religious Studies. In P4-6, the timetable operates as a rotation with staff taking responsibility for different subject areas. As a result the teachers have varying numbers of lessons to teach within a week. Some teach 10 lessons, some only 5, with the majority teaching 6 or 7 lessons each week out of 30 half hour lessons (N-P3 inc.) or 35 (P4-6) lessons on the school timetable.</p> <p>Exactly half of the 32 staff holds the NCE qualification and 5 teachers hold GII whilst a further 4 hold a Diploma. The Islamic teachers have HIS qualification. None of the staff has a degree. The subjects studied vary widely with 5 teachers who have specialised in Hausa, 4 in English and 2 in Maths although the level also varies. Only 4 teachers have more than 10 years experience of teaching and 20 of the staff have come into teaching in the last 5 years.</p> <p>The school became a Model School in July 2008 and it is hoped that this will enable a greater improvement of facilities and materials at the school to support improvement in teaching and learning.</p>
Leadership and Management
<p>The Head teacher is in his 40s and has 25 years of experience, although he has only been in post in this school since May 2007. He has worked in 7 different schools as class teacher or assistant head teacher and this is his third headship. He is keen to achieve a B.Ed. degree and has applied to commence this year through an in-service course in Zaria. He has been particularly keen to encourage his staff to get better qualified and to take advantage of teacher training opportunities, such as the upgrading programme for GII teachers, involving additional sessions on Fridays and Saturdays over 2 years. He explained ‘I want my school to be one of the best!’ So he, himself, had even collected the forms for registration so the staff are mutually supportive and get greater benefit from working together.</p> <p>The Head teacher sees his main responsibility is to see that the staff comes early, have planned appropriately for the day and that when they are teaching, the pupils are learning as the teacher has planned. He feels he is also particularly responsible for checking on attendance and following up repeated absences. He endeavours to further develop the skills of his staff by going to workshops and ‘filling my staff with what I have learned’. He is one of the mentor teachers who works in teacher development amongst six schools in the area, focusing on improving methods of teaching, a more learner centred approach and developing planning from the curriculum.</p> <p>The Head teacher and his staff share a variety of whole school duties such as taking assemblies as the Head teacher feels this contributes to the creation of a strong team with a shared commitment to the school. A School Management Board, with a bank account, has been established for the school following the</p>

guidelines sent out to schools although the school has not yet agreed a School Development Plan. Their main concern is the lack of roofing of one classroom, the poor condition of several others and the insufficient number of rooms as well as lack of books and teaching resources. The school has no money to address these difficulties, despite their concern to do so and the staff want to move on to developing teaching and learning. The school is frustrated that both uniforms and textbooks have been promised by the state and are not available to be bought elsewhere. Of text books promised, only 25 English books have been sent to the school despite the fact there are over 300 pupils in P1,2 and 3.

Teaching and Learning

Although there are 2 classes in each year group, they are joined for all lessons. It appears that all teaching is whole class teaching although there has been a move to positioning desks to encourage group work and more interaction between teacher and pupils. This development is very much in the early days and future developments are clearly hampered by lack of teacher versatility and teaching materials. The rooms are not big enough to accommodate all the children on roll and even with 50% attendance, movement in rooms is limited. Teachers have a record book in which they record their lesson plans, developed from the barely outlined scheme of work. Teachers' planning focuses on the steps to be followed in the lesson and there is clearly a conscious attempt by teachers to interact and involve their pupils more in their learning. Several teachers were seen to use more questions to pupils, to remind them of their previous learning and to involve them more in the course of the lesson. However teaching remained general to the whole class with little apparent attempt to provide differentiated tasks and certainly many pupils could have been challenged further. At the moment there seems little understanding of how to challenge pupils, especially the more able, so there appears to be a lot of repetition of known learning and few opportunities to move learners on more quickly. Attendance clearly impacts on pupil progress if many pupils are not at school on a regular basis.

A number of the teachers in the school have recently begun upgrading their GII qualifications and the HIS teachers have also been encouraged to take up these CPD opportunities. It is clear that this training is already encouraging teachers involved to think more carefully about the teaching and the way this impacts on the learner. The additional professional training is enabling the teachers, as one explained, to be 'more confident and perform our duties better.....how to adapt the curriculum.....how to involve pupils more'. One of the teachers reported that he had already seen a change in the pupils' learning as he felt they found more enjoyment in their learning and have 'a quicker understanding'. In Maths, for example, teachers have improvised with stones, bottle tops and sticks to enable pupils to have a more secure understanding of early Maths concepts. The Head teacher said that he encourages teachers to work together and watch each other teach so that they can suggest ways of making improvement. One teacher explained how, for example, if a topic was difficult in Maths, he would sit a more confident pupil next to one struggling to provide additional peer support.

Curriculum

The curriculum for the school is that laid down by the Federal Government in 2007. One copy for each subject was issued to the school and this had to be photocopied for the teachers as needed. The timetable itself has been developed by the school to accommodate 6 lessons of English, Hausa, Maths and Religious Studies (Islamic /Christian), as well as 2 lessons of Science, Social Education and PE and single lessons weekly of Writing, Drawing, Singing, Home Economics (Theory) and Health Education and Agricultural Science. It was explained this remains more or less the same throughout the school although there are actually 30 lessons for P1-5 and 35 for P6. The timetable seems to be fairly flexible and the majority of the time is clearly spent on the four core subjects.

The only textbooks are those used by the teachers and these seem to be more a matter of availability rather than deliberate choice. English reading and comprehension must therefore be taught from paragraphs copied onto the blackboard with pupils having no access to their own text to read.

Care, Guidance, Support and Personal Development

The school could in no way be considered safe. There is no school perimeter although the road into the village runs alongside and cattle and other animals can freely wander across the school area. Attendance is generally around about 50-55% although it varies greatly. The school has been commended for improving its attendance figures but in this rural area, pupils are often involved in work at home. Factors such as market day, seasonal work and Friday all have a negative impact on school attendance as children are needed to work or wash clothes for going to the mosque. More girls are apparently away in the dry season as they are needed to go further to collect water whereas in the wet season the boys are needed in the fields. The Head teacher does not use corporal punishment as, he explained, he wants the children to come to school and learn. He considers they will not want to do either if they are fearful.

The school is almost exclusively Muslim but there are about 12 -20 Christian children. In assembly the Christian children move together to one side and prayers for both faiths take place concurrently, in a very relaxed way. Assembly time is used to promote school expectations such as punctuality and cleanliness and is shared amongst staff on a rota basis. The Head teacher sees assemblies as very important for promoting values as 'children learn from here how to conduct themselves....they learn their adult station from here'. Pupils are able to explain some of the expectations of the school, such as punctuality and class and compound sweeping. The school curriculum includes subjects that are seen as promoting healthy life choices, including Home Economics and Health Education, but there are no suitable resources and teaching aids with which to engage pupils. Pupils are keen to learn and enjoy many aspects of their curriculum. However they also expressed their desire for more books, as well as sports equipment, furniture and whole classrooms. They feel they know what progress they are making because of the teachers' marking and comments such as 'Well done'.

Community

The school is one of two serving the families from this large village. It has been in existence since 1969 so the community is used to sending the children to school and most begin at the appropriate age. The community is strongly supportive of the school as many parents attended themselves. They do not want the school to become a 2 session school as they feel the afternoon time is not a good for the children to learn. Parents are very concerned about the poor state of the buildings and the fact that there are not sufficient classrooms and no teaching resources. They are concerned about the lack of PTA levy that has put an additional strain on poor school finances. Some school furniture and building has been provided through SUBEB. Students may come on teaching practice in the first term of the school year and the Head teacher is involved in their supportive role.

School Management Research Project ESSPIN KADUNA STATE - NIGERIA
Characteristics of the school
<p>This LGEA Primary School serves a rural population some thirty minutes north of the town of Zaria. The school has a young staff and the Head teacher is only eighteen months into her first Headship. Aged between 31 and 40 years, she has only worked in two schools but has been at this school for 16 years as a teacher, Assistant HT and now HT. There are officially 781 pupils on roll but attendance is very fluid and there appears to be as many children around the village during school time as there is in the school itself. These children hang around the site and at times can be seen outside the classroom listening to the work going on inside.</p> <p>There are 14 teachers including the Head teacher and the school has decided to adopt a system of subject teaching, with, in principle, two teachers for each subject, one teaching in Years 1,2 and 3 (lower school) and the other in years 4, 5 and 6 (upper school). This is not the most efficient use of the available staff as some subjects such as physical education have not been taking place. That said, the school has made significant progress since the appointment of the new Head teacher, whose arrival coincided with the opportunity to create a School Based Management Committee and work with them to produce a thorough school development plan. This sixteen page document sets out a clear way forward for the school and it was subsequently approved by SUBEB and given a grant so that work could begin. All buildings are now completely renovated, toilets are built with further pit latrines underway, and there is an ongoing plan to tackle a range of issues including, the curriculum, pupil welfare (fresh water) and of course teaching and learning.</p> <p>As the school makes progress, so the numbers on roll begin to increase. However, with up to 127 children in a class, this is clearly not sustainable in the long term.</p>
Leadership and Management
<p>In addition to the Head teacher the school has an Assistant HT, appointed by SUBEB, and the HT has made her own appointment of a second Assistant who is only four years into his career, but clearly proactive and intelligent. There is no teacher on the staff with a degree, and only six teachers qualified to NCE standard. From the interview with three staff members, it was clear that teachers were happy and held their Head teacher in high esteem. They felt well supported, were fully aware of the development agenda and clearly expect the school to go on to further improvement.</p> <p>The HT has received some training on managerial/administrative issues like record keeping and has also accessed subject specific training. However, the availability of good quality training in teaching and learning is scarce and this is where the school is struggling to move their development forward. The head and staff are very receptive to ideas and quick to grasp the possibility of their inclusion. However, finding people who have a wider educational perspective is more difficult and so the school runs the risk of stagnating in this crucial area. 'How to help the staff with teaching' is at the top of the HTs CPD wish list. The first Assistant has received some training on modern teaching methods but the impact of this has yet to be felt.</p> <p>The school keeps the expected range of records. For pupils this includes admission, attendance, health and continual assessment, with the latter being shared with parents on a termly basis. For teachers the records include a personnel file set up on joining the school, an attendance and punctuality log which feed into an annual review and a log of the movement of teachers in and out of the school. Organisationally, there are timetables, weekly lesson plans and lesson notes There is also a school log book and of course the obligatory visitor's book. Teachers confirm that the HT also visits their classes with a view to giving verbal feedback on performance. On pressing, it seems that this focuses on subject content rather than pedagogy.</p> <p>The SDP project has empowered not only the Head teacher but parents, the community and some teachers who have also been actively involved. The SBMC has monitored the development work to ensure value for money and this has been endorsed by LGEA members. The HT reported that the community is very proud of the developments.</p> <p>The money received from this process is the only money received by the school. There is no PTA levy and so</p>

the HT relies on the children bringing their own brush/ broom with them so that they can help to keep the school clean. This is reflective of the poverty within the area and importantly, the declared promise from the state of free education for all. As a consequence the HT and staff find themselves paying for some essentials to keep the school operating. However, many children are disadvantaged by this 'promise' and hence they fall short of the absolute essentials of school life.

Teaching and Learning

Whilst there is much development going on within the school, the one area that falls short is the school's ability to develop methods of teaching and learning. Of the lessons observed it was clear that all teachers adopt a didactic teaching style and that the focus is very much on the acquisition of knowledge. There is no differentiation to cater for children throughout the ability continuum and children who are unable to keep up are simply forced to repeat the year. This was evidenced clearly in a Primary 1 mathematics lesson when the children were asked to complete a simple addition task. A significant number of children did not have an exercise book and were therefore just left to sit and watch the others work. Furthermore, the work was so simple that some children had finished within a minute or two. They too were left to sit and wait for the others to finish. However, following a discussion with the teacher in which it was suggested that the children without books might use the blackboard, he was insistent that they would not be able to cope as they were too far behind.

In an English lesson in Primary 3, the teacher was working very hard to try and get the children to respond to simple commands in English. Her manner was lively and she was clearly trying to make the lesson enjoyable. A simple game that she might try was suggested and she was delighted to try something new. Furthermore, the children were eager to join in. Given the appropriate training it is clear that this teacher would be quick to move her practice forward. In fact, the limitations of the understanding of English amongst staff and pupils were keenly felt when in a Primary 5 science lesson in which the teachers use of written and spoken English were very poor and so this was reflected in the response of pupils. Furthermore, because of his own limitations, he frequently reverted to teaching in Hausa, the local language.

Expectations of pupils are low and the opportunity for pupils to think independently is not planned for. The structure of the planning framework, whilst fully in place, offers a single planning method which in turn dictates the nature of all activity. Hence learning is driven by the curriculum rather than by the needs of the child, and teachers do not think to look for solutions or even to identify the problem for themselves.

Curriculum

Many children in this school have access to text books and there seems to be a genuine desire from the Education Secretary of the local LGEA to work with schools and make improvement. The books have been provided to the school by the LGEA. Furthermore the school development plan seeks to improve the range of teaching aids available to teachers and even to enrich the curriculum by offering sports activities at break times. However, the curriculum has recently been changed (September 2008) and the staff are finding difficulty organising a structure for teaching within subjects. This problem is exacerbated by the fact that there are only two teachers working on each subject. This has left curriculum delivery in a state of flux and the HT is struggling to see a way forward. The children's learning is based entirely upon one text per year and no other books are available within the school. Furthermore, these texts no longer tally with the requirements of the curriculum.

In essence, the school is aware that the delivery of the curriculum falls short of what is needed, and furthermore, that there is not a system in place that supports curriculum development. For example, the school has included on the timetable for lower school, a creative arts session each week for children because they realise that this is important, and yet there is no evidence of this actually taking place. Once again there is an urgent need for training so that the HT or other staff can have the time and support needed to examine different methods of curriculum delivery and to be able to be analytical when making decisions about key objectives. A small investment at this stage could make a huge difference to the opportunities offered to pupils, but to put this off for too long will run the risk of losing any development gains inherent within the new curriculum.

Unfortunately, staff are not used to solving problems for themselves and so little time is devoted to development issues. There is a staff meeting at the beginning and at the end of term but these are largely organisational or administrative. Teachers say that they discuss teaching and learning and the curriculum informally, but there are no signs that these discussions are leading to action.

Care, Guidance, Support and Personal Development

Attendance at the school is poor but there are good reasons for this. Boys are kept away from school to work at home and the girls often go home for 'breakfast' and don't return as they are needed to work in the house and go 'hawking', selling items around the village. Attendance on market day is always poor. It is hoped that the creation of toilets and in the future, a well, will act as an incentive to parents to invest in their child's education.

The school caters for at three children with physical disability. One is deaf and two others have physical disabilities which impinge on their movement. They are taught in main stream classes with no formal account taken of their disability. There is no additional provision made for these pupils and they have no special equipment and no additional assistance.

When asked about their feelings about school the pupils were quite aware of what was positive about the school and what was lacking and their views tallied closely with those of the HT and staff. They reported that their enjoyment came largely from subjects in which they were successful like reading and geography, but that there were key elements lacking such as water, insufficient teachers to deliver the whole curriculum and a range of equipment. They were clear about the school rules and were happy with them. They wanted teachers who would help them to do well but who would also chat and play with them.

The HT and staff are clear that they think that corporal punishment is necessary to ensure order within the school. It was not witnessed within the two days of this research and children seemed to enjoy positive relationships with some staff and the HT. There is no supervision of pupils at breakfast time when most children make their own way home to eat and drink.

The marking of children's work is inconsistent but even when it is completed; it gives no direction to children in how to improve their work.

Community

The community has open access to the school site and hence security is something of an issue. Parents have free access to SMT and usually visit the school if there is a problem or if information is needed. A low level of adult literacy means that there is little point in producing a detailed prospectus.

Within the village there is also a small private school that uses the school's sports facilities whenever they please. There is no cooperation or interaction between the schools.

As previously recorded, there is a PTA and an active SBMC. These groups are supportive but the HT expressed concern that some members of the SBMC now expect payment (which is not available) if they are to attend meetings during working time. Without this they would not be able to feed their family. Whilst these community groups are able to contribute to the development of the fabric of the school, it is unlikely that they would be able to contribute meaningfully to the development of teaching and learning as this would require training which is not currently available to staff.

No interview with community members could be organised within the time available.

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This rural school is situated about 120km to the south east of Kano. The pupils come from the immediate village although there are both Islamiyyah and Qur’anic schools in close proximity that also provide for the needs of the village children. It is difficult to ascertain what percentages of the children are enrolled at one or other of the schools. The number on roll at this school is given as 795, including 150 enrolled in the ECC (Nursery) class. However the total of pupils in all year groups (N-P6) does not confirm this figure. In P 1 and P2 there are 3 classes in a year group- A, B and C- and in P3, 4, 5 and 6 there are 2 classes- A and B. There is some difference between numbers on roll and those attending regularly so due to both this and the shortage of classrooms, some year groups may be taught as single classes. In the school as a whole there are said to be 455 boys on roll and 290 girls so there is a clear gender imbalance. This becomes more marked as the pupils progress through school. In P2 there are 44 girls and 96 boys but in P6 there is now only 1 girl and 84 boys.</p> <p>The school has no electricity but it does have water provided by a well dug in 1970 when the school was established. However, this is deep and not easily accessible so most children return into the village at break times to get food or water. There are simple toilets for pupils and some provision for staff. There is no perimeter fence so animals wander easily across the school compound. The classroom blocks are around a shaded compound area and are generally in reasonable condition with corrugated roofs and shutters and doors that can be secured. However, ceiling tiles are in a poor condition or not in place and floors often need repairing - and there are not sufficient classrooms to meet the needs of the school. One room is used as a staffroom and base for all the teaching staff.</p> <p>The school staff consists of the Head teacher, an assistant head teacher and 25 other teachers who all teach in specialist areas as a timetable with a rotation of subjects operates throughout the school, apart from in the Nursery. This, including all staff, gives a PTR of 27:1.</p> <p>On the whole the teaching staff are young and recently qualified. Of the 27 staff, only 7 have more than 18 years experience, 9 have been teaching for between 5 – 10 years and 11 of the teachers have less than 5 years experience. 11 of the teachers have NCE/ NCEE qualification and 4 have achieved GII and a further 4 have SSCE. 6 teachers who are largely those responsible for teaching Arabic and IRK have HISP or HISR qualifications. There are only 3 female teachers.</p> <p>In addition to the teaching staff there are 2 night watchmen who are responsible for the security of the school buildings and a part-time cleaner who ensures that the pit toilets are kept in a reasonable state.</p>
Leadership and Management
<p>The Head teacher is in his 40s and has been in post at the school for the last 4 years. He has nearly 30 years experience of teaching in a wide variety of schools and across the primary age range. He has also taught adult literacy classes after the end of the school day. Having begun teaching with the GII qualification, in 2004, he completed his NCE as an in-service course over 3 years, specialising in primary education subjects. He was then able to take up this position as Head teacher. He has completed a number of seminars and workshops, for example, on school administration and record keeping as well as training on the use of the curriculum, which covered subjects and planning. He would very much like to continue with his own professional development if able to gain support, including financial assistance, from SUBEB. The Assistant head teacher has a teaching commitment and also checks the lesson notes of staff, checks registers and takes the minutes for meetings. Other staff share areas of responsibility and this is negotiated at the beginning of the school year. For example, the Exam Master draws up the timetable and tests, the Discipline Master issues and records the use of corporal punishment and the Senior Master is responsible for the care of the staffroom. The Head teacher sees this sharing of responsibility as important in ensuring sustainability of management in the school. He sees his own role as that of overall administrator of all the staff and pupils in the school. He enjoys teaching and still teaches if the need arises, for example, due to staff absence. He ensures that the admission register is completed at the start of the school year and that, through the course of the year, CA and exam results are collated. Individual</p>

student record cards are then completed from the teachers' Record Books. The pupil cards are printed especially for the school and include the school rules in Hausa, spaces for the scores for each element of termly assessments and head teacher and class teacher comments. The Head teacher keeps a School Log Book recording the start of each term as well as disruptions, such as holidays and strike action in response to the lack of government action on the proposed increase in teachers' pay. Other records include daily registers, daily time book for staff and a punishment record, recording any use of corporal punishment. Staff Meeting minutes show that meetings are held 'when required' and include time given for feedback from seminars, including guidance on lesson planning. The Head teacher also supervises the arrangements for the State Transitional exam that is sat by all P6 pupils at the end of the spring term. These are then marked by staff at the secondary school. Last year all 62 pupils moved on to secondary school, although if any had not reached a satisfactory standard, they would have repeated P6 at primary school.

There is no SDP and now that the PTA levy has been removed, there is no budget over which the school has any control. There is a PTA and the school has also followed the guidance in creating a SBMC which meets termly. There is some feeling of frustration that these bodies cannot be more effective since resources are very limited. The Head teacher feels that in his 4 years in post his main achievements have been to increase the number of pupils attending school and their better attendance, as well as more than doubling the number of teachers at the school from 10 to 27. His biggest challenge now is to increase the number of girls on roll and to keep those girls in school throughout their primary education.

He would also like to see expansion of the school premises with a perimeter fence, a bore hole, staff 'quarters', more classrooms, a school library, workshop space and ICT resources.

Teaching and Learning

Most teachers have a Record Book in which they record their break down of the curriculum to be covered and individual lesson plans. The Head teacher has been keen to promote a consistent approach to lesson planning with 5 minutes given to a reminder of previous learning, 20 minutes explanation of new learning and 5 minutes evaluation to check that the pupils have understood before using the last 5 minutes to summarise the key learning points. Observations confirmed that teachers are following this guidance as well as the encouragement to be more aware of pupil learning so lessons are fewer teachers driven and more responsive to pupils' needs.

Written lesson plans follow a fairly standard format but it is clear in the delivery of lessons that teachers are more focused on building pupils' understanding. It is also evident that the teachers at the school are using easily available resources and the local environment as stimulus for the children's learning. For example, bottle tops have been collected and are used in Maths lessons. Time was taken to go outside in a P6 lesson on soil erosion in order to look at evidence of both water and wind as these could be seen in the immediate vicinity of the school well and field. This clearly enabled the pupils to have a much better understanding of what they were being taught and also enabled them to contribute ideas as to how the problems could be addressed, for example by digging ditches and planting trees.

In a P6 Maths lesson involving capacity and addition of litres and ml. the teacher had a measuring container and water to illustrate the practical relevance of the calculations. Teachers spend time posing questions and building on pupils' responses. There is a relaxed but purposeful relationship between most staff and pupils in lessons so that the efforts made by the pupils are appreciated. Pupils are keen to participate and seem less concerned about making mistakes than contributing ideas and answers.

A Maths lesson observed in P1 was effective in teaching numbers 30-40 using both flash cards and the outside environment. Pupils particularly enjoyed a class activity sorting out number sequences and identifying missing numbers, using the cards. Following this they went outside to sit and use the sand of the compound to practise writing numbers, correcting number formation and orientation as the children were mutually supportive addressing individual difficulties.

It is evident that many teachers in the school appreciate that repetition of facts and definitions and copying of notes from the blackboard do not ensure that any learning has taken place. They are exploring more interactive teaching strategies that involve the pupils in their learning and develop longer term understanding rather than factual recall. Teachers explained their appreciation of opportunities for CPD and in-service training, after they have been in post for a certain number of years. They enjoy working together as a staff and

are keen to support each other in developing professional skills and competencies. They also enjoy playing sports together after hours and the friendships they have built.

Curriculum

The school day starts , in theory, at 7.50 am. The Nursery (ECC) and P1 and 2 finish at 11.50 am after 6 lessons each of 35 minutes with a mid- morning break of 30 minutes. This gives a maximum weekly teaching time of 30 lessons ie 17 ½ hours a week. On Monday to Thursday, P3-6 have an additional 3 lessons a day following a short break at 11.50 am giving a total of 42 lessons a week ie 24 ½ hours a week. All classes finish at 11.50 am on Fridays.

In P3-6 all teachers are allocated a subject area within the school, following a rotating timetable. As a result there is some inequality amongst the number of hours of contact time and the staff room is important in providing a base for those not teaching.

The curriculum is very full with 11 subjects for all year groups. This causes particular difficulty in P2 as there is not sufficient time in the week to fit in all the lessons pupils are expected to have. Maths is allocated 5 lessons and English, Hausa, Social Studies and Primary Science (P2 -6) are all allocated 4 lessons a week. A total of 5 lessons a week is also allotted to IRK and Arabic. P4-6 also have 3 lessons a week of Agricultural Science and ICT has replaced the 2 Creative Arts lessons. Although the school, at present, has no electricity and no computer hardware, the Head teacher has seen ICT on the timetable of other primary schools and is keen to see it in place in his school. Clearly this is a real challenge for the school at present, so the lesson observed was totally theoretical and of little relevance to the pupils.

The Federal Curriculum 2007 has been introduced in P1 following the guidance from SUBEB. In effect with this ‘rolling out’ through all year groups, it will take another 5 years for it to be in place through P1-6. Ironically, the school has been issued with the majority of the textbooks needed to teach the 2007 curriculum through P2-6 – including English, Maths, Science and Social Studies. At present these are stored away in the Head’s stock room for future use, as the school explained that they are not able to implement the curriculum in other year groups without ‘permission’ from SUBEB. It seems particularly wasteful of valuable resources and possible learning opportunities for pupils and staff, that these are not being utilised until ‘instructed’. The 4 teachers who have been allocated to work on the P1 curriculum are enthusiastic and this is evident in their teaching. They have adopted a variety of the teaching strategies suggested in the guidance and are much more interactive in their teaching, improving pupil participation and understanding.

Care, Guidance, Support and Personal Development

The school buildings are centred around an attractive compound shaded by a large baobab tree and several smaller trees on the edge of the village. The classrooms of the Islamiyya school are positioned on one side of the square. There is no perimeter fence and animals and villagers are able to wander across the school area. Parents expressed the wish that the school had a fence and appropriate entrance gateway. Although the accommodation is generally reasonable, it is particularly inappropriate for the youngest pupils as 150 ECC pupils, aged 3-5 years old are accommodated in 1 room with 1 teacher. There is insufficient furniture to meet their needs so many sit on the floor and there is no space to move around. On the whole, the accommodation for other classes is better with the newest classrooms used by P5 and 6 being the most suitable, despite there being no ceiling tiles beneath the corrugated tin roof. The classrooms are swept out by pupils at the start of each day, overseen by the one of the teachers who has the role of Labour Master.

Another of the teaching staff has responsibility for Guidance and Counselling of pupils. The subject emphasis in the timetabling of lessons appears to encourage a slightly impersonal approach to relationships with the pupils as teachers do not always know the names of the pupils in the class although the school has a warm, relaxed atmosphere and pupils appear well behaved and motivated. Although several of the staff may carry a switch or stick, this does not appear to be used frequently. Registers of attendance are completed twice daily but are not always accurate and may show, for example 50% attendance when only 30% are present. It would appear that due to the very close proximity of the school to the village and the fact that pupils are not directly supervised at break time, it is easy for them to leave school at several points during the school day.

The school day starts, in theory, at 7.50 am and whole school assembly is held on Monday mornings. Each day

for P3-6 ends with prayers after 1.45 pm as all the pupils are Muslim. The Head teacher feels he has achieved an increase in pupil attendance during his time in post and overall attendance is up to about 50%. The attendance of boys may suddenly be disrupted as parents may choose to send them to Qur'anic schools for a period of time although many stay in this school and attend Qur'anic school in the afternoons. However, the Head teacher is particularly concerned about the number of girls who leave the school from P3 onwards to go to the Islamiyya school. This is a strongly Muslim community and many parents clearly feel this is a more appropriate provision for their daughters. It appears overall, however, that more boys and girls from the village are now staying on to attend the local single-sex secondary schools. Although there is some charge for boys for education at this stage, it is provided free of charge for girls in order to encourage uptake. A visit to the girls' secondary school confirmed the improvements in attendance as the head mistress has almost doubled the number on roll to 1400+ in the 2 years she has been in post. A group of about 20+ JSS girls complete 3 weeks 'teaching experience' at the primary school each year to encourage them to stay in education and perhaps become teachers themselves. This is seen by all as a very positive step although the girls are still very young and need more experience and education themselves.

Home Economics is not taught at the primary school, although all pupils in P4-6 have 3 lessons of Agricultural Science timetabled every week. The school has its own land on which crops are cultivated so pupils can learn practical skills and also help bring in some additional cash for school necessities.

Pupils are able to explain the importance of being punctual, cleanly dressed, washed and prepared for school. They also know the importance of keeping the school surroundings swept. Pupils expressed their enjoyment of school, especially English, Maths and Science, and their appreciation of teachers who 'teach little by little', so they can understand. They say teachers must be knowledgeable, punctual and teach for the whole lesson. Pupils would like to see improvements to the school premises with a bore hole for easier access to water and electricity so they could learn to use computers.

Pupils at the school participate in sports tournaments at the end of term and also enjoy quizzes both within and between schools.

Community

The community has a strong sense of rural identity and traditional Islamic faith. Parents contribute to some practical support for the school through the PTA and there is now a SBMC made up of representatives of different groups in the village, following the guidance issued by SUBEB. However there is a feeling of frustration that the school has no budget and so is limited in terms of the improvements that it can make. Parents are keen to express appreciation and support for the teachers and their commitment to their pupils. Parents feel they know their children are learning well as they see the evidence in their books and can speak to the Head teacher and his staff if they have any worries. They expressed their concern about the school's need for more classrooms and a more secure site with a fence and gateway, as at present they see it as too open into the village. They also feel the pupils need more textbooks as this would help both pupils and teachers.

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This is a primary school located in the LGEA Kumbotso, in a rural area. The school has a secondary school for boys and an Islamic school on the same site. The Islamic school is used by the school in the morning for the two ECC classes. The school has 835 children on roll and caters for children from the age of 4-12 though there are exceptions due to children joining primary state education late. The school runs on a single shift basis, has 9 classes, two of which are ECC (pre-school education). The school has a PTR of 59:1 (excl IRK teacher but incl H/T)</p> <p>The classes vary in size from 38 to 135 children with only one teacher. Attendance is an issue, as accurate records are not kept. All evidence shows that the number of children on roll are not attending school consistently. The level of boys and girls on roll does not differ greatly with 507 boys to 386 girls and the P 6 class has more girls on roll than boys.</p> <p>The school has 18 staff members, including the Head teacher and IRK teachers. 3 members of staff have a Diploma and teach subjects other than IRK, 3 have the GII qualification but are presently receiving NCE training through the State sponsoring scheme, 1 teacher is on loan to the secondary school and another is studying at the university to obtain B.ED under SUBEB in-service programme.</p> <p>All the children and staff are Muslim. No SEN data is held in the school and if children are recognised to be behind their peers through the Continual Assessment Record they are held back until their performance matches the expectation for that year group. The school has 2 children with a physical disability.</p>
Leadership and Management
<p>The Head teacher is in his 40s and moved to this current school nearly 3 years ago, for his first headship post. He was previously an Assistant Head teacher for 6 years within the same LGEA. He has a B.ED and 23 years of teaching experience.</p> <p>The Head teacher has one Assistant Head teacher who has a teaching commitment of 24 sessions a week.</p> <p>The Head teacher has followed the state guidelines on curriculum allocation and has effectively timetabled and organised his staff accordingly, ensuring all teachers have a reasonable teaching time allocation. The Head teacher has a clear overview of the school and the systems in place, with a very clear understanding of his role and this was confirmed in the Head teacher's shadowing record.</p> <ul style="list-style-type: none"> • Oversee all the activities in school and supervise the teachers • Checking all staff sign in and organise the staff to ensure all the pupils have a teacher • Ensure the children attend school and get in on time • Check teacher's records • Circulate any information from the office • Supervise any visitors • Manage administration of the school • Get resources for the pupils • Deal with any complaints • Oversee pupil behaviour, welfare and discipline • Sort out teacher's problems • Involve the community in school issues <p>The school has no allocated budget and consequently no School Development Plan. The Head teacher is able to choose the staff to attend training being run by State but does not implement a comprehensive programme for professional development in-house.</p> <p>The Head teacher has received no Continual Professional Development since joining the school. Through working with the Head teacher it is obvious that this Head teacher has an interest in Teaching and Learning and would benefit from more training in this area. He could lead and develop his staff effectively as it is obvious that the staff feel tremendous respect for him.</p> <p>Through accompanying the Head teacher on a walk through the local village, it was clear that he is known and</p>

has established good relationships with key persons in the community, such as the Head of the village.

Teaching and Learning

The school has adopted a lesson planning structure, brought to the school by a recently trained teacher. It is clear, though some elements are irrelevant. Prior related learning and learning objectives are incorporated, as well as the steps the teacher is to take but unfortunately this is not applied consistently. Involvement of the children in their learning is evident, though patchy. There are signs that group work is being considered in the Early Years but its implementation still needs developing. The use of formative assessment and therefore appropriate expectations for children's learning in every lesson is lacking. There is some use of basic but different resources such as flashcards, bottle tops but again this is not consistent, as an art lesson (drawing) was carried out with no real object for the children to draw. i.e. a cooking pot.

Subject knowledge is still driven by the text book and this itself is hindering teacher's creativity as they are not thinking about alternative approaches. Children are also being taught pronunciation but the teachers need specialist training as the teachers have no knowledge of phonics and cannot pronounce the letters correctly. There is no differentiation in the lessons and this is not planned for.

Classroom management across the school is handled calmly and there is a feeling of great respect for the teachers from the children. The children are not allowed to talk in the classroom and a direct approach to teaching is used across the school, consequently the use of other classroom management strategies has not been explored. Generally lessons run on time, but are sometimes not concluded appropriately as the planning is too ambitious for the time allocated. Planning is not annotated.

The teachers generally feel very positive about the state's support in funding their professional development. i.e. GII teachers can receive free training to obtain an NCE once they have been a GII teacher for 3 years. This also applies to those teachers on NCE who wish to get a B.ED qualification. The teachers have a sense of ambition and feel it would be possible to be a Head teacher if they worked hard and gained the appropriate qualifications and experience and they stated that they would like to be a Head teacher.

Seminar data indicated that 4 teachers received training in 2007 on a Capacity Building Programme and 2 teachers, in 2008, on English and Computing. The teachers feel more specialist training is necessary

Teachers have additional responsibilities, with no financial reward but these relate to administration and pastoral care. The teachers interviewed felt proud to be contributing to their nation and to be involved in the education of the children.

Curriculum

The school has started working with the new curriculum issued by state across Nigeria but its implementation is being staggered i.e. P1 started in 2007, P2 2008 and so on. The school only have one copy of the curriculum, this restricts the teachers in their planning and also gaining the knowledge of where the children have come from and need to progress to thereby facilitating the differentiation process

The school has not received the appropriate text books or materials to support its implementation and the staff have not received the appropriate training. This curriculum implementation programme will therefore not be complete until 2013. The curriculum has been timetabled according to state guidelines which lay out the subjects that need to be taught and the number of sessions for each of these. All the staff have a reasonable teaching time allocation. This ranges from 15 sessions to 35 sessions a week. There are very limited resources in the classrooms, with some teachers using bottle tops and flashcards but generally all work is taken from the blackboard of which many are in need of repair.

Assemblies, held on a Monday and Thursday, are opened and closed with a prayer and generally led by the Head teacher. The children stand in class lines and listen to the message the school wishes to impart to the children. Themes for assemblies are generally related to promoting the school ethos and expectations. The school has run extra curricular activities for the children in the past but is not doing so presently.

Care, Guidance, Support and Personal Development

The school does not have a secure boundary and is very open due to its location. This makes it difficult to monitor children leaving and returning at break time. All classrooms have lockable shutters and doors though some are in need of repair. All classrooms have a ceiling but some of the roofs have broken or have missing panels. Two blocks are in need of exterior renovation.

The classrooms are generally dirty and need to be painted. Two of the classrooms have been painted blue and

in one of these displays have been painted on the walls. Only two classrooms have furniture and therefore most of the children have to sit on the floor. The floors are generally very uneven, due to crumbling concrete. In the school 'Master' roles have been allocated to different teachers and these include the following areas - Class, Discipline, Attendance, Examination, Prayer and Health. The roles are clearly defined and support the school in running effectively as from P1 to P6 the children do not have one class teacher as subjects are taught by different teachers.

The school does not have any entry or transfer arrangements and the children sit a common entry examination to go to secondary school. The state has 2 secondary schools that specialise in subject areas. The school is given 2 examination papers every year and if they wish to enter more children they must purchase more.

The children interviewed had a positive attitude to learning and were very clear as to the expectations regarding their roles within school and how they should behave. One child stated that they liked coming to school to get discipline. The children especially enjoyed their lessons when the teacher guides them, step by step and makes sure they understand. The children like Maths and English as they feel these are important subjects for their future. One child enjoys Arabic as he wants to be an Arabic teacher!

There is some disparity between the number of children on roll and the number of children that actually attend school. There is also some conflict between government and Islamic schools, as many parents do not send their children to government school until they have learnt about their religion and how to read in Arabic. This has resulted in a high proportion of the children in each class not being the appropriate age for that grade.

Gender numbers in this school does not seem to be an issue; the curriculum does not consider gender issues or suggests different approaches to teaching depending on gender. The school does not identify SEN children or differentiate teaching accordingly. No extra support is given to these children and they are simply held back a year until they reach the expected level of attainment.

The children are taught PHE but do not experience any 'hands on' cooking lessons until secondary school. The school has its own crops and the children get involved in the cultivation of these areas during the year.

Community

The school has a PTA that meet 3 times a year, with a general turn out of 50 -100 parents. The chairman is a visible and supportive member of the school. On a daily basis he will pop in to see if the school requires anything. The parents interviewed all have children attending the school and also the Islamic school in the afternoon. They feel very positively about the school and feel that the LGEA and SUBEB have listened to what the school needs and have acted upon this, as building work had been carried out in 2007 and 2008. They also stipulated that sometimes it is not possible to get what you need as there are greater priorities within the LGEA. The state stipulates free education for all primary aged children but the schools have received no financial support to compensate for this. This school is still receiving a nominal sum from families of N20 a term to cover the basic requirements for the children.

There is a strong community feel and if a problem exists within the school the chairman of the PTA will discuss it with the head of the village and he will talk to the community.

The parents are aware of the school's expectations of the children and feel that the discipline at the school is good and this has a positive impact on how the children behave at home. The parents feel a good teacher is one that is punctual, deals with the children well, sets homework and marks it regularly.

The school has devised its own report card that is printed on card, at their own expense and is sent home termly. The parents feel this is useful along with seeing their exercise books. The PTA would like to provide more classrooms for the children as classes are too big.

School Management Research Project ESSPIN KANO STATE - NIGERIA
<p>Characteristics of the school</p> <p>This primary School is a large urban primary ostensibly catering for 2248 pupils aged between 4 and 13 years although there are a number of pupils who are considerably older. The school has a generous staffing establishment with 118 teachers, two thirds of who are female. They are qualified to different standards and are largely deployed as specialist teachers working on a rotational system. However, in Year 1 the school has started to explore a system of class teachers who are with their class for a large proportion of their lessons. Only 5% of teachers are graduates with 60% NCE qualified and the remainder qualified below the desired standard. This gives a pupil teacher ratio of 1:19. The age profile of the staff is quite young with 93% of teachers having completed less than 10 years in the profession. The school reports that most salaries and allowances are paid regularly and on time, but at the time of this research teachers were still waiting for their salary from the previous month.</p> <p>In the previous academic year there were 25 children who dropped out of education but 80 children who were forced to repeat a year due to falling below end of year assessment standards. 96 % of children made the transition from Primary 6 to Junior Secondary School.</p> <p>There are 42 classes organised into a morning and afternoon shift system. In the mornings Pre Primary (ECC), Primary 1, Primary 2 and Primary 6 classes attend school working between 8.00 a.m. and 12.30 p.m. whilst in the afternoon school runs between 1.00p.m. and 5.30 p.m. with Primary Years 3,4 and 5 in attendance. This results in 1260 pupils in attendance in the mornings and 988 pupils in the afternoon. 65 teachers are allocated to the morning sessions and 53 to the afternoons. In the morning the HT runs the school with the aid of two assistant HTs whilst the afternoon is led and managed by two further assistant HTs. In both morning and afternoon the assistants have a clear separation of duties which are classified as academic and administrative roles.</p> <p>The school is entered via a small lane which flows directly from the busy main road. It is sandwiched between another large primary school and a private school, so in total there are a significant number of pupils flowing through the area. Entry to the main compound reveals a square dotted with trees and surrounded with single storey classrooms and behind some of these stands a further block of two story buildings. The square is the only open space and is used for assembly, physical education, daily prayers and of course playtimes, of which there are two in the morning and a further two each afternoon. The ground is comprised solely of sand and this supports a scattering of trees which give good shade for some activities but severely restricts any formal sport.</p> <p>The buildings are generally sound in that they are said to be weather proof, and the walls are not compromised. However, the floors are not good with many crumbling badly. The most significant issue for the school in this respect is the lack of furniture and although classes are not large by Nigerian standards, there is insufficient furniture for children in most year groups. The rooms are shabby and, for security reasons, nothing is displayed on a permanent basis. There is little equipment in the school although there were ample books provided by SUBEB. Whilst not always enough for one per child, ratios were approaching that figure.</p> <p>Last year's wet season resulted in the toilet blocks becoming damaged and unsafe. They are pit latrines and there are six available for the children. However, most children prefer to use the small plot of land behind the toilet blocks. There is no running water and this has to be bucketed in each morning by pupils from a source beyond the school site. There is an urgent need for this facility to be made available to children and teachers.</p> <p>Attendance is an issue, especially in the afternoon when only around 50% of pupils appear for lessons. Overall the figure seems to stand at around 70% but this was not confirmed. What is certain is the arrival time of many pupils who drift into classes for some time beyond the formal starting time. Even when on site many children can be found simply wandering outside classrooms whilst lessons are in progress.</p> <p>On the first day of this research the school was being inspected by a team of SUBEB inspectors who were there to look at all aspects of school life. At the end of the process the lead inspector left a list of deficiencies written in the school visitor's book. They related to staffing levels and planning structures but did not</p>

reference the quality or style of teaching and learning.

Leadership and Management

The current female head teacher has been in post for two years but has spent fifteen years working as a head teacher. She is a graduate and is qualified to master's degree level. She has experience of leading and managing four different schools and has been a member of the profession since 1981. She is happy with the system of transfer between schools and when asked about ongoing developments she confirmed that she was happy to leave completion of her initiatives to someone else. She has attended a variety of training provided at Federal, State and LGA level. She confirmed that she had enjoyed the Federal training most but her decision when pressed seemed to rest on the associated allowances that the training attracted. She felt that she was in need of ICT training but this is a personal development requirement as the school has no immediate prospect of receiving computers. She confirmed that training around pedagogy was not a feature of her own experience at any level.

As an experienced and well qualified HT, it was interesting to find that she defined her key duties to be,

- Ensuring that teachers are punctual
- Ensuring that teachers attend school when they should
- Making sure that the school is clean
- Ensuring that teachers give information in the expected way and that it is factually correct
- Occasionally looking at work to check that dates match the school timetable
- Checking that staff finishes at the accepted time and not earlier.

Shadowing confirmed that the HT's work with teachers lay with correction of facts or skills. For example, in one instance, she spent some time demonstrating to the teacher, in front of the class, how to write neatly. She was very unhappy about the teacher's writing although it was hard to note any discernable shortfall in relation to the writing of other staff. In discussion, the HT was clear that it was not within the scope of her role to be innovative in terms of teaching and learning but rather to ensure that the accepted wisdom put down as a baseline by the state, was delivered accurately. This has meant that no innovation in terms of teaching and learning is discernable. However, there does seem to be a lack of clarity in that the teacher supervisor, who has an office on site, was insistent that his job was to move the scope and direction of teaching and learning forward. He produced a range of documentation which he had produced for the nine schools under his supervision. However, the lack of impact he puts down to the low level of teacher competence and the lack of interest of many. Many stakeholders support this view and feel that the problem is a direct result of local government interference in the appointment of teachers. This is said to be driven by political rather than educational motives and was stated vociferously by teachers.

There was a constant succession of visitors to the school who arrived without warning to 'purchase' a primary school attendance certificate or a testimonial. These are needed for access to higher education and take up a significant amount of the HTs time. Furthermore, they seem to override other tasks and so an important discussion will be abandoned in order to complete this low level function. I enquired as to why this could not be done by other staff but the HT clearly felt the need to oversee the process at first hand.

The school's four assistant head teachers are all experienced in the role and all but one has been at the school for more than two years. The two academic assistants deal with lesson planning at all levels, continuous assessment, timetabling, and the management of teacher records. The administrative assistants deal with more practical issues such as sanitation, school discipline and ensuring that the site is clean and tidy at all times. The two afternoon assistants share the leadership and management role but it seems that any significant decisions must still be deferred to the HT. All four assistants have received some training by the state which covers the broader aspects of the role of assistant HT.

As part of their management function the senior management team must keep a variety of pupil and staff records. For pupils these include an admission register, daily attendance registers, continuous assessment records, a commendation book, a punishment book and transfer certificates which provide basic information when children change schools. For teachers the records are similar and include a daily attendance register, a weekly record diary, a commendation book, a time book, teacher's lesson notes and a movement register. There are also general record books to support administration and these include a school log book, a visitor's book, an accounts book and store books.

The school receives no income from the state and currently does not have a school development plan. Each year it is possible to access some project funding but this is totally in the gift of the state and the LGA. The state chooses 10 LGAs to receive development funding and then in turn, each LGA chooses 10 schools that can submit a development plan and access support. This is clearly a very small number of schools in proportion to the number of schools within Kano state. Furthermore, education has been declared to be free and so parents pay no levy to the school. In Fagge Special School this has meant that the only way to find an income is to have a commercial enterprise operating outside the school with all profits going towards the upkeep of the school. Unfortunately a proposed road widening scheme directly outside the school could see the demise of this important support mechanism. Funding has been used for a variety of projects such as blackboard renovation, the acquisition of teacher's furniture, the upgrading of the HTs office, basic first aid equipment, the purchase of water on a daily basis and for the cost of refuse disposal. It seems that a PTA treasurer manages all funds arising from this venture

The only request to parents for any form of levy is in ECC when the pre-school children first register for admission. This is a new initiative and is set at N500 which is used to purchase text books for the youngest pupils. It has had the effect of dramatically reducing numbers for the current year's intake but the HT is insistent that this is an issue of quality over quantity.

Teaching and Learning

Teaching and learning follows a similar pattern throughout the school. All teaching is planned using a centralized curriculum produced at Federal level. This was introduced in 2008. For each subject there is also a scheme of work determined by the school and then this is 'refined' in lesson notes as proffered by the teacher.

Of the lessons observed, all proved to be delivered in a didactic format with students largely being passive recipients. The lessons are objective led but the purpose is for children to learn facts or systems for achieving a desired outcome. For example, in one Primary 5 lesson, the children were involved in a cloze procedure task. Children were directed to choose the correct word from a list of nouns to complete the sentence. Although the teacher tried to be supportive and despite the fact that he did ask a range of questions, the task remained easy and did not test the more able. However, a girl who had finished very quickly was completely thrown when I asked her to create her own sentence given other nouns. She explained to the assistant head teacher that she could not do this. This is understandable and symptomatic of the fact that children are given no opportunities to think for themselves or to organize their own work. Furthermore, a task given to the Primary 6 children designated as gifted and talented, in which they were asked to complete a piece of free writing, showed that their basic skills are still very poor and their ability to organize their work severely lacking.

There is very little differentiation and the only children given anything more were those designated as gifted and talented. This was provided only by the teacher with responsibility for this group and is in its infancy, so much so that the HT was unaware of any differentiated activity. Most worryingly for young people of this age, no dialogue takes place within the class. At best, students are asked to answer the same closed question over and over again. Their behaviour within the lesson is impeccable but it is clear that the pupils have got into the habit of allowing others to think for them.

On a number of occasions large numbers of teachers were noted sitting together not involved in any contact with pupils. The number of contact hours varies and because the system of rotation is in place it is very hard to know who should be in a class at any one time. Certainly, the assistant heads found this situation very difficult to police and at one stage a number of classes were without teachers. It was explained that in the afternoons teachers move between classes of the same age group making an introduction and then leaving the children in the charge of a monitor to carry out a task. The HT denied this and put it down to a misunderstanding of the agreed practice. However, the dearth of teachers in a school which is deemed to be overstaffed is hard to account for.

The facilities in terms of furniture make the monitoring of the standards of work very difficult as children are forced to grapple with writing in a sitting position whilst often using tools which are broken and not fit for purpose. Books are shabby and dirty and children are not encouraged to improve the standard of their work as marking is summative and lacks a learning focus. Furthermore, children can lose a great deal of time when

waiting for others to finish and even when they have completed the work without errors, they are forced to work through a corrections process with the other children.

Curriculum

The school follows the Universal Basic Education curriculum from which teachers have developed a simple scheme of work which breaks down the detail and the order of teaching. This in turn is the catalyst for a weekly record and more detailed daily lesson plans. There is a standardisation to this process which all teachers follow to the letter. There is no doubt that the curriculum is timetabled but the only lessons beyond those that I requested to see (PE and Library Skills) were core subjects.

It seems that the utilisation of subject teachers to deliver the curriculum is in part a response to the limited knowledge and skill of teachers who would be unable to deliver the full breadth of the curriculum. The HT is aware of the cost benefits derived from a class teacher structure but feels insecure in moving fully in that direction. However, Primary 1 are experimenting with this and, from a cursory inspection, children and teachers seem more motivated and seem to work more effectively as a team.

The school can accommodate children with a physical disability but not a sensory impairment or severe learning difficulty. There are no facilities to accommodate any SEN issue and staff are neither trained nor equipped to deal with them. This means that children are left to access the curriculum independently.

The curriculum is being introduced through a drip feed process one year at a time, even though text books for older cohorts have arrived at the school and are being held in storage. This is said to be state policy. Children have access to ample books and these are collected and returned from a central store. Furthermore, the school has created a library which is an extremely positive development. The support for this was achieved through the efforts of the PTA but this support has not remained in place and the initial development has stagnated. The librarian, who also enjoys the support of a young assistant, has introduced a range of procedures to support pupils. These include,

- Story telling
- Drawing
- Free reading
- Dictionary work
- Audio visual support (equipment has ceased to work)
- Debating group which is still to get underway.

In addition the librarian takes the older children for a visit to the public library on one occasion each year. The library is only open to P5 and P6 children and there are no fiction books available. The library stock is made up entirely of text books and some dictionaries. However, this is sufficient for some teachers to use as a resource for planning.

Two PE lessons led by class teachers of P1 classes were witnessed. No equipment was used and so the lessons were based on running and simple playground games. Girls are not expected to compete in sports and female teachers are forbidden from running or doing anything energetic. However, the children clearly enjoyed the activities which were a contrast from the normal cramped conditions of the classroom.

Care, Guidance, Support and Personal Development

The school has a limited amount of space for the number of pupils using it but overall the facilities are physically sound. There is no access for disabled children or adults and they are left to negotiate high steps into the different classroom blocks. There is a senior teacher, a labour master, who oversees the cleaning of the site. He supervises children who have a variety of specific tasks to complete and areas to clean. The cleaning of the toilets is held as a punishment for those late to school. As previously stated, there is insufficient furniture for the children and teachers and what exists is largely inappropriate. In this school there is little point in looking at a grouping system for pupils until the issue is addressed.

One of the assistant HTs has received basic first aid training and there is a First Aid kit in school. The AHT is responsible for the training of the prefects who are empowered to provide first aid and administer pain relieving drugs such as Paracetamol. There is a SEN coordinator who also has responsibility for the Gifted and Talented children but these roles are in their infancy. His main task is to write to the LGEA to alert them to the needs of pupils. He has yet to receive a reply.

The school rules are not explicit but children and teachers are aware of the ruling on dress codes, punctuality

and behaviour in class. Children are also expected to come to school well equipped. The school uses corporal punishment and to some extent this is placed in the hands of prefects. The class monitors also play an important role in organising the class when no teacher is present, which is not infrequent. Teachers are expected to share the supervision of break times and prayer time but they were not in evidence until the topic came up for discussion. Apparently some teachers do not see this as an integral part of their role and will openly stand and argue with senior staff.

The curriculum is not adjusted to cater for the health needs of pupils although there is a formal health education programme which is loosely combined with physical education.

Community

Although apparently requested, no community members arrived at the agreed meeting time. As previously stated there appears to be little in the way of community involvement at the present time. The organisational return completed in June 2008 confirmed that at that time there was no School Based Management Committee in existence. The existence of the PTA is unconfirmed.

Parents are free to visit the school but none were encountered during the course of this research. No written information is produced by the school and this was thought to be unnecessary by the HT.

School Management Research Project ESSPIN KANO STATE - NIGERIA
<p>Characteristics of the school</p> <p>This primary school is situated in a rural setting in Albasu LGEA, and caters almost entirely for the children of the village situated on the opposite side of the main road to the school. The population of the school is entirely Muslim and children do not generally travel long distances to school. There are 26 teachers on the staffing establishment of the school and the registers show a roll of 1042. This gives a pupil teacher ratio of 1: 41. However, for a variety of reasons there were never more than 16 teachers present during the time of this research. This village environment seems to harbour a lot of illness and apart from broken bones, teachers were absent with malaria and typhoid, both of which it seems are common. Furthermore, some teachers that were in attendance were very ill and in other circumstances would not have been in work. This issue extends to children, many of who were coughing and looked unwell throughout the week. There are 12 classes in all with two classes for each year group with the exception of ECC and Year 1. This situation exists due to a lack of classrooms but building work is currently underway. Classes vary in size between 36 pupils and 197 pupils. When children start school they are close to being balanced in terms of gender but by Primary 6 numbers are down to just three girls. Many will have stayed at home for a variety of domestic reasons. Throughout the school boys outnumber girls on a ratio of 2:1</p> <p>Other than the Head teacher there was only one staff member qualified to degree level. 14 teachers have NCE qualifications with a further 5 of the more experienced teachers holding a Grade 2 Primary qualification. This leaves 5 teachers effectively unqualified and two were noted to be straight from school with a Secondary School Certificate of Education. As the HT does not have the facility for on-site training, the lack of any formal training is a huge issue for him. In addition to the teaching staff there are a further 5 people employed, two as librarians and three as day and night security guards.</p> <p>As a rural school the community in the form of a PTA and a School Based Management Committee are active in their support of the school. They take a keen interest in its work and attach a great deal of civic importance to the school being successful. There are a number of 'old boys' who now hold senior positions within the local education service and they made sure that their support was noted during the course of the week.</p> <p>Whilst the buildings are dilapidated they are principally sound and watertight, the floors are in a varied state of repair and the blackboards are old but useable. Whilst the furniture is old and rickety there is enough in most classrooms for the children in attendance during the course of the week. However, a full complement of children would see an overspill onto the floor. The school has toilets and these are in the form of pit latrines with six for boys, six for girls and six for staff. There is also a small mosque on site which was built by the PTA and SBMC as a joint venture. The school has a bore hole and two access points and this is used by the whole of the school community. The school is surrounded by open land and this provides ample room for children to play and participate in sport.</p> <p>The school operates a rotational teaching system in which teachers only teach two subjects at most. The exception is in ECC and Primary 1 where the children remain with a single teacher. This means that the hours taught by different teachers vary, with class teachers committed to far more contact time than subject teachers. Assembly takes place on the first morning of each week and includes prayer, singing, the recitation of the national anthem and finally a discourse by the HT or Assistant HT on the key organisational issues for the week.</p> <p>Attendance is an issue in that registers are taken by a variety of people who often are unsure how to complete them. Furthermore, the high attendance in some classes did not withstand scrutiny during the week. Overall the figure seems to stand at around 70% but there was no way to confirm this with any degree of accuracy as weekly totals are not kept in many cases, and even those that are often lack accuracy. What is certain is the arrival time of many pupils who drift into classes for some time beyond the formal starting time and may miss the first two lessons of the day.</p>

Leadership and Management

The HT was new to the post in October 2008 and unusually has no experience as an Assistant HT. This means that he has spent his time working in classrooms and would account for the fact that he still, on occasions, chooses to teach. He has decided that the checking of teachers planning should be solely his task. Through his BA he was able to specialise in Hausa. He started teaching in 1986 and in addition to Hausa also taught mathematics and occasionally Islamic studies. He has yet to access any HT training but has attended a substantial course run by the National Teachers Institute which tackled the issues in Science, Technology, Mathematics, English and Social Studies and how they related to the Millennium Development Goals. He is desperate to receive training in a variety of headship tasks but feels most in need of training which explores teaching and learning styles and how new initiatives might be introduced.

The school benefits from having an effective Assistant HT who takes the administrative burden from the HT and ensures that normal procedures are in place, such as the cleaning of the school. There is also a Senior Master whose job it is to deal with academic issues such as timetables, exam organisation and continuous assessment. Neither has received any training within the last year but a request has been referred to SUBEB.

Access to training is in fact a major issue for the HT. The introduction of the NCE qualification means that staff no longer benefit from an inclusive preparation for primary teaching. Rather, they specialise in two subjects, a main and a subsidiary subject, and when qualified are only able to deliver these. To a large extent, this means that HTs have their hands tied in creating new and more effective systems for the delivery of the curriculum. Furthermore, there is such a dearth of creativity within the system in that there are no catalysts within schools to propagate school based development. The system for referral is long winded and involves the school in the form of HT, staff and area supervisor working with teachers to improve their performance. In this school none had the knowledge to do this. If this is not successful then the Area Supervisor must write to the LGEA to request further external training. The LGEA then puts forward the teacher's name to SUBEB who are the main providers of in-service training. This is clearly a lengthy process and allows for delays at every stage. The HT is not empowered to instigate the change process and this is a major stumbling block to the rapid improvement of schools. Furthermore, it is demotivating for staff not to have their needs recognised and disastrous for pupils, who must continue to be subjected to a poor standard of teaching and learning.

When creating a list of priorities for himself, the HT detailed them as;

- Administration
- Commending and motivating teachers and children
- Some teaching
- Observation of lessons and advice to teachers

Throughout the week the HT was in fact heavily involved in trying to find teachers to cover classes, and in supporting the child monitor in each class in their search for adult support. Whilst the situation was exacerbated by staff absence coupled with the late arrival of some teachers, the problem lies at the heart of a system of teacher rotation. Teachers are often late to class and are forgetful of where they should be. If the teacher for a particular subject is absent there is often no one else with the necessary expertise or willingness to cover. Teachers have become accustomed to teaching a limited number of hours and the HT does not feel empowered to make this change to the condition of service, even though there is nothing in legal terms to stop this happening. As a village school HT he is placed in a dilemma in that two of his staff, brothers who live in the village, have been taken ill and are losing their sight and full control of their limbs. In one case the HT has taken the decision to move the man away from a teaching role and into the position of librarian, which is a low key role and has the benefit of an assistant. The other teacher is unfortunately the long standing teacher of the ECC (Pre- primary) class, which when present has 166 pupils. The man is now blind and a lesson observation saw him deliver an oral lesson (as they all are) to a room full of four year olds all seated on the floor. He received no assistance. The HT has written to the LGEA to try and gain some additional support. Were the teacher to lose his job he would have no means of supporting himself and his family and so this leaves the HT pulled between the needs of pupils and teacher and has significant ramifications for him as a member of the community.

The school receives no income from the state and neither does it have in place a levy from parents as this is deemed too financially demanding on a poor population. Therefore, if local improvements are needed the HT

liaises with the PTA and the SBMC who work together closely to support the school. They will consider the proposal and if agreed, put this to the members of the village who are then able to contribute according to their individual needs. In this way the school has benefitted from more pencils, books, furniture, repairs to the building and of course, the construction of the mosque. Most of the support is on a small scale and is sometimes made in kind. However, there are times when the school lacks essential equipment such as chalk or exercise books and at these times the staff club together to buy what is needed.

Teaching and Learning

Of the six lessons observed, the majority were knowledge based and focused on a narrow set of closed facts. Children were required to read through the information which was written on the blackboard, and in most cases to copy it into books. This was in itself a difficult task as many children had poor writing equipment such as the refill from a biro or the end of a pencil only two or three centimetres long. Any questions that were asked were closed and required children to select the answer from the written information provided by the teacher. In a number of instances the lessons lacked any creativity and could easily have been varied to challenge and engage the children more effectively.

The standard of spoken English amongst the teachers is poor in most cases and results in the children being spoken to in Hausa but with written information provided in English. This applies to children throughout the school and even where the children should be instructed in English (Years 4, 5 and 6) this becomes difficult due to their poor level of understanding. Because the local community converse almost entirely in Hausa it is essential that children have constant access to spoken English in school. Even when teachers are experienced and specialise in a particular subject, understandably, they still find the phonetic structures difficult and will provide information which is incorrect.

The children are well behaved in class and are generally attentive although from the answers that they give, it is obvious that some children function on automatic pilot during the chanting period of each lesson. The introduction of real life objects in many lessons would serve to bring the subject to life and to hold the attention of more pupils. Similarly, some form of discussion between children would provide opportunities for them to learn how to question and also promote the use of spoken English more frequently.

Children are rarely given anything to do that requires them to organise their own work. Even producing their own simple sentence is a task too far for most. Teachers have great difficulty delivering a practical curriculum as they have neither the equipment nor the expertise to do this. An example would be a gymnastics lesson which focused on the definition of the word 'gymnastics'. This was moved on to the fact that gymnastics is good for you. The teacher had no equipment but had he the knowledge there is much work that could easily have been done with very little apparatus.

Curriculum

The school operates a mix of curricular starting points in that Primary 1 teachers plan from the UBE curriculum published in 2007 whilst the rest of the school utilise the older National Curriculum. It is a decision of the State to stagger its introduction. There is not a huge difference in the two other than a requirement to deliver a range of languages, civic education and ICT, for which the school is not equipped. No training has been provided. There is a significant issue in the Early Year's class in that there is no formal curriculum and the teacher, for reasons previously explained, cannot commit planning to paper. The children have no furniture, no equipment and no means of engaging in any child initiated activity which is so important at this age.

Teachers plan from the respective curricula and have developed a basic scheme of work for each subject. This stipulates what will be taught and when but how the lessons are to be delivered is left to short term lesson planning.

The school has developed a library which is equipped with a meagre supply of text books and a dictionary. There are two staff manning the library but it was not used by pupils during the course of the week. There is no formal timetable for the operation of the library.

The school has few text books and also has the problem that there are two sets of recommended texts to find and draw upon. A teacher, in their interview, pointed out there is a need for support materials to go with the curriculum and the texts. This would indeed go some way to addressing the training issue and may open the

door to planning to address a broader range of needs.

Unfortunately teachers are not used to solving problems for themselves and so little time is devoted to development issues. There is a staff meeting at the beginning and at the end of term and a further one if needed, but these are largely organisational or administrative. Teachers say that they discuss teaching and learning and the curriculum informally but it is hard to see how their discussions could be developed when there is no experience of or vision for a different way of working.

There are three ends-of- term sports tournaments organised between the schools within the LGEA. This involves athletics, football and volleyball but surprisingly does not seem to be supported within the normal curriculum, where no Physical Education was in evidence throughout the course of the week's research. The school staff confirms that they would like to do more but that a shortage of materials prevents this.

Care, Guidance, Support and Personal Development

The HT has his own children at the school and is clearly committed to the well being of all. Sometimes children attend school without uniform which is unusual, but the HT justifies this knowing the poverty levels within his village and supporting families on an individual basis.

The school staff and community work hard to provide a sound environment for the children. In relative terms the school is acceptable other than for the shortage of classrooms. Teachers have a duty rota for supervising break times and they are supported by prefects. There are no school rules written although the HT recognises that this is necessary.

The school has no children with a recognised special educational need but supports one child with a behavioural and learning disorder. The HT and LGEA supervisor were convinced that this was because he was 'hosting an evil spirit'. There is no special provision for this child and neither does the school do anything additional to accommodate very able children.

The children come to school each morning and have a variety of responsibilities connected with cleaning both the inside and outside of the school, and making sure that the school is ready for the day ahead. They do this well and generally are accepting of a great deal of responsibility, which is most evident through the role of the class monitor. They have the task of determining the nature of the next lesson, tracking down the ascribed teacher and keeping the class focused in their absence. Sometimes they are left with work to be completed by all members of the class. Prefects ensure discipline and play a leading role in daily prayers when children are expected to follow a very specific ritual practice which the prefects oversee. The team captains are responsible for making sure that their 'portion' of the school is kept clean as this is inspected each week. All additional responsibilities are identified by a variety of coloured hats.

Community

The School Based Management Committee, with 22 members, are the formal face of the school and are the body through which all official requests to the LGEA are made. They are well represented from a broad range of stake holders and include parents, the Head boy and Head girl, teachers and a mix of community members, some of who are PTA members. They do replicate the role of the PTA in some respects, but such is the relationship between the two bodies that they are mutually supportive with the PTA being responsible for the management of finances.

As yet there is no school development plan but the HT is aware of the need to plan ahead as do some members of the SBMC. It would be an easy transition for this group of community members to structure and submit an improvement plan and past experience would suggest that they would use funding responsibly and effectively.

A large number of PTA and SBMC members were interviewed, many of whom are parents. They are very comfortable with the concept of visiting the school if they have a problem and would be happy to deal with teachers or the HT as would the children themselves. They take the view that any shortfalls in the system are likely to be the fault of the pupils and so are happy to support the school by disciplining their own child. The children themselves would like more books, more teachers, more sports and more fun!

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This large urban school, established in 1961, is situated on the southern outskirts of Kano and now has just over 3000 pupils on roll. Each of the 6 primary year groups, of between 424 and 630 pupils, is further divided into 4 classes A, B, C and D, giving teaching groups of between 80-150 pupils. There are also 2 ECC classes of 40 and 43 pupils and a Special Needs class with 7 pupils who are deaf and are taught very successfully by a teacher who is himself deaf.</p> <p>All the children live in the immediate vicinity of the school but due to the large number of children on roll and the limited number of classrooms available for use, the school operates with 2 shifts – morning and afternoon. The school area is large as it accommodates junior secondary schools for both boys and girls but it provides little shade as trees planted are not yet fully grown. The site is exposed to strong winds and dust and is adjacent to a very busy main road. The classrooms are a mix of some original buildings and those constructed more recently but none are in a satisfactory condition and although most do have secure shutters and doors, all need a comprehensive renovation. There are urinals and toilets which have been renovated by the PTA but these are not adequate for the needs of the school.</p> <p>The school has no electricity although water is now more easily available from a bore hole that has recently replaced the old well.</p> <p>The school staff consists of the Head teacher, 2 Assistant Head teachers, both of whom have a teaching commitment, and 34 class teachers. If all staff are included, this gives a PTR of 81:1 and if the 3 administrative staff are not included a PTR of 89:1. There is also a night watchman who ensures school security.</p> <p>The majority of the teachers, 17 in total, hold an NCE qualification, whilst another 7 hold GII qualification and 2 have Islamic certificates. 1 of the teachers has a B.Ed. specialising in Geography and another has just completed a 3 year B.Ed. course in Primary Education and English and is awaiting confirmation of his degree. The salary range is from 12/2 to 3/1, with all NCE teachers at 5+, suggesting that levels of pay are low in this State.</p> <p>7 of the staff have been teaching for more than 20 years, another 7 for between 10-20 years and 9 have been teaching for less than 5 years. The vast majority (25 of all staff) have been appointed to this school within the last 5 years, confirming the frequency with which teaching staff tend to be moved around by the LGEA as teachers themselves have no control over this. One of the concerns expressed by the Head about the staffing is that many teachers have to travel a long way to the school from where they live and this means they may be less punctual and reliable.</p>
Leadership and Management
<p>The Head teacher has only been in post for 4 months although he has over 27 years of experience in state primary schools. He was promoted to his first headship in 1984 after qualifying with NCE in Primary Education and completing only 3 years of experience as a class teacher and assistant head teacher. Since then he has been Head teacher at 13 schools, varying in size from 400 pupils to the 3,000+ of his present school, and has stayed in each post for between 2½ to 8 years before being moved on by the LGEA. In addition to taking on the demanding headship of a large school, the Head teacher is also 7 months into an in-service B.Ed. degree course which he expects to finish in just under 3 years time. In term time this involves study time on Saturdays although in the holidays there are weeklong blocks of seminars. The Head teacher is paying for this course himself as, the LGEA does not pay, and he is keen to widen his own experience and understanding. He has already undertaken professional development covering a variety of areas such as school administration, health education, school based teacher professional development and a Federal run course on Language, Literacy and Instruction P1-3.</p> <p>The head teacher sees his role as primarily that of general school administrator, coordinating between parents and teachers, teachers and pupils, teachers and pupils and between the school and the LGEA and SUBEB. Observation and shadowing confirmed this administrative role. The Head teacher takes responsibility for the</p>

school buildings, furniture and other resources and tries to bring about improvements but with no delegated budget there is little scope for change. The Head teacher also constructs the timetable for his school following the LGEA analysis. This involves matching staff and class timetables, although with a shortage of teachers this is a challenge. 13 teachers have recently left in order to take up further training and despite repeated requests for replacement staff and a long delay, only 3 new teachers have been sent.

Since taking up his post, the Head teacher has drawn up what he called a simple SDP and discussed this with staff to identify his main expectations and the priorities that the school needs to address. These include writing daily lesson plans, taking a class roll call every day and meeting as a staff at the start, middle and end of each term as well as keeping the school environment clean and repairing school furniture. However, many involve some cost and since the school has no funding with which to address these areas for improvement the Head teacher feels unable to move them forward. The PTA is considering increasing the levy from N20 to N50 as this, along with the pupil registration fee of N150, would increase the funding available for additional repairs.

Teaching and Learning

The Head teacher has been particularly concerned to make his staffing resource go as far as possible in meeting the needs of the large number of pupils in his school. He has allocated a team of 4 and 6 staff to each year group, who between them cover the curriculum areas for all 4 classes. For example, 1 teacher of Maths will teach 6A, B, C and D whilst the other teachers in the team teach other subject areas. Although there is still some inequality between the teaching commitments of individual teachers, this arrangement does begin to address the problem of ensuring that all classes have a teacher and also enables pupils and staff to have closer contact in what could be a large and very impersonal organisation.

The quality of teaching and learning across the school is clearly inhibited by the lack of furniture and teaching resources. All the classrooms are bare and mostly in a very poor state of repair, whilst one in particular has major roof damage that needs to be repaired. The majority of classes in P1-6 have no furniture at all and a few have only a small number of desks which is not adequate for the number of pupils, so pupils have to sit and write on the floor. The PTA have worked hard to purchase more furniture but the needs of the school far exceed the capacity of this parental support.

All teaching is whole class teaching and the participation and progress made by the learners depend very much on the attitude and motivation of the individual pupil. Some pupils concentrate well despite the difficulties of the learning environment whilst many cannot help but be easily distracted or do not find the level of teaching to be at an appropriate level. Matching teaching to pupil needs is extremely difficult with such large teaching groups with pupils of a particularly wide spread of age and ability, as many children have not started school at the usual age. It is evident that there is less written work expected, probably due to difficulties for pupil writing on their knees and the sheer quantity of marking that can be generated by a class, and there seems to be greater emphasis on explaining key points. Despite the teachers' best intentions, it is impossible to teach effectively to such large numbers in such difficult physical conditions.

Teachers have a record book in which they record their 'scheme of work' for the term and the plans for the lessons to be taught that week. These are checked by the Head teacher each day and he also keeps a record of this monitoring so it is not purely informal. Teachers may teach the same lesson 3 or 4 times to different classes in the same year group but plans are not annotated in any way to distinguish the progress made by different classes.

There are no text books other than one that may be used by the teacher and so everything needed in the teaching has to be written on the black board, whether this is a multiplication table or a passage for reading comprehension. Valuable learning time can thus be taken up with copying any exercises and assignments from the board.

Teachers are generally encouraging of pupils and their efforts but with such large numbers it is clearly impossible to respond to individual needs. Continuous assessments for each pupil are compiled through the term with an end of term exam mark and position in the class, that is passed on to parents on the pupil's individual record card. The Examination Committee of teachers is responsible for screening all the termly exam questions set for each subject and year group. The papers are then printed ready for completion. Pupils

are tested in all 12 subjects although in ECC classes the assessments are completed orally.

Curriculum

Teaching time for each year group varies according to age and whether the session is in the morning or afternoon. The maximum possible lesson time in school varies from 17 hours to 21 hours but in reality it is far less. All classes (P1-3 and P4-6) follow the same curriculum with the main emphasis being on English, Maths, Hausa, IRK and Arabic. In P1-3 these 5 subjects account for approximately 2/3 of all lessons and in P4-6 these subjects account for 3/4 lessons and again in reality, the emphasis is probably a stronger still.

English had been taught from P3 onwards but for the last 3 years it has been included on the curriculum for all pupils from P1 and is used as the language for all teaching from P3 onwards. Next year this will change so that English will be the main language for all subjects from P1 onwards. The Head teacher feels that this will be beneficial for pupils learning English but trying to make sure all teachers are competent in English is one of the challenges he has to address in the next year.

Whilst older year groups are following the earlier modular curriculum, the new Federal Curriculum 2007 has been introduced into P1 and P2, following guidance and some training from SUBEB. Teachers are pleased with this curriculum and the variety of teaching strategies that are suggested but they are frustrated that they do not have any of the resources recommended. The impact on their teaching style and the content of the lessons depends very much on the individual teacher as some have embraced suggested strategies whilst others have not explored these changes.

There is no modification of the curriculum for different groups although the school has a Special Needs class with 8 deaf pupils who are taught by a teacher who is also deaf. The PTA were instrumental in establishing this special provision about 3 years ago when a group of pupils with this need were identified at the school. The Chairman was concerned that these children would end up being beggars if their educational needs were not addressed and he is very pleased that they can follow on their primary education by transferring to a secondary school for deaf children in Kano State. Observations confirmed that this group seems to be particularly well motivated, with a highly dedicated teacher who understands and addresses their specific needs.

There is a charge of N350 a term for attendance for the 2 ECC classes on the school site. As a result the numbers are much more manageable with 43 and 40 pupils in each class, organised by age. The classrooms also provide a more suitable environment with benches and desks but few other teaching resources. Parents purchase individual commercially produced workbooks for their children, although their learning experiences seem limited and often repetitive, focusing on number and letter recognition. The school recognises the progress made by many of the children as they are often moved straight to P2 to avoid the repetition of the curriculum in P1. The LGA has instructed that numbers in ECC classes must double next term but the Head teacher is resisting this move as he realises it will undermine the quality of the young children's learning experience.

As a result of the fact that some staff and many pupils do not arrive at the start of the school session, there is a significant loss of teaching time at the start of both morning and afternoon sessions and other pupils join lessons late and so have to 'pick up the thread' of the teaching. This must have quite a negative impact on teaching and learning through the course of the year. The Head teacher expressed his concern about the difficulties for staff who have been posted far from their homes and so are not able to arrive in good time.

Care, Guidance, Support and Personal Development

The school is unable to provide a physical environment that is safe and secure for the pupils due to the poor state of the classrooms and the toilets and the close proximity of the school to a major road. A small wall partly separates and protects the school area from this danger but the area is open and animals and local people freely wander across. Due to the lack of site security, the toilet blocks have to be kept locked and only opened on individual request as otherwise they are used and abused by the community around the school.

The Head teacher wishes to develop a staff team that is effective and so teachers are organised into committees with different areas of responsibility, including Examinations, Health, Inspection, Discipline, Prefects, Environment & Sanitation, Enrolment & Attendance and Quiz, Debates & Games Committees.

The Head teacher also organises a duty rota with a Duty Master clearly identified each day to take overall responsibility for the cleaning of the compound and checking that all classes have their teacher. This rota is planned for the term and prominently displayed in the school office whilst the name of individual responsible that day is written up on a blackboard in the compound. Prefects from P6, clearly distinguishable by their yellow caps, supervise pupils during break times. Although corporal punishment has been used in school this is now being withdrawn following UNICEF guidance.

Attendance varies widely with a marked deterioration in the afternoon sessions. The Head teacher is very aware of this and the negative impact of the afternoon sessions on the education of the pupils. These shifts have been introduced by the State as an attempt to address the needs of the huge school-age population but all observations confirmed this in not being achieved and that provision in the afternoon sessions is of a particularly poor quality.

Levels of attendance are very difficult to gauge due to incomplete or inconsistent information and the number of factors, such as the day of the week, that influence it. It certainly would appear to be much lower in the afternoon sessions, probably about 40%. All pupils and staff at the school are Muslim so daily prayers are held at 2pm during the afternoon session. Assemblies are held 3 times a week and are used to convey school expectations, moral guidance and advice on leading healthy lives alongside curriculum content in PSHE. Older pupils also study Agricultural Science but ICT and Home Economics are not included on the timetable due to lack of staff and resources.

Community

There is a strong sense of community in this village with a distinct pride in its old history. The community is strong in its Muslim faith and whilst there is only 1 state primary school, there are approximately 10 private schools, 30 Qur'anic school and also many Islamiyyah schools. Depending on their session at the state primary school, many of the pupils also attend Qur'anic school every day. There is also a significant number of boys who attend Qur'anic school for a number of years and then, only when they have achieved recall of the Koran, do they begin at the primary school. This means that the spread of ages of pupils in the older primary classes is particularly wide with boys aged up to 18 years old.

The majority of the pupils, after completing their final exam, will transfer to the junior secondary schools for boys and girls, situated in the same compound. However, there is huge pressure on places there and both schools already run daily shifts. Last year only 120 of the 400+ pupils from the primary school were admitted and the Head teacher was very concerned that these pupils would simply be 'left on the street'. He managed to finally get more pupils admitted and has repeatedly asked for assurance that this will not happen again this year.

The PTA of the school is very strong has makes a significant contribution to the running of the school. The Chairman is himself a parent and regularly meets informally with the Head teacher, although formal meetings are usually held 3 times a year. The Head teacher explained that the school has had a SBMC for the last 2 years, following the guide lines. At present it only works 'partially' as there is no funding available to address problems such as the lack of furniture, although it can provide advice to the school and add a stronger voice when the school contacts the LGEA on issues such as teacher shortage.

The school may be visited by any one of 5 different groups of inspectors as part of the work of the Federal and State governments and SUBEB, all of whom have a responsibility to visit at least once a year. All these bodies have their own importance to the school and any could make financial improvements. There are likewise 2 Colleges in Kano- State and Federal- who can provide training opportunities and whose students may come on teaching practice once in the year.

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This is a large primary school in an urban area within the Fagge LGEA. A total of 4030 children are on roll and children travel from as far as 2km to go to this school. A secondary school for boys is being built next to the school (presently 3km away), with the secondary school for girls being located 1/2km away.</p> <p>The school runs on a shift basis.</p> <ul style="list-style-type: none"> • Grades P1,2 and 6 and ECC attend in the morning, where 16 classes run from 7.30am to 12.30 for 4 days a week and from 7.30am to 11.30am on a Friday. A total of 38 sessions • Grades P3,4 and 5 attend in the afternoon, where 16 classes run from 12.45pm to 5.30pm for 4 days a week and from 11.30 – 1.30pm. on a Friday. A total of 36 sessions <p>Presently 14 classes are being run as two classes have been merged in both sessions this is due to a reconstruction project of two classrooms.</p> <p>The teachers work with large classes ranging from 100 to 187 children, this means that the PTR ratio stands at 1:105 for the AM shift and 1:101 for the PM shift incl. H/T, 3x AHT and excluding IRK/Q'N/Arabic teachers (of which there are 7 for both shifts).</p> <p>The school Management team consists of a Head teacher and 2 Assistant Head teachers, one who works the afternoon shift.</p> <p>17 of the teachers qualified in the last 4 years. 12 teachers have NCE, 11 GII and 16 DIP of which 6 have the position of class teacher i.e. teaching subjects other than Arabic or IRK.</p> <p>The school also has 3 Night watchman, 2 labourers and one LGEA administrator, who serves 11 schools and is paid by the LGEA.</p>
Leadership and Management
<p>The Head teacher is male and in his forties. In 2001 he became Head teacher of this school for 2 years and then took 3 year paid secondment to complete his B.ED (specialising in Adult Education). On completing this qualification, he took up another Headship for 3 years in an Islamiyya school. He returned to the current school in June 2008.</p> <p>Previously he was an Assistant Head teacher for 7 years, having started his teaching career in 1981.</p> <p>The Head teacher works with an Assistant Head teacher in the morning shift and 1 Assistant Head teacher runs the afternoon shift. All members of the management team have no teaching commitment.</p> <p>Since completing his B.ED the Head teacher has only attended one conference in 2008 for Head teachers in Nigeria run by COPSHON.</p> <p>The school has no delegated budget and consequently does not have a School Development Plan.</p> <p>The Head teacher very much sees his role as the following:-</p> <ul style="list-style-type: none"> • Oversees the general activities that goes on in the school, administrative, academic, social and religious • Serves as the deputy to the Education Secretary. Receiving directives from office and ensures these are implemented in the school as well as reporting back at intervals as to what happens in school • Make sure that teachers, pupils and other staff in the school perform within the rules and regulations of the civil service • Enroll pupils when due for formal education • Register pupils for State Common Entrance examinations and for advancement into Junior Secondary school • Receives and pay teacher salaries at the end of each month <p>The Assistant Head teacher's role supports that of the Head teacher but also includes the checking of the smooth running of the school which at times does not happen, as classes do not have teachers or teachers are often late.</p> <p>The Head teacher has a good overview of the systems in place but the management team needs to monitor the teaching and learning further i.e. Are the teachers teaching the required subject as indicated on the timetable? Observations highlighted this was an issue.</p> <p>The Head teacher does not keep a seminar file and there is no effective means for feedback from courses. As a</p>

result the impact of professional development is minimal and does not move the school forward.

Teaching and Learning

Teaching is rotated in grades 2, 3, 4, 5, 6 where teachers specialise in a subject and teach that subject across one year group. This system was a directive from LGEA and the rationale behind is :

- Not enough teachers with high enough skills and qualifications in schools
- Staff absences, classes can be covered if teachers are away
- The pupils will become familiar with more teachers and this would subsequently have a positive effect on the discipline in the school

The class sizes in this school are large, ranging from 100 -187 children. This virtually deems the role of an effective teacher as impossible and the morale of the teachers is low in this school.

Consequently the approach to teaching is direct, with little effective participation from the children. The lessons are not stimulating or challenging and a lot of time is wasted as a result of ineffective time management and planning. The teachers are using text books to direct all lessons and this has resulted in lessons being unimaginative. The teachers on the whole are not monitoring children's learning whilst they work independently and do not prepare for extension activities. Most children in most lessons therefore sit for at least 20 minutes doing nothing. The lessons are directed from the blackboard and I witnessed no other resources being used. No differentiation is evident in planning or within the teaching of the lesson

All lessons observed were delivered in English but translated into Hausa. Children and staff both have a poor acquisition of the English language.

Additional responsibilities, such as 'Master' roles are allocated but these relate to either administrative or pastoral tasks.

Of the teachers interviewed, 1 had attended a seminar on lesson planning, SOW and record keeping. The teachers had a clear view of why they wanted to teach as they want the pupils to improve their understanding of their culture and knowledge of their religion. They felt the pupils behave well and that the school needed to reduce its class sizes and get resources to support the teaching and learning.

Assessment is summative and is recorded on a 'Continual Assessment card.' Every child is issued with this report card (printed on card) for a fee and undertakes an exam every term. The scores are accumulated at the end of the year. The children are able to take these cards home termly to share with their parents.

The level of attainment seems to be below average as only 50% of the children pass the Common Entry exam and therefore continue with their education.

Curriculum

The school runs in 2 shifts, with the AM shift allocating 38 X 30 minute sessions whilst the PM shift run 36 X 30 minute sessions.

Subjects taught that are common to both the junior and senior year groups are:

English(6), Maths(6), Primary Science(3), Social Studies(4), PHE(2,3), Art(2), Hausa(4), Arabic(2) and IRK(4).

The variation is with the junior classes being taught Handwriting (3) whilst the senior classes have an additional session in PHE and have 2 sessions in the library (though the school has no librarian). The afternoon shift teaches 1 less session in PHE and Hausa

The school works from a combination of new and old curriculum. The Federal curriculum is now being taught in P1 and P2 but other years groups will be implemented yearly, the final P6 curriculum in 2013. The school does not have a complete set of the new curriculum and has received no resources and only a minimal number of text books i.e 10 copies for most subjects. What makes the situation even more frustrating is that these books are not referred to in the new curriculum. No pupil had a text book during lessons observed.

The teachers did not use any other resources to aid their teaching i.e. bottle tops, sticks, outdoor environment

The children purchase their own pencil and exercise books but in some lessons observed over half the children did not have an exercise book or a pencil.

The teachers prepare a SOW from the curriculum but this is brief and does not show the appropriate amount of linkage to ensure that a satisfactory sequence of lessons is planned for in the teacher's short-term planning.

The teachers follow a structured lesson plan which includes the following headings:- Date, Subject, Topic, time, Class, Period, Age range, Reference to text book, Instructional materials, Behavioural objective, Previous knowledge, Introduction, Presentation, Steps, Evaluation, Conclusion, Class work. All the teachers observed

followed this plan.

With regards to extracurricular activities, during the year the school has a club for children at 2pm on Fridays where children prepare for a parade, learning to dance, play drums and sing. This club is run by external organization. Other activities are held after exams have taken place such as sports and debate sessions.

Care, Guidance, Support and Personal Development

The school has started constructing a perimeter wall, there is a well, toilets for boys and girls (clean but basic) and a library. The school presently has one classroom under construction. It is evident from the class sizes that this school desperately needs more classrooms. The classrooms themselves have shutters and doors but most of these are broken. Inside the rooms the floors are crumbling and some of the ceilings need repairing. There is no furniture for the children or teacher to work on in any classroom. The rooms are dirty and the blackboards are in a bad condition. It is difficult to enter classrooms safely as there are few steps to the raised areas.

On entering school each pupil pays the school N200 and for this the children receive a school badge. This has deterred or delayed some children from starting school due to the financial difficulties some families have especially if one or more children are of schooling age.

From last year the Head teacher has insisted that every child joining grade P1 has a birth certificate on entry and so parents are now registering their child birth, giving them life chances.

The Head teacher ensures he is aware of any female who has been promised to marry. The LGEA is informed and the LGEA deals with the issue directly.

The school has 'Masters' and these take on responsibilities for discipline, exams, attendance, health, and prayer.

The children have 2 P.E lessons each week and follow the PHE curriculum but unfortunately cooking or agricultural skills are not taught.

The children like to come to school and visit their Head teacher in his office. The children enjoy learning English and felt it is important for their future. One child said that a good teacher was one that communicated well and made the children feel safe.

The school holds an achievement assembly at the end of each term where children that have achieved well are rewarded a prize such as pencils, exercise books etc.

The school does not hold any data on children with SEN and does not provide additional support. These children are identified through the results they obtained in Continual Assessment record process. The child will continue in their year group and will only retake a year if the parents request this. The school has 4 children with physical disabilities and no additional support is given to these children. Although two of these children have a hearing impairment, this is not a significant number to be allocated a special needs teacher.

A number of children attend school late and are placed in the year group that meets their ability. This means, as in this school, that a young person as old as 14 can be in grade P2 and 21 years old in grade P6.

Insufficient attendance data was available as some registers had been lost but through observations it was evident that a high number of children attend school i.e. 101 out of 132 on roll in ECC 146 out of 150 on roll in combined class P1C/D/E and 112 out of 124 on roll in P2B. This indicates that attendance is between 75 -85% but the Head teacher feel the figures fall in the 90's.

Community

The school has a very strong and committed PTA and a SMBC that was established in 2001. An election takes place every 2 years. The school has 15 members on the PTA though only 7 is officially required. No females or children are represented. The state directed free education for all primary schools but PTA submitted a plan and gained permission to collect a levy from families of N50 per year. The school keep all monies collected but gives teachers personally 10% of the amount collected from the children in their class. With the vast number of children attending the school, a significant sum has been raised. The Sub- committee that includes the Head teacher prioritises the school needs and in 2007-8 this resulted in the following areas being addressed:

- The building of a library, with electricity and a well
- Roofs being repaired,
- The building of a perimeter wall started
- Stationary, working tools and teacher books purchased
- H/T office decorated.

Although the plan included the replacement of all blackboards and to purchase a chair for every teacher

unfortunately it was not possible to achieve these goals.

The school has submitted their expenditure to the LGEA. Within the LGEA there is a PTA co-ordinator who ensures that the PTA levy accounts are monitored and expenditure checked. The parents' voice cannot be included in this report as the parents felt they couldn't meet me as they hadn't been briefed by the state.

The school is also supported by two local village heads, who will visit parents if children are in trouble. This is very successful and avoids the involvement of external organization i.e. the police. The community feel strongly about children attending Arabic school and the Head teacher felt that 98% attend these unregistered schools.

The LEGA visits the school regularly and the LSS supports the school by monitoring registers, attendance, observing lessons and checking teacher's planning. This may be extended to inspecting children's exercises books. The LSS will also inspect the school environment and complete the necessary documentation.

SUBEB has carried out two inspections- a scheduled and unscheduled inspection in the last year. The last Federal inspection took place in 2002.

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This is an Islamiyya school situated in the rural village within the Albasu LGEA. The school states that it has 850 pupils on roll. This is questionable due to the lack of accurate attendance records and the attendance monitored during the course of my visit.</p> <p>The school was established by the community in 1998 and was taken over by the LGEA in 1992. The community built the school themselves and the LGEA has built one block of classes since taking over. The LGEA paid all the staff's salaries. The children attending the school are from the large surrounding village and the parents expressed that they wanted their child to attend the school for religious reasons.</p> <p>There are a total of 6 classes, though the number on roll indicates that 18 classes are necessary. The Head teacher states that the classes are presently merged, yet the number of children present in those classes or in the registers does not support this.</p> <p>The girl's junior secondary school has been temporarily relocated to this site, taking up 3 classrooms. Consequently the P1 children are taught outside, under a tree on the school grounds. The P2 and P3 classes have taken up temporary occupation of the adult education centre next to the school site. The buildings are generally in need of renovation and minor repairs on the roofs, ceilings, shutters and doors are needed. The classrooms seem to have enough benches and tables for the classes running in the permanent classrooms and also have a blackboard.</p> <p>The school has electricity but the main supply is so unreliable the PTA feel a generator is required. The school has no water and is therefore only able to provide basic toilet facilities, though these are kept clean. There is no perimeter fence, this has resulted in the playing area being used as a pathway for carts, goats and motorbikes. There is a staffroom for the male staff and an area where the female teachers congregate.</p> <p>The school staff, at present, consists of a Head teacher, an Assistant Head teacher and 10 teachers. 13 teachers are presently being trained for either the NCE or B.ED qualification but will return to the school on completion. The PTR can not be calculated as pupil numbers are not accurate. The school also has 3 watchmen. The salary grades range from 3 to 7, where the Assistant Head teacher, with a HISP qualification, is on a higher salary grade than the Head teacher. There are 3 female teachers who receive the lowest salary. 5 of the teachers have gained a NCE inc. the Head teacher, one teacher has a GII and all other teachers have a HISP qualification.</p>
Leadership and Management
<p>The Head teacher was unable to converse in English which made this whole process very difficult and the LGEA representative had to translate. This in itself, I feel, compromised the research as he is the Head teacher's superior.</p> <p>The Head teacher has been in post for 3 years and is in his thirties. This is his first headship. He obtained the NCE qualification in 2003 after previously being an IRK teacher with a HISP qualification, in a secular school from 1997.</p> <p>The Head teacher has received no professional development since taking up the post but has experienced 2 inspections, 1 from Zonal inspectors in 2007 and a follow up inspection by LGEA in 2008.</p> <p>The Head teacher sees his role as:</p> <ul style="list-style-type: none"> • Taking care of the school • Checking and monitoring teachers attendance • Checking teachers lesson plans and records • Monitoring attendance records • Ensuring school surroundings are clean • Keeping records up to date <p>The Head teacher has an Assistant Head, who does not speak English, through translation, he stated that he takes care of the teachers and monitors planning thereby supporting the Head teacher.</p>

The head teacher, when asked, had some ideas on how to improve the school though all his suggestions focused on improving facilities and getting sufficient teaching staff. No reference to improving teaching and learning was made.

The school has no budget and therefore no School Development Plan as the need to plan strategically is immaterial. The Head teacher does not recruit his own staff and has no power over whether teachers are transferred or sent on training. He holds no seminar file and so could not clarify whether any of his teachers had attended training. The Head teacher has written to LGEA informing them that the school has a shortage of teachers, this letter was written in Dec 2008.

Teaching and Learning

The school has a teaching staff of 11 teachers, of which one is the Assistant Head teacher who has an IRK teaching commitment of 3 sessions a week. There are presently 13 teachers on training, either for their NCE or BED qualification. 8 of these teachers will return sometime in 2009. Consequently the school is presently short of teachers. The school has no teacher to teach English, Social Studies, PHE or Elementary Science, as well as elements of IRK. This means the pupils are not receiving their entitlement as no other teacher is qualified or able teacher to fulfil these roles. This has reduced my ability to gather the appropriate evidence on teaching and learning though the lessons observed took the direct teaching approach. The Mathematic lessons observed were carried out in English but the children needed the teacher to translate in order to understand the concept being taught.

Of the teachers interviewed, neither had received any training in the form of seminars but recognised the importance of learning from other colleagues. The teachers feel that further training is required to help in their development as teachers. These teachers, although relatively new to the profession, are committed to enhancing the children's learning. The staff meet at the beginning and in the middle of every term to discuss and plan ahead as well as discussing children's learning and their participation.

Curriculum

The school runs from 8am to 1.15pm for junior classes and 1.45pm for senior classes from Monday to Thursday. On Friday the school runs from 8am to 12 noon. This gives the children a total of 38 X 30 minutes lessons in the junior classes and 42 X 30 minute lessons in the senior classes

The allocation of secular subjects differs from the directive (*those figures in brackets indicate the directive allocation Junior followed by senior*).

Maths 3 (4,5), English 3 (5,7), SoS 4 (3,4), E. Science 1 (1), PHE 2 (3,4). This is presently irrelevant as the school does not have the teachers to teach these subjects with the exception of Maths.

The school has received the new Federal curriculum of 2007 but is unsure as to whether the school has one complete set. This curriculum has been implemented in P1 but the school has not started implementing this in P2 (directive stated implementation from Sept 08) consequently the rest of the school are still working from the old modular curriculum. The teachers devise schemes of work and lesson plans. The number that could be explored was restricted as most are written in Arabic. Those seen, followed the structure seen across Kano. The school has no text books and any other teaching resources.

The pupils take an exam at the end of each term in all subjects and this is collated and recorded in the teacher's records as well on the children's record cards.

The school runs extra curricular activities after exams at the end of each term.

Care, Guidance, Support and Personal Development

The number of children on roll and the attendance levels show inconsistencies as the registers are not accurate and through observations the number of classes and children present did not tally with the quoted number on roll.

The children and parents were aware of the school rules and very much direct their implementation to the Head teacher. Although the children are required to arrive on time, there are still a lot of children who arrive late. The adults and children demonstrate that there is a mutual respect for one another and this has resulted in the children behaving very well in school. Assembly is held on a Monday and community prayers are held after school.

Children with SEN are identified through their exams each term. The Head teacher states that extra support is given to these children after school but I was unable to gather the evidence to support this statement. 2 disabled children attended the school at present, 1 with a visual impairment and the other with a physical disability. These children receive no additional support or resources.

More girls attend the school than boys, the Head teacher explained that this is due to more boys attending the secular school as parents feel this is a better option for the boys' careers.

The children at present do not have lessons in PHE in classes P2-P6 as there is no teacher available. The school does not provide any practical activities to support healthy living but within this community the children learn how to farm crops and cook.

The children feel that good teachers give them the room for questions and the children also feel they know how well they are doing at school. Celebrating children's achievements were evident in the lessons observed, such as positive and constructive comments from the teachers and peer celebration through clapping.

The parents feel they know how well their child is doing at school through the Record card that gets sent home each term.

Community

The school is situated in a large rural village with a tremendously strong community feel. There is a secular school within the village, two secondary schools and another Islamiyya school. The SBMC was established in October 2007 and has 13 members, no females or children are represented. The PTA do not collect levies or registration fees. The families within the community contribute cash, supply materials or give up their time to develop the school and this is evident as 3 of the 4 class blocks were built by the community and the community is presently building a library.

The parents choose this school for religious reasons and feel this school will allow their child to learn Maths and English and develop their social skills.

The parents would like more classrooms and also qualified teachers. The community is very interested in developing their adult centre to further their own education. They would also like the head teacher to have more power to run the school.

The school undertook 2 inspections over the last 3 years, one zonal, with a team of 15 and the other a follow-up inspection by the LGEA. Some findings contradicted one another but both inspections stated that the attendance was good.

School Management Research Project ESSPIN KANO STATE - NIGERIA
Characteristics of the school
<p>This Islamiyyah school is in an urban setting in the north of Kano City. There are 523 pupils mostly aged between 4 – 14 years of age, including 135 pupils in 3 ECC classes. The school functions on 5 days of the week- Saturday to Wednesday inclusive - with no school on Thursdays and Fridays. Almost all the children come from the immediate city area where people are able to manage only a very basic standard of living. The school is housed in a small compound around which 6 separate ‘classrooms’ have been constructed out of corrugated metal and an additional 4 ‘classrooms’ are created from disused garages and other small rooms lent to the school by local people. One of these rooms, for 62 P4 pupils, is up a steep dark stairs, whilst another, used for 35 ECC children, is only about 2m x 3m. The accommodation is not in any way suitable for classes of children or to be called a school. There is no water or electricity and the only ‘toilet’ is a corner of the compound marked off with a metal panel so the children urinate or defecate on the ground in that area. There is no furniture in any of the rooms so old mats are laid on the ground and crumbling floors for the pupils to sit on. The streets, onto which the individual ‘classrooms’ open, are full of rubbish with all life going on around- including bikes, wheelbarrows, goats and hens.</p> <p>The school staff consists of the Head teacher and 19 class teachers, including a new assistant Head teacher. If all staff are included this gives a PTR of 26:1.</p> <p>Of the 19 staff on whom there was information, only 4, including the Head teacher, are qualified with NCE, with 6 holding Islamic qualifications, 5 holding a Diploma, 3 with GII and 1 with SSCE. The teacher with only SSCE has been in post at the school for 8 years, whereas all other staff have been posted here within the last 2 or 3 years.</p> <p>It was explained that as an Islamiyyah school, the school is owned by the proprietors in the community but the government pays for the salaries of the teachers. The community has already purchased a plot of land on which the building of a 6 classroom school was begun, before being halted a couple of years ago due to lack of funds. The foundations and shell of 3 classrooms and an office are left awaiting completion, with plans for a second storey. However, the school operates at present with 10 classes and is expanding, so it is clear that the building, if finished, will be too small to meet its needs.</p>
Leadership and Management
<p>The Head teacher is just in his 40s and has been in post for nearly 1 year. He qualified in 1996 with an NCE (PHE) from the College of Education in Jigawa. He then worked in several secular state schools before being offered his first headship in 2005. After spending almost 3 years in that role he was then moved to his present position at this Islamiyyah school. He feels he was better suited to the state secular schools as being Head teacher here requires a greater proficiency than he has in Arabic. He explained however that neither teachers nor Head teachers have any control over decisions about where they are to work or the nature of the school. No consideration is given to whether teachers live near or far from the school and the costs in time and money that may be incurred by the individual as a result of a new posting. It appears that the LGEA expects a teacher to stay in 1 school for about 2 years as certainly 5 years is considered to be too long in one place.</p> <p>The head teacher prepared for headship by attending several courses including one on the Millennium Goals and another on record keeping in the office. He would like to move to a higher level of responsibility eventually and maybe become an inspector. In that role he feels he would be both in a better personal financial situation and also able to assist other Head teachers in addressing some of the difficulties of running a school and would ‘encourage them to be serious in their jobs’.</p> <p>The Head teacher feels he has many duties to perform as he oversees the school in general, pupils and staff, and ensures that all his office records are kept correctly. These records include registers for staff and pupils, staff movement book, store ledger and pupil assessment records. He has been particularly concerned to ‘tighten up’ the organisation and running of the school, since he took up post last year. He</p>

would 'like the school to be exemplary so history may see that ...and that records are intact, not just anyway'. He feels that he has already improved order in the school, so that teachers no longer leave the school during it is in session, provide daily lesson plans and so 'standards of education are going a nice way.'

A new Assistant Head teacher was posted to the school on one of the days of the visit after a vacancy had existed for some time. He has no teaching commitment at present and the Head teacher has yet to decide how to deploy him in the school.

Teaching and Learning

Most of the teachers have 2 roles to carry out as they are both class teachers, registering their class each day, and subject teachers. All classes P1-6 are taught by subject teachers, usually concentrating on P1-3 or P4-6 depending on their strengths. There is marked inequality between the numbers of lessons taught by individual teachers, depending on the frequency of the subject on the timetable. Having created the timetable, the Head teacher circulates around the school frequently to ensure that all classes are being taught by the correct teacher as it would appear that this is often not the case.

Provision for the youngest children is particularly inappropriate as all 3 ECC classes are accommodated in small spaces with little room to move. The teaching seems to be limited to learning Arabic and numbers and letters in English.

Teachers have a record book in which they record their lesson plans, in English or Arabic, using the standard format outlining the teaching objective and stages, as well as the exercises or passage to be used. Hausa and Arabic are the media for teaching in the earlier years. English is introduced as a discrete subject in P1 and then used for all the secular subjects from P4 although in reality, a mix of languages is used depending on teacher confidence.

All teaching is whole class work with frequent use of chanting and repetition following the teacher's example. In the compound where ECC and P1-3 are accommodated, there are no doors or complete walls so it is very noisy as all classes are repeating their learning. Since there is no furniture, all the pupils sit on the floor and, despite often being very squashed, they have to write on their laps. It is generally very difficult for pupils to come to the front of the class to model or participate in the lesson although this strategy is used very occasionally.

There are no text books other than the single copy that may be used by the teacher. As a result, all passages for reading, notes, examples and assignments have to be written on the blackboard. This means that valuable teaching time is taken up with pupils copying into individual exercise books. No other teaching resources are used so, for example, a 'practical' Science lesson on pressing leaves involved little more than the teacher drawing a leaf on a square on the blackboard with a note, 'A plant press has two wooden side(s). It is used to dry leaves'.

Classes generally work at the pace of the slowest when notes are taken from the board or examples worked with those finishing earlier being able to have their work checked by the teacher. Marking in books generally simply recorded that the work had been seen by the teacher.

At present the individual report card for parent's records only the result of the end of term test but the Head teacher is hoping to develop these so they also record continuous assessment marks as he feels this will be more informative.

The teachers say they do sometimes meet to share and discuss ideas, especially if one of them has been to a seminar, as they say they 'want to encourage each other to do their job well'. They see the importance of their job is in teaching effectively, so pupils understand the topic well. However, they are know they are working in very difficult circumstances, with no way of improving the physical environment or materials. They would especially like to have paper and card with which to make teaching resources.

Curriculum

The school operates on 5 days of the week- Saturday to Wednesday inclusive - with a 2 day break over Thursday and Friday. The day begins at 8 am and 3 lessons of 30 minutes each are fitted in before breakfast break of 30 minutes. There are then a further 4 lessons with the end of school for most pupils

being at 12 noon. However, the children in the 3 ECC classes have a shorter session and go home at 11 am. On Wednesday pupils finish at 11.30 am. All pupils in P1-6, therefore have a maximum teaching time of 3 - 3 ½ hours a day or 17 hours total in the week. This is significantly less than pupils in most state schools. Islamiyya schools used to teach only Arabic and related Islamic subjects through Arabic. For the last 4 or 5 years there has been the move to include more secular subjects so now probably approximately 1/3 of teaching time is taken up with the 'secular' subjects of English, Maths, Primary Science, Social Studies, Health Education and Hausa whilst the 10 aspects of Arabic and IRK teaching take up the rest of the curriculum time. However it is clear that in reality this can vary quite significantly as, despite the efforts of the Head teacher, the timetable is not always adhered to for various reasons and the time spent on any teaching including the secular subjects may be less. There appeared to be a particular lack of teaching time committed to the secular subjects in P1-3 partly due to difficulties with appropriate staffing and partly due to lack of teachers actually being in the classes.

The Head teacher explained that there now needs to be a fairly equal balance of staff teaching the 'secular' subjects and those teaching the Islamic aspects. The school has been overstaffed with Arabic teachers and he has tried to redress the balance to ensure that all subjects are taught. It certainly would appear to be a demanding curriculum for the pupils of all ages since so much is included alongside 3 languages. English is introduced as a subject on the timetable in P1 and P2 but is expected to be used as the language of teaching from P3 onwards. This is clearly not possible or consistent given that not all teachers are proficient in English. Teachers generally use a mix of Hausa, English and Arabic to try to ensure the children understand what they are saying.

The Shari'a Commission of Kano State has an approved syllabus for English and other subjects but the Head teacher explained that the school generally uses the 2007 Federal Curriculum as this is clearer and easier for teachers to use.

Care, Guidance, Support and Personal Development

The school does not, in any way, provide a safe, secure, physical environment. The mix of very basic buildings, metal sheds and disused stores or garages is totally inappropriate for use as school accommodation. The metal 'rooms' in the compound are very hot in the dry season with little ventilation and although the other buildings provide better shade, they are dark with the only light usually coming through the entrance. In the wet season there is not adequate shelter as none have doors or windows. Since the teachers circulate according to the timetable, the pupils regularly sit for 1 ½ or 2 hours at a time with little possibility of moving other than to stand up on in their place.

The Head teacher works hard to ensure that teachers and most pupils arrive punctually to start the school day because otherwise valuable teaching time would be lost. He feels some parents are not sufficiently conscientious about sending their children on time as many have to carry out jobs at home, such as fetching water, before coming to school.

Pupils simply start at school when they are registered and quickly settle in especially if they have older siblings, who they join in class if their own session ends earlier. The age at which parents send their children to school can vary, both younger and older, so there is a wider mix of ages in classes than would initially appear and many pupils in P6 are 14 years of age or older. Some pupils may have to repeat a year if their progress is not satisfactory.

The Head teacher is improving the accuracy of the class registers and they are apparently completed at both the start and the end of the school session in order to communicate the importance of attending the whole session. Levels of attendance appear to be in the range 70% - 90% with the average being around 80-85%. There are more girls than boys at the school but the Head feels that this reflects the balance in the population. Many pupils, both boys and girls, also attend Qur'anic school in the afternoon as well as the Islamiyya school in the morning.

Whole school assembly is held on Saturday at the 'start' of the school week and is used particularly to promote school expectations, such as arriving on time, and to give advice on staying clean etc. The children are told they must stay in school as if they are not educated, they will become beggars. Corporal punishment is a sanction that may be used by the staff but no evidence of this was seen. Teachers and pupils alike are keen to see the new school buildings completed. They also would like to have more books,

paper and teaching resources. One P6 pupil explained he wanted to be a politician as ‘Our leaders do not make conditions for our schools so that’s why I want to be a politician, to make it better for our schools’.

Community

For the last 3 or 4 years, the school has had a SBMC with approximately 16 members, in line with the LGEA guidance. Meetings are held termly with some extra, for example to organise events such as pupil graduation. There has also been a PTA since the opening of the school in 1997 that is involved with the school on a day to day basis and looks after finances from donors, passed to the SBMC. The school has no delegated funding and pupils do not pay any levy or registration fee, so the school has very little capacity for making improvements other than any that can be funded through donations from the community. The ‘buildings’ are used by community funded Islamic classes for married women in the afternoons.

Parents choose to send their children to the school as it is ‘within close range of where they live and so they see what the children are learning and are able to mingle with them’. They particularly like the religious aspect of the school as they feel this gives their children a good grounding. They feel the children need to be prepared for the modern world and learn secular subjects such as English and Maths but also have ‘the bed rock of religious aspects so the children are integrated into the system’.

The school was started over 10 years with 8 pupils meeting in the house of the man who is still the chairman of the PTA. Within a year it had expanded and more rooms were needed so parents spoke to the LGEA and the school was integrated into the government Islamiyyah schools. The school has no security in accommodation as this is completely dependent on local availability. Members of the PTA were keen to communicate their pride in their school and the value they place on the children being secure and safe in their own community.

School Management Research Project ESSPIN KANO STATE, NIGERIA
Characteristics of the school
<p>This school caters for 1010 primary aged pupils through the utilization of a shift system, with half of the school attending in the morning and the remainder in the afternoon. The school operates between the Saturday and Wednesday of each week. There are 509 boys and 501 girls on roll and each cohort is similar in size at around 170 pupils. The school is a private school and is fee paying but benefits from having a contribution to staff wages through its association with the LGEA. This arrangement means that the Head teacher and a further 10 staff are employees of the LGEA whilst the school, through the efforts of the PTA, employs a further 16 teachers. The payback to the LGEA is that the school must deliver some elements of the secular curriculum including English, Mathematics, Primary science and Social Studies. It was thought that a stipulated amount of time was expected but this could not be confirmed within the course of this research.</p> <p>Of the LGEA teachers, all are qualified to NCE standard or the equivalent and it is they who are responsible for delivering the subjects from the UBE curriculum. Of the teachers employed by the PTA, 2 are graduates, 2 have an HND qualification, 6 have diplomas and there are a further 6 with only a secondary school certificate. Collectively this group is responsible for the delivery of the Islamic curriculum. This is complex and includes many different elements, and accounts for why there is little time given over to secular subjects. For example, in P6 children only have two periods of mathematics and two of English each week. The religious nature of the school is obviously the attraction to parents and some children attend secular schooling elsewhere in the morning and then register in afternoon school for further instruction. This accounts for the disparity between morning and afternoon sessions with 308 children in attendance before midday and 702 in the afternoon. Children are expected to wear uniform to school.</p> <p>The LGEA do not contribute to any other elements of the running of the school and nor do they help with the building developments, but when asked about their responsibility in this respect, the LGEA representative refused to answer the question. This school has in fact been developed entirely from the efforts of the community and has grown from an original group of 8 children back in the 1990s. The Parent Teachers Association and School Based Management Committee make a charge to parents of N600 per term which is very low for a fee paying school, and this is because the immediate community is very poor. Consequently there is some exception made for struggling families. N550 goes directly to the payment of the staff who in fact receive a low rate of pay and less than that of their colleagues employed by the LGEA. This appears to cause no resentment and is justified by the PTA employed teachers as being part of their service to God.</p> <p>During the process of developing the school the community members have purchased land and constructed a two storey school building with 10 classrooms. These are very small, approximately 4m by 3.5m, and house up to 61 pupils. There is no furniture and in truth insufficient space to accommodate any, although this is high on the community agenda for development. The school has a simple latrine for each sex and one for staff. There is a well behind the school but this is virtually dry which means that the committee has had to make a decision to purchase water for the children.</p> <p>The school has been built to the limit of the available land boundaries and is within half a metre of other buildings. Therefore, whilst window cavities have been built into the frame of the building, little light enters the interior. The downstairs classrooms are consequently so dark that most people would not be able to see to read. The school has tried to tackle this by threading cables through each room and installing light bulbs. Unfortunately, it seems that Nepa is only available during the evenings and so the only solution is to purchase a generator, which is very expensive to run and will need constant maintenance.</p>
Leadership and Management

The HT is appointed by the LGEA and has overall responsibility for the school although he actually works in the morning. He then hands over responsibility to the Assistant HT who controls afternoon school. Both are men.

Staffing is distributed in proportion to the number of children in each school session. The HT is a specialist in Arabic and speaks little English. He is in his 40s and has been in post for a period of 5 years. He has 16 years within the profession and works closely with his deputy who is similar in age having been at the school for 16 years. Both HT and AHT have attended training offered by the LGEA and this covered general issues in school management including administration and a little on teaching and learning. Both men would like more training along the same lines. The school is structured to give other staff members particular additional responsibility and these include:

- Two further assistants to the HT and AHT
- A guidance counsellor
- Senior master
- Senior mistress
- Labour master
- Exam officer

There are no salary enhancements attached to these positions but time away from direct teaching is provided. The pattern of training for these and other teachers is not consistent, with one experienced teacher with 19 years' service still waiting for his first training course whilst other more junior teachers have been on a number of seminars or workshops.

The HT feels that his main role in school is to ensure smooth and efficient administration. He tries to ensure that records are kept up to date, checks on the attendance of teachers and children and, where he can, supports the development of teaching and learning. His assistant echoes these priorities and any improvements that are made are shared between morning and afternoon school.

There are a range of records kept by the school and for pupils these include,

- Continuous assessment
- Disciplinary records
- Attendance records
- Common entrance exam results

For teachers there is also a range of records kept which includes,

- A personal file for each staff member
- A posting file
- A disciplinary book
- A time log

There are also some general records kept including a log book and a visitor's book.

The school does not have a formal development plan but has a very skilled and active PTA/SBMC and so the development of the school over time has been carefully structured. The completion of the existing building is planned for and in the long term, the school has plans to build a Junior Secondary School. This is very ambitious but the committee are forward thinking and the architect plans that they have had drawn up make good use of the small amount of space available. The HT and his staff are active and willing participants in this development and attend all meetings. The school does not produce a brochure but does send out letters to parents. These may be invitations to PTA meetings or information relating specifically to the performance of a particular child in examinations.

The school receives no budget other than that raised from fees. The N3 million raised so far for building work has been based upon a levy of just N50 per child as the rest goes towards the running costs of the school. All monies are kept by the PTA chairman who is himself an accountant, and if the HT needs funds these are released where possible on request. In addition the school has held fund raising days where it has reached out for support beyond the immediate community.

Teaching and Learning

The school operates a rotational system for teachers who deliver aspects of the Islamic or secular

curriculum. It is hard to see any other method than this as an operational possibility as the Islamic curriculum is split into so many elements, each of which must be delivered by a specialist. This results in most teachers with a contact time of between 17 and 22 hours.

Classrooms are not conducive to effective learning as they are dark and children are all seated on the floor. Not only is this uncomfortable but it makes the production of quality work very difficult to achieve. The teacher has nowhere to sit or to keep materials and is forced into a corner of the room to stand and deliver the lesson. Moving amongst the children is very difficult and working a group system would be physically impossible with the number of children in most classes.

It is difficult to comment on the style of teaching which delivers the Qur'an and other aspects of Islamic education, as this is bound up with tradition and belief. A general observation suggests that children spend long periods memorising the Qur'an and are involved in a great deal of rote learning. However, there are elements which do demand more interaction such as the FIQH, which is concerned with moral teaching.

The secular curriculum is delivered formally and didactically but with a degree of calm and intimacy which is probably a result of the small rooms. Teachers generally speak quietly and ask some open questions. In an English lesson I observed children being given the chance to create their own spoken responses and in another, children on their feet performing a range of actions during a lesson on verbs. This made the children laugh and it was obvious that there was a degree of trust between teacher and children. Furthermore, the task set challenged the children to produce their own sentences rather than simply copying the work of the teacher. This gave scope for simple differentiation. Throughout the course of this visit the staff asked many questions about teaching and learning and clearly had a desire to develop their practice further. A very positive feature of the school is the behaviour of children during lesson time. They are attentive and polite and try hard to do their best.

One of the greatest demands is coping with the level of noise. Although teachers are quietly spoken, at any one time there will always be a class chanting the Qur'an, and hearing individuals above this noise is a major challenge.

The subject knowledge of some staff was good and they were confident when answering questions. This was particularly true of the two English lessons observed. However, other teachers were less confident and in some instances gave the wrong information. There is a dearth of formal training and some doubt remains about the PTA employed teacher's ability to access LGEA training courses.

Curriculum

As previously outlined, the secular curriculum, which is based on the UBE framework, is squeezed by the demands of the range of religious studies on offer. It was stated that even the religious teaching used the UBE curriculum as a starting point where possible, and that this was enhanced by Qur'anic curricula. So, in addition to the religious curriculum the school offers English, Mathematics, Handwriting, General Studies, Hausa and Arabic.

All children are expected to access this curriculum and in the main, students are able bodied and choose the school as a suitable place of learning for their child. However, the school does cater for three children with Special Educational Needs. One is physically disabled and is unable to walk. He has a trike on which to get to school but once inside he has to negotiate the concrete steps by moving sideways on hands and buttocks which is a painstaking process. Once inside the classroom he is able to function without assistance. The second child is hearing impaired and whilst he has no hearing aid staff are mindful of his needs and place him at the front of the class so that he can see lip movement. The third is mentally disabled. He has been fortunate in having a teacher who is not based at the school to come and work with him on a voluntary basis although this is spasmodic. The rest of the time he and his teachers are left to manage without further assistance.

As money is tight there are no teaching aids in the school and so the teaching of practical elements of the secular curriculum such as measures in mathematics become relegated to number activities at best. There are no books provided by the LGEA and the school has insufficient funds to make a major purchase of this kind, the corollary of which is that parents must dip into their pockets once again or, as is often the case, children manage without a textbook. Certainly the children are well aware of this fact as it was high on

their list of priorities for improvement.

The school has no field and sport and physical activity in general is something highly valued by the school community, but impossible to achieve. After two shifts there is no time for extra-curricular activities, and even subjects like art are compromised by the lack of materials and equipment. The children were persistent in ensuring that I understood their need for some practical activities.

Care, Guidance, Support and Personal Development

In health and safety terms the school is lacking in that the staircase to the upper floor is open and made of concrete. The rooms are unfurnished and children spend their time on the floor. There is no playground area other than the street at the front of the school but it is normal practice for children to roam the streets and to be responsible for their own safekeeping. Conversely, teachers are pleasant with children, talk to them and smile at them. They share the same limited environment but at the same time are proud of the achievements of their school and are confident in the ability of the steering committee to go on and make further improvements. Throughout the course of the research no child was seen to be subject to corporal punishment and teachers are not in the habit of carrying sticks or whips as is common in other schools.

Each day there is a duty teacher appointed who is responsible for the smooth running of the school. He/she must make sure that it is clean, organised and fit for purpose. No one is appointed to supervise the break time periods. There are a number of fruit sellers who visit the school during break but these sell only a local fruit which is very cheap and therefore within the means of some children and teachers. One teacher has taken it upon herself to periodically organise trips out such as a visit to Kano zoo. This is not a regular feature of the school's work because of the costs incurred but nevertheless is a positive feature and a sign of the commitment made to the children.

Contact with parents is through formal meetings organised and led by members of the PTA or through informal visits to the school by the parents. Parents receive termly reports on the outcome of continuous assessment tests along with the outcome of formal examinations. The HT and staff wished for greater parental involvement in relation to the support of children. The HT documented one recent occurrence when a child was found lying in a side room during lesson times. It transpired that he had not eaten for a day and that this was a regular occurrence for him and his siblings.

Community

The community is very proud of their school and the success that they have had in producing a flourishing establishment in such difficult circumstances. Together they have solved many problems and although the facilities are still very basic, the development programme continues as rapidly as finances allow. The community and staff members are committed to extending the school further so that pupils can complete 9 years of basic education in the same establishment. They have clear aims and objectives and were able to articulate these very succinctly. They are,

- To educate pupils in sympathy with the teachings of Islam
- To inculcate students into a moral understanding of their responsibilities to their community and to their country.
- To be an effective link between staff and parents
- To oversee the work of the school
- To ensure the continued development of current initiatives

Meetings of the 12 members of the committee take place on the last Sunday of every month with parents normally being invited on two occasions each year. In practical terms they have a clear short, medium and long term plan for completion of the school. Objectives are,

- Plastering of the walls
- Introduction of ceilings in each room
- A finished floor
- Furniture
- Magnetic boards in each room
- Doors and windows throughout the building.

In addition they have plans for a bore hole to solve the water problem and would like to secure some

teaching aids for teachers in all subjects. The long term plan is of course the addition of the JSS department.

The committee also function as the official face of the school in their negotiations with the LGEA. If for example the school should need a further teacher this would be raised by the HT and discussed with committee members. The HT would then write a letter to the LGEA and this would be delivered by committee members who would hope to have the opportunity to discuss the contents with the appropriate officials. In this way the school was functioning as a cohesive whole and they found that most requests were in fact honoured.

Parents choose the school for their child for a variety of reasons. Firstly, and perhaps most importantly, the school is popular because of its denomination as an Islamiyya school. However, parents were also impressed with the schools strong academic performance, the good standard of discipline provided and also the good will in the school seen through the positive relationships between teacher and child.

School Management Research Project ESSPIN KWARA STATE – NIGERIA
Characteristics of the school
<p>The school is situated on the edge of the city and shares a large open site with the adjoining Junior Secondary School, which is a recent addition. The school has no electricity, no running water and toilets for both schools extends to an open area of land behind the primary school building. Buckets of drinking water are sourced for the children each day but they are unable to wash their hands. Children are seated at poor quality wooden benches, sometimes with three children squeezed into a unit intended for two. There are metal shutters on the windows, but to close them is to block out the only light source into each room. Teachers have the use of blackboards at either end of the room but in most rooms one end is piled high with old benches, which act as a ‘spare parts’ storage area from which replacement parts can be drawn. Teachers are not able to do much with their classroom as anything of value is likely to be stolen or vandalized as the school building is not secure.</p> <p>This primary is a school of 229 pupils situated in six classrooms. This means that only one class has more than a single cohort of children, namely the pre-primary and primary one class. By Nigerian standards, class sizes are not large and vary between 30 and 50 pupils. The pupil teacher ratio can be calculated in two ways. Including HT and two assistant heads, the PTR is 1:16.7. However there are a further five Islamic teachers and with their inclusion, the PTR is 1:12.3. This is a positive position and provides a very comfortable staffing establishment. However, the demarcation of responsibility negates this potential benefit and for the most part, leaves the PTR high. Most teaching staff are Grade 2 and NCE qualified with the more senior gaining seniority through experience in post. The Head teacher is the only member of this staff to have a degree in addition to his NCE qualification. The Islamic teachers in this school are qualified with a diploma which is specific to their role. Other than the 19 teaching staff, the only other employees are two guards (one day and one night) who are employed to secure the property.</p> <p>Registers indicate that attendance is good (90% plus) week after week. However, a tally in situ disputed this figure but discussion revealed that sometimes girls go to another school to learn Home Economics. A procession of girls heading back to the school supported this explanation. Nevertheless, there were often children missing from class and the numbers attending were out of step with those recorded. Attendance, along with children arriving on time seems to be a high priority and is one of the specific criteria inspected by SUBEB and the LGEA.</p>
Leadership and Management
<p>The school is managed by a Head teacher and two assistants. These individuals are the only ones with any formal responsibility. None of them teach, other than in a dire emergency when other members of the teaching force are away.</p> <p>The Head teacher, who is in his third headship and with sixteen years experience, is there to oversee the working of the school and so moves around the classrooms to watch the teaching as it happens. This is a task carried out regularly and is intended to focus on the quality of teaching but not however, in a pedagogical sense. Rather, it is a check on the knowledge and accuracy of the information being imparted by staff, and often demands a conversation between adults in the midst of a lesson. Eight months into his new role, there do not appear to be any major changes to the way in which the school operates. Within his time as a head teacher, the HM has attended approximately 6 to 8 periods of training with each being some one or two days in length. These development opportunities are referred to as ‘seminars’ and are distributed through a formula or method unknown to staff. Training for the HM has, over the years, centred on administration, organisation, career advice, HIV/AIDS and record keeping. He considers that training focused on teaching and learning would be of most benefit to him at this time.</p>

The HM was clear about his role describing it as:

- Seeing to the welfare of students and teachers
- Ensuring good standards of teaching and learning
- Ensuring good behaviour
- Ensuring that the building is fit for purpose and that sufficient resources are made available to pupils and staff.

The assistants carry out basic administrative functions and keep the school admissions book, the staff enrolment log and the staff attendance book. They also ensure that the registers are kept up to date. They tend to deal with SUBEB and LGEA inspectors on these specific matters, but any specialised visit falls to the Headteacher to oversee. They have no role to play in quality assurance or indeed in the raising of standards in any recognized way other than in ensuring that teachers complete their planning each day. However, they do endorse the school's strong stance on discipline and are active in admonishing pupils and handing out physical punishments where this is necessary. They are paid at the same level as other teachers but simply take on a different role. Both assistants have been in post for less than two years but each has enjoyed more than eight years as an assistant head teacher in other schools. In eight years within the role one assistant had received no training whilst the other had attended three seminars in nine years. These have been generic in nature and generally focused on administrative tasks.

This team is responsible for all aspects of school life. For example, there are no cleaners and so what cleaning does take place has to be carried out by children and staff.

The school keeps some pupil records and these are:

- An admission register
- Attendance registers
- Continuous assessment records (sent home termly)
- A medium and short term planning log

The assessment tests are produced and marked by the class teachers every three weeks but have no form of standardisation.

Records for teachers are similarly brief and encompass an entry in a log on arrival at the school, and an evaluation based on attendance and pupil performance on the afore-mentioned tests. These evaluations contribute to the determination of a three year promotion cycle and this in turn defines salary and eventual seniority.

The management team have no concept of a School Development Plan and this was well illustrated when, following a discussion about this subject, a member of SUBEB arrived with a plan/map of the area. There are no records kept of any form of school improvement and no demand to account for any. The key issue is that HMs are not empowered to make change. They have no budget and are left at the mercy of the LGEA and SUBEB when making requests for new furniture, equipment or repairs to the building. Teachers are whisked away to other schools with little or no notice and new teachers arrive without any prior consultation. As a consequence, staff meetings are infrequent and at best, administrative in nature. They are held in school time and pupils are left with no adult supervision and with a senior pupil or prefect in charge.

The only money controlled by the Headteacher is the 50Naira per term paid as a PTA levy for each child. Even this is held by the PTA and administered for the HM to buy kerosene with which to burn off the ground of the most recent toilet area. The PTA have been saving for some time to purchase a drum set for the school at a cost of the equivalent of around £30 but as yet are unable to achieve this. What is more, the

training needed by the HM, which could impact without major financial implication, is simply not available.

Teaching and Learning

The teachers across the school followed the same procedure when planning and produced a simplistic scheme of work from which they wrote daily lesson plans in a notebook. Much of the teaching and learning inspected was similar in style and impact. Children are passive, driven through a knowledge based curriculum which demands next to no thinking from child or teacher. All learning is extremely repetitive and didactic with all questioning being closed. The objectives set are out of touch with the skills demanded in a modern world. For example, I watched a lesson to teach 'indefinite pronouns' when the children were struggling to construct a simple sentence correctly. Although the teacher was working hard to get the information across to pupils, it was clear that most of the children had no concept of what was being addressed.

The examination of pupil books revealed a pattern of closed exercises in which children had no opportunity for extension or interpretation. Those who finished early simply had to sit and wait for others to finish. The standard of presentation is very low but not unsurprising as children were forced to make do with writing with a biro refill or cracked and broken writing tools. Their desks were falling apart and often at the wrong height and there was insufficient room for many. The books in which they wrote were of poor quality and the feedback given to children amounted to little more than a tick or a cross. There is no reward system within the school.

Behaviour in lessons is exemplary in that children sit quietly; listen and repeat what they are being told. However, there is no independence shown by children because their every move is in response to an instruction from the teacher. Teachers are the ones doing the work with children offering a series of low key responses. They are bored, and many of the brighter children could progress at a much faster pace. A very simple extension task would go some way to achieving this. The corollary of this is that when let loose from the classroom, children play wildly with little thought for consequences or the needs of others. Many have little self control and their behaviour in chastising others models that of many of the adults in their lives.

Many of the teachers observed and spoken to, simply needed ideas on how to develop their teaching to be in a position to alter the structure and style of lessons. The teachers interviewed were proud of their profession and genuinely wanted to make a difference to the lives of the children in their care. They were clear, concise, articulate and forward thinking. They were very aware of the limitations placed upon the Head teacher but were grateful for the care and support that he provided. They were desperate for better facilities and training that would allow them to perform at an international standard. For instance, within the whole school there was not one dictionary, and so when teachers were in need of clarification of a spelling or definition, they were forced to rely on each other. Bearing in mind that the general standard of English is low, it is not surprising that children make slow progress as their teachers are not themselves able to expand their own learning. Any member of staff wishing to continue their own education must pay for this at a significant personal cost, which is why so few teachers have gone on to study for a degree.

The teachers were also disheartened by the fact that in spite of the standard they may seek to produce within the classroom, and the personal qualities that they bring to the job, they are still forced along a treadmill which will only promote people on the basis of the amount of time served.

Curriculum

The curriculum has recently been changed (September 2008) and only one copy for each year group has arrived in schools. An obstacle to learning is the fact that all core activity is text book based. The curriculum change has also brought with it a new text for each year published by Evans. Unfortunately, these are not available locally and those few parents who can afford a book have bought the old version published by McMillan, which is no longer relevant. The state provides no text books to schools. Furthermore, these children learn to read and write without ever having sight of a fiction book. Their learning is based entirely upon one text per year which may be shared between ten or more children. Kwara's curriculum does in fact

appear to offer a more practical solution to the delivery of the curriculum and suggests the use of an array of attainable equipment which, if well utilized, would make curriculum delivery more concrete and practical. The school is only just starting to assemble materials of this kind.

The school has just received a new timetable which is common to all schools in Kwara state. It is in two parts, one for primary 1, 2 and 3 and the second for years 4, 5 and 6. Whilst the number of subjects has decreased the subject areas have broadened to include subjects such as ICT. The school has no electricity! Furthermore, the curriculum is narrow with lip service being paid to, for example, the arts. This is largely due to a lack of equipment and a scheme of work for a term is often relegated to the copying of a series of drawings of objects made by the teacher. According to the new timetable for years 1, 11 and 111, there is no requirement for creative arts for these younger pupils.

Care, Guidance, Support and Personal Development

The most striking feature of the school was the fact that whilst there is only one school designated for children with Special Educational Needs within the state of Kwara, there are said to be no children with a recognized special educational need within this mainstream setting. Given that in the UK, schools generally expect to have around 20% of their pupils with some form of SEN, this is surprising. What is also noticeable is the huge discrepancy in size between children of the same academic year. This appears to be too marked to be believable. It may well be that children simply continue in a class until they achieve an acceptable score in tests. Inclusion within the school context is not understood with children of different abilities and with differing needs all being taught in the same way and at the same pedestrian pace. The whole emphasis of education seems to be for children to comply within the classroom and not to think independently.

Teachers commonly use sticks to gain attention and these were seen being used on pupils of all ages. They are severe and, whilst totally unacceptable back in Britain, are considered essential by parents and teachers. Indeed, the only people with an objection to 'beatings' were the children themselves. Understandably, child protection was not a concept that was understood. Whilst language is a barrier to understanding the nuances of the culture, there did not appear to be any evidence of social or emotional support for children. Nor was any special provision made for new starters either as pre-primary pupils or as mid-year entrants to the school.

Community

Parents receive their child's 'assessment book' each term and are guided by the marks scored on the school tests. They are able to see the child's effort at the tests but have no means of knowing at what level they are pitched. Furthermore, it seems that many parents are unable to read and write and so in fact need any important information delivering verbally. This is one reason why the school does not produce written information for parents. The other is simply that the school has no resources to produce such information.

Parents chose the school because it was deemed to be a good school (word of mouth) and they were impressed with the test scores. They therefore assumed that teaching was good. They were not in the habit of taking problems to the school to be sorted out. Unless a member of the PTA or School Based Management Committee, parents had no input into the management of the school. Even when privy to these groups, the agenda seemed to revolve around attendance and prompt arrival and little that would improve the lot of the learner.

Parents were clear about what they would like to see in the school as improvements. They included Fresh water, toilets, a medical facility, free text books for children, a security fence, free food at break time, transport to school and more sports and music. Parents also believed that the Government and Head teacher should look after the staff as a happy staff creates happy children! Surprisingly, the children too were forthcoming in this area and within their list of needs highlighted:

Water and a sink, proper toilets, insect mesh at the windows, decent desks and chairs, text books and equipment, a more colourful classroom, a computer and a chess set.

School Management Research Project ESSPIN KWARA STATE - NIGERIA
Characteristics of the school
<p>This is a small rural school located on the outskirts of Ilorin. The school works within a cluster of 6 schools and as a group they deal with issues that arise and find solutions. This cluster is headed by the Head of one of the local schools - Oke Ose, She takes on the role of liaising with LGEA on the cluster's behalf.</p> <p>The majority of pupils range from the age of 3-12 years, though there are exceptions and the head explained this is due to some children starting school late. The children are not placed in age appropriate class but for what they actually 'know'.</p> <p>The school has 119 pupils on roll. All the children that currently attend this school are Muslim. The level of boys and girls on roll is nearly equal , 69 boys and 50 girls though within year groups there are pockets of gender imbalance i.e. 1 class has 1 boy and 12 girls but this is typical of all small schools.</p> <p>There are 4 classes, 3 of which are made up of combined year groups.</p> <p>The ratio of teaching staff to pupil is 1:12 but when specialist teachers i.e. IRK-removed and HT, AHT the ratio is 1:30. Two class teachers do not have the appropriate qualifications, though one is awaiting confirmation of degree.</p> <p>Some classes share classrooms with the minimum capacity 24 to the maximum 35 children.</p> <p>The school attendances levels vary greatly ranging from 62% to 95%.</p> <p>No SEN data is held</p>
Leadership and Management
<p>The Head teacher is female and in her forties. The Head teacher was deployed to Alase 3 years ago to take on the role of Head teacher. This is the Head teacher's first Headship, prior to this position she had been an Assistant Head teacher in another school for 3 years. The Head teacher has a degree and has taught in 4 different schools since qualifying in 1990.</p> <p>When asked, the Head teacher summarised her role by giving me her job description and that of her management team (2 Assistant Head teachers). She sees it as an administrative, supportive role.</p> <p>Continual Professional Development is received in the form of seminars. The Head teacher does not identify her own CPD or that of her teachers. All training is identified and allocated by the LGEA. The last training received by any staff member was in 2006. The Head teacher has received no training on leading the new curriculum although she informed me that there was a lot of training on the previous curriculum.</p> <p>The Head teacher is not involved in the recruitment of staff as this is an LGEA responsibility.</p> <p>The Head teacher really wants to see improvements and when asked she clearly has a vision with regards to facilities needed to support good Teaching and Learning but from her summary it is clear she does not see herself as a leader of Teaching and Learning. No School Development Plan exists as the Head teacher does not have the power to think strategically and implement such a tool. The Head teacher has no financial responsibilities as budgets are not allocated directly to the schools.</p> <p>The school has 2 non-teaching Assistant Head teachers, who support the Head teacher by carrying administrative and supervisory tasks.</p>
Teaching and Learning
<p>It is evident, with the exception of one class teacher, that this school has a very young and inexperienced group of teachers. The more experienced member of staff has definitely had an impact on the way the teachers approach teaching i.e. there is more interaction between the teacher and children and all the staff feel very strongly about the children understanding what they are being taught. The teachers explained that it is their responsibility to make sure the pupils understand and that they have the attention of all the pupils.</p> <p>From lesson observations it is evident that there is a lack of subject knowledge. The teachers follow the text book and do not extend or explore how these could be used more skillfully. Different teaching strategies or open questions to move children's skills forward are not used and often excuses regarding the lack of resources are used to excuse lack of innovative thinking and creativity. Consequently the children learn by rote and very few practical resources are used to support the Teaching and Learning.</p>

Only one teacher taught a mixed year group together, the others gave 1 year group a holding/reciting activity while the teacher focused on the other year group. The only issue with teaching 2 year groups together is that the work is not differentiated.

Lessons generally start with the children repeating the title on the board, followed by the main session where modeling was common practice and children's input into these sessions was called upon though generally in a closed way. The children did not talk amongst themselves or discuss ideas. The children are aural learners and this is not necessarily by choice but by the teaching strategies imposed.

Text books were used as the teaching resource by the teachers but the children do not have text books in English and Maths.

The children are expected to pay for their own pencil and exercise book.

It was observed that although the timetable was generally adhered to, lesson times were extended especially if the children had not finished the task set.

Lessons are too long for the concept being covered and a lot of time is wasted with children coping work from the board. This could be down to a lack of resources.

The teacher's Continual Professional Development is again in the form of seminars. The LGEA identifies the teachers or the courses for the school. Very few opportunities for CPD are available and the school (H/T/teacher) do not go through an in-house evaluation process to identify who needs further training or what training would be useful to move the school forward. The staff have not received any training from the LGEA since 2006.

No in-house CPD exists though teachers said they do discuss issues when necessary in their meetings that are held on a Wednesday or Friday. Also both the teachers I interviewed were looking to improve their qualifications, one was aiming to do a degree, and the other the NCE qualification

Teachers interviewed both said 'We would like to be a Head teacher as the salary is better.'

Curriculum

In September 2008 the school received a new curriculum issued by the state. No member of staff received any training but started implementing it as soon as it arrived. The school received one copy of the curriculum and this is held in the head teacher's office.

Timetabling of the curriculum was issued by the state in January 2009. ICT, French/Arabic have been inserted and H. E. and Agriculture removed. Unfortunately the school is unable to satisfy this requirement fully as they do not have electricity and computer equipment. The school has informed the state through their cluster group meeting that they will be teaching Music and Handwriting but this has not been officially approved.

Class teachers at present teach 36 sessions a week while those teachers who specialise in R.STD have a significantly reduced timetable 4-6 sessions a week but get paid to be in school for same number of hours as class teachers. These teachers generally sit around most of the day. The school presently has 3 R.STD teachers though one is currently absent.

Planning for learning consists of a statement for each subject for each week of the term which is taken from the curriculum document and this makes up their SOW. The teachers write a diary at the back of this book under the heading 'Record of Work' stating what has been covered. In addition, each teacher has a book where they write a detailed lesson plan. These plans are objective driven but there is no differentiation or a learning outcome statement that could be used as an informative tool to move the children's learning forward in future lessons.

The teachers do not annotate their planning, identifying assessment opportunities or children's individual performance against the objective

There is a lack of resources within the school, but also a lack of imagination as to how or what could be used to support the children's learning. .

Extra curricular activities are quite difficult as the school closes at 1.30 but the schools have made time within the school day to arrange a 'Question and Debate' club for the older children. The school entered a competition for the Kwara State several years ago. The school has also organised for a football club to run, where a member of staff stays after school hours to run it.

Care, Guidance, Support and Personal Development

The buildings are not safe by British standards, steps to the classrooms are broken and some don't even exist. There are big holes in the 3 of the 4 classroom floors, as the PTA recently improved the floor of one of the classrooms. The school has no running water or adequate toilet facilities. The school has enclosed an area for the children to use for their toilet. The buildings are in need of re-decoration, both inside and out. Almost all the classrooms have a ceiling but these are in need of repair and look as if they may fall down at any moment. The school has no electricity. The school has a number of playing areas and is surrounded by wonderful countryside that creates a peaceful learning environment. There are no resources in the classrooms as the buildings are not secure and resources get removed when the school is closed. There are an insufficient number of tables and benches for the children and many that exist are in a dangerously poor condition. The classrooms have painted blackboard areas though in one classroom the actual board was leaning against the wall. One classroom, the 5th, was not in use as the wind had blown off the roof and the resources to repair it are not available.

There is a very happy and supportive ethos amongst the staff and the children. A team spirit among the staff is strong and all teachers carry out additional duties such as supervising the children before school and at breakfast time. The children laugh a lot, even on entering their classrooms.

The school rules were devised by the one of the Assistant Head teachers and are pinned up in the Head teacher's office. The children and the parents are generally aware of the rules as, though the rules are not displayed around the school, they are discussed in assemblies, PTA meetings and referred to in class. I did not see any evidence of the children being hit with a stick or any other implement and the children confirmed when interviewed that they were not mistreated.

All children's needs are met as far as the existing school systems allow. Gender isn't questioned from any perspective i.e. Does the curriculum or teaching strategies meet the interests or learning needs of both genders? etc. Children with Special Educational Needs are not officially recognised and no data is held on them. If a child is finding learning difficult the Head Teacher said that the state encourages the schools to hold the child in question back for a year or until they meet the expected level of attainment for that year group (not age). Social deprivation is recognised as a lot of the children live with their grandparents. If a child is hungry or has not got the resources to work with the staff help the child out personally, not from any centrally held fund.

The children are lacking opportunities to develop life skills as they no longer have the opportunity to attend H.E. sessions at Oke Ose school or learn about Agriculture, as these have been removed from the timetable. The PHE curriculum does support this aspect, though some elements are difficult to implement with the lack of resources.

Community

The parents feel very passionately about their school and this was displayed at a PTA meeting held while I was carrying out my research. In the past the PTA managed to build a new classroom but of late, the lack of funding gained from families has only allowed them to renovate a classroom floor. The SBMC was established in 2005 but although an updated membership has been devised this has not been confirmed by the state. The children are part of this body and the number of male and female representatives stipulated.

The levy collected from families is 230N a year but the allocation of this to different bodies leaves the school with a very small sum – see breakdown on evidence sheets.

The parents see that it is the role of the school to ensure that their children behave well at school and so they behave well at home too. There is a strong feeling that the child's welfare is catered for at school as well as their education.

When asked how they knew whether their child was doing well at school and whether they would like to know more about how their child is progressing at school parents responded by saying ' We look at our child's books and get a report card home every term'.

Every morning, before school, the children work hard getting their school clean and tidy, by sweeping the rooms, playground and picking up litter.

Communication from home to school regarding whole school news is generally through 'word and mouth' as this is a really close community. If the Head teacher needs to talk to individual parents she will visit them at home to ask them to attend a meeting with her. These meetings normally relate to school attendance or concerns about the child's general welfare.

The school has termly visits from LGEA who monitors and discusses school administration, state of buildings, learning environment etc. Teaching is observed and the Head teacher is informed as to the strengths or areas to be improved. The teachers do not receive a formal observation feedback form. SUBEB last visited the school in May 2006.

School Management Research Project ESSPIN KWARA STATE – NIGERIA
Characteristics of the school
<p>This is a large inner city school developed to cater for the growing population living in the heart of the state capital. In 1996 the school was split into two in order to increase capacity and to make the leadership and management more manageable. Furthermore, a new school had been developed nearby in order to alleviate the pressure on Oke Male. No extension to the site was made, and so the two schools known simply as school 'A' and school 'B', operate side by side on an overcrowded and dusty complex. School 'A' has 1233 pupils on roll and school 'B' a further 920 pupils, giving a total school population of 2153 children. Each school is staffed independently, but the staffing establishment is similar. As an illustration, for school 'A' the pupil teacher ratio can be calculated in two ways. Including HT and two assistant heads, the PTR is 1:27.4. (1233 pupils divided by 45 teaching staff). However there are a further twelve Islamic teachers and with their inclusion, the PTR is 1:21.2. Both schools have introduced a little specialist teaching in science and physical education, and this is a new initiative. As yet this is not well used, in that these teachers are responsible for delivering only six hours a week direct teaching. Due to the demands of the new state centralized timetable to increase the amount of time spent on core subjects, coupled with the rigidity of the timetable itself, schools have not yet managed to fully utilise their specialist staff. Most teachers across the two schools are Grade 2 and NCE qualified with an average of six staff in each school having a degree. Conversely, there are on average, eight class or subject specialist teachers who are qualified below the NCE standard with either a Grade 2 qualification or OND. Teachers of Islamic studies are qualified differently with a minimum requirement of a diploma in their chosen study area.</p> <p>Being a large and complex organisation, the schools have achieved additional staffing and have a little administrative support, two security guards, a cleaner, although this person was not in evidence in any shape or form, and three or four 'care givers' in the pre-primary departments. They are employed to fulfil a social and emotional role and to help the teacher with the delivery of the curriculum. With up to one hundred four and five year old pupils in a class, this is a very necessary role.</p> <p>The Head teachers (HTs) work closely together and are eager to make progress as one school, although their day to day operation remains a completely separate affair.</p>
Leadership and Management
<p>Both Head teachers, who are aged between 51 and 60 years, have a long track record within teaching. The HT of school 'A' was 24 years a class teacher, assistant head in school 'B' for some 6 years and now 7 years as HM of school 'A'. The head of School 'B' in contrast held five Headships in 12 years with 8 years an assistant head prior to Headship. Both HTs have had access to some centralized training and this has included Mathematics and English specific training, ICT, Record Keeping, Education Reform, Leadership and Planning and School Development. Surprisingly, no opportunities to train together outside of the school context have arisen. Similarly, there has been no joint staff training which, in light of the shared developments between the two schools, appears to be an opportunity missed. The HTs were insistent that training at state level was increasing in frequency and improving in standard.</p> <p>The Head teachers of schools 'A' and 'B' work closely together to deliver a change agenda which offers mutual benefits. Therefore, if one is selected to attend a seminar, he reports back to the other so that the accrued benefits can be shared in both schools. In this way the Heads have together tried to be innovative and to introduce procedures which have yet to be observed in any other school within the scope of this research. Developments have included class grouping, specialist teaching in PE and Science, singing as an activity through which younger children can access core subjects and a slow move towards a more practical curriculum and the development of individual activity packs including counting and measuring apparatus. These are very supportive and are positive innovations. However, the degree of understanding and ongoing CPD received by the teaching staff, limits the maximization of derived benefit. For example, whilst the children sit in groups (and this is a much more persuasive learning format) there is no attempt to engage the children in any discussion or collaborative working. The specialist teaching is limited by both equipment and teacher's subject knowledge</p>

and objectives are significantly under-pitched and knowledge based. Singing has made the children's lives in school more engaging but the subject knowledge to offer say, a phonics programme to support the teaching of reading and spelling, is still missing.

The HTs are desperate for further training in new methods of teaching and learning and for both Heads this was the top of their list of personal development priorities. Furthermore, this was echoed by the class teachers interviewed and is clearly a frustration for many. It was apparent throughout the week that teachers were desperate to become engaged in any conversation or process which might provide a new learning opportunity.

A further frustration for the HTs is the process by which teachers appear on and are removed from the staffing establishment without consultation. When I raised the question of expertise in science, the HTs pointed out that school 'A' had enjoyed the services of an excellent science teacher who had in effect led both schools to second place in a science competition involving primary schools throughout Kwara. It seems that, following the competition, and without notice, the teacher was removed from the school and placed in a junior secondary school. No equivalent replacement had been forthcoming. There is no set time period for a placement within a school and therefore no way to adequately plan ahead.

In school 'A', the HT had provided his two assistant heads with very specific responsibilities. This involves an upper and lower school focus and the checking of all levels of planning and lesson notes, a responsibility for data management for one of the AHs, an administrative function for the other and of course, leadership cover in the HTs absence. In this school the AHs are expected to cover for absent teachers and the high PTR would support the need for this. School 'B' operates a more generic sharing of responsibilities with all managerial tasks being shared between senior management. School 'A' has been successful in ensuring that both AHs attend training together and this has proved to be a positive development.

Both HTs have a clear and realistic view of their role and prioritise their responsibilities to the state, to the children's welfare and progress, and of course to the development of their staff. There is a standard requirement made by the state in terms of the records kept for staff. These include a record of assessments for teachers which goes towards their re-assessment for promotion every three years, individual / personal information, attendance information, a training log and a record of the movement of teachers in and out of the school. For pupils the school keeps an enrolment log, an academic record for pupils which goes home termly as a report to parents, an individual behaviour record which itemises truancy, theft and classroom behaviour and finally a health record for each child. SUBEB inspectors are tasked to make a check of pupil progress records each term.

School 'A' was the first school in Kwara state to submit and have accepted a School Development Plan. This provides access to a sum of 1,000,000 naira which is placed in a local bank account and can be utilised by the HT to develop the targets outlined within the plan. These were mainly fabric and resource based and included the procurement of a well, building improvements, new furniture and some new teaching resources. The plan was drawn up in consultation with the School Based Management Committee and the PTA and these groups play an important role in the ongoing tracking of progress along with the management of funds. The school is able to submit a new plan annually upon the successful completion of the first year's targets. Due to the way in which the SDP programme is being launched, School 'B' did not qualify for the scheme in round one, but should be able to enter the process for the first time in the new cycle. The scheme is also monitored by local inspectors and the coordinator of the State Education Sector Project (SESP). All staff have access to the plan but are not involved in the development of the project.

Other than the new SDP funding, a small PTA levy from each child (30 naira) is the only money received by the school and therefore at the disposal of the HM to effect change. Whilst parents pay some 100naira each term, most of the money is absorbed by SUBEB and exam fees. The PTA levy is usually spent on a small amount of new equipment or on the repair of existing stock. Within my visit I examined meticulous financial records kept

by the schools to account for the income from parents. All spending decisions connected with this money are shared with parents.

Neither school produces any written information for parents as the high levels of illiteracy negate any benefit which might accrue. Furthermore, this would be impractical as finances would not sustain the provision of written information to so many parents. However, three examples of informal interaction between the HT and parents were recorded within the week. A shadowing exercise of the HT in school 'A' revealed that of the twenty recorded activities undertaken in a day, over half were managerial or administrative in nature, a quarter sat in the area of leadership and the remainder were contained within the more practical or responsive duty area. With appropriate training I have no doubt that the number of leadership inputs could be increased.

Teaching and Learning

Although some gains have been made by the school in terms of the provision for pupil learning, it is still clearly apparent that much remains to be done in order to have the staff proactive and sufficiently confident to improve their own practice. For example, the simple provision of extension activities would help to ensure that more able pupils are catered for and would avoid the loss of huge tracts of learning time. When pointed out, teachers are quick to implement new ideas but as yet are unable to identify these for themselves.

Similarly, the HTs are aware that some of their staff are inactive for significant chunks of paid time and yet do not seize the opportunity to utilise the time available to provide support to an array of needy pupil groups. That said, there are likely to be other cultural and political agendas which also need to be addressed in order for this to happen.

In contrast, there are undoubtedly many issues which depend upon quality training to effect improvement. An example would be the delivery of a phonics training programme which could revolutionise the way in which children learn to read and spell. Currently, letter names are used and children depend upon a good memory as they are unable to utilise any word attack skills in order to function as an independent learner. Furthermore, group sizes make the delivery of a practical curriculum extremely difficult and this is most keenly felt in the pre-primary classes. I observed a lesson with 100 four year olds being taught by one teacher but supported by other adults. This was done with gusto, kindness and good humour and whilst one could offer a range of improvements, they would still be compromised in that these young children need space and the opportunity to engage in free play. An outside covered area would be one means of tackling this but again the heads have no resources at their disposal to tackle the issue.

Most children enjoy challenge and if accompanied by reward will work extremely hard in order to achieve a target. Unfortunately, teacher expectations are low and children have no guide lines on how work should look and what they should be aiming to achieve. They are not rewarded for any achievements other than through a forced and ritualistic clapping for achieving a right answer. The result is work of a low standard and the provision of activities pitched at a level in the class which provides no extension for the more able. Similarly, children of low ability get no support either from adults or through the provision of additional learning support equipment. Whilst lessons are planned on a standard format; there is no discernable learning within the context of a single lesson. Another lesson observed had the teacher provide a range of equipment with which to demonstrate how to protect one from mosquitoes. Having demonstrated the equipment and given an explanation as to its use, the teacher then simply wrote the information that she had given onto a blackboard for the children to copy down. This was another example of good work being diluted by a low expectation of pupils.

Teachers are usually ready to accept advice and enjoy the opportunity to work alongside others in a shared development role. Even a portfolio of different teaching/learning methods and activities would give a baseline against which teachers could consider their own planning in an effort to try something new.

Curriculum

The curriculum has recently been changed (September 2008) for all schools in Kwara state and even for this very large school, only one copy for each year group has arrived in schools. An obstacle to learning is the fact that all core activity is text book based. The curriculum change has also brought with it a new text for each year published by Evans. Unfortunately, these are not available locally and those few parents who can afford a book have bought the old version published by McMillan, which is no longer relevant. The state provides no text books to schools and the ratio of books to pupils stands at around 1:15. Furthermore, these children learn to read and write without ever having sight of a fiction book. Their learning is based entirely upon one text per year.

Kwara's curriculum does in fact appear to offer a more practical solution to the delivery of the curriculum and suggests the use of an array of attainable equipment which, if well utilized, would make curriculum delivery more concrete and practical. The school has assembled materials of this kind and is continuing to develop items from the local environment that are readily available. Whilst it is clear why a greater demand for more time to be spent on English and Mathematics has arisen, unless the standard of teaching and learning improves this could be counterproductive in that children and teachers become more frustrated by a lack of progress.

The school has just received a new timetable which is common to all schools in Kwara state. It is in two parts, one for primary years 1, 2 and 3 and the second for years 4, 5 and 6. Whilst the number of subjects has decreased the subject areas have broadened to include subjects such as ICT. School 'A' does in fact have two computers which have been donated to the school. Unfortunately they do not have electricity. Furthermore, the curriculum is narrow. The school has little time within the timetable for the arts, particularly in the lower school where the subject has been removed during the recent changes. That said, the school does sing a lot both in each day's assembly and also within the delivery of other subjects. There is a lack of equipment in all subjects and although a specialist PE teacher is employed by the school, there is next to no equipment with which the teacher can deliver a broad and balanced curriculum. According to the new timetable for years 1, 2 and 3, there is no requirement for creative arts for the younger pupils.

Care, Guidance, Support and Personal Development

This school has toilets and a water source, but the pressure exerted by 2000+ children and staff means that there is a major lack of provision. The premises are dirty and a river of foul water and sewage flows along the main walkway to school 'B'. This problem is exacerbated by the local population who enter the site during the evening and early morning to use the facilities. They leave the school in a state which renders the facilities virtually unusable. This is probably the reason why so many children choose to relieve themselves around the school site. Although there is a site guard, he is powerless to stop the problem.

Within the staff there are a number of 'care givers', assistants who are there to support the youngest children both in lessons and during recess. These are very important as children come straight into full time education at the age of four. Whilst the school day is shortened so that the younger children finish at 12.00p.m., class sizes and the absence of a practical curriculum mean that children sit for unnaturally long periods. Never the less, children's attendance is quite good with the two schools averaging around 92%.

There are school rules displayed in the HTs office and set by him. One set of rules are for teachers and the other for pupils. They have a strong reference to attendance, punctuality and assembly time in both cases. Surprisingly, children are often left unsupervised and this can occur in individual classes or right across the school. Any gathering of the staff will see the children supervised by prefects. That said, both schools do have a duty team who are supposed to patrol the premises during break times. Like many others they carry whips of assorted types although I did not see either HT with a stick or whip.

The senior management feel that the children know how they are progressing, although it is hard to see how this could be. Marking is minimal and focuses on activities which are often carried out at whole class level.

Similarly, although parents receive a report on how their child has fared during the tests taken within each term, it is impossible for them to know how the tests sit within a national framework. At zonal level, a counsellor is employed to address the needs of children and staff. He/she has a responsibility for seven schools within the area.

Community

Being an Islamic school, the assembly at the beginning of the day is reflective of the strong commitment to belief and to loyalty to country. Children assemble in the courtyard areas of each school and thus begin a ritual process which is clearly very important to the school community and something that is enjoyed by all.

The local community is large and poor and as such finds it hard to support the school financially. Even the PTA levy is a challenge for many parents. The school is landlocked and the site overcrowded. Regardless of this, the school does its best to play competitive sport, enter state competitions like the Kwara science competition mentioned earlier and to generally draw children and parents into the broader life of the school. Senior teachers are easily accessible and always listen to issues raised by parents. The PTA and the School Based Management Committee have been willing participants in the move towards school improvement. This is also supported by a plethora of local and state inspectors with a broad range of remits. Indeed, some form of clarification and rationalisation of this group would be beneficial to ensure that some tasks are not duplicated and others overlooked.

The progress of school 'A' towards the ratification of an SDP has been rewarding for those concerned and should act as a stimulus to school 'B' and to the next round of school 'As' development.

School Management Research Project ESSPIN KWARA STATE - NIGERIA
Characteristics of the school
<p>There are 2 schools (School A and School B) on the site, identified under the same school name. The schools are situated in a semi-urban located on the outskirts of Ilorin.</p> <p>The majority of pupils range from the age of 3-12 years, though there are exceptions. Each school has its own Head teacher and staffing structure.</p> <p>School A has 441 pupils on roll and School B has 460 on roll. The proportion of boys and girls on roll is balanced.</p> <p>There are 12 classes in School A and 11 classes in School B. Approximately 75% of the children are Muslim in both schools.</p> <p>The ratio of teaching staff to pupil is high when all Qualified Teaching Staff are included in the equation i.e. subject specialists, class teachers and management. School A 1:8 School B 1:11. At present school B is 3 members of staff short as they have been deployed to other schools by the LGEA. All the staff have the appropriate qualifications to be teaching.</p> <p>Some classes share classrooms with the:</p> <p>minimum capacity 31 to the maximum 56 children in school A minimum capacity 41 to the maximum 64 children in school B</p> <p>The school has high attendance levels generally above 92%. The school won an award last year (2008) for best pupil numbers.</p> <p>No SEN data is held in either school and if children are recognised to be behind their peers through the Continual Assessment Record they are held back until their performance matches the expectation for that year group.</p> <p>School B has 1 child with a physical disability</p>
Leadership and Management
<p>Both Head teachers are female and in their fifties. Although they have both only been in post for just over 1 year (since the school divided into 2 schools) they are both happy and pleased about their new role. This is, for both Head teachers, their first Headship. They both have a degree and over 30 years of teaching experience.</p> <p>The Head teachers summarised their roles using the following criteria - Administrative, Directive and Supervisory.</p> <p>The training they have received has been in the form of seminars and although it has not been frequent it corresponds to the elements of the job they undertake i.e. Leadership, Administration and Supervision.</p> <p>The Head teachers do not identify their own Continual Professional Development nor that of their teachers. All training is identify and allocated by the LGEA.</p> <p>The Head teachers have received no training on leading the new curriculum or pedagogy.</p> <p>Both Head teachers are not involved in the recruitment of staff and have no financial responsibilities as budgets are not allocated directly to the schools.</p> <p>Both Head teachers have established an ethos of co-operation and support among their staff. These Head teachers do have a vision for their schools with regards to facilities needed to support good teaching and learning but do not see themselves as leaders of Teaching and Learning. No School Development Plan exists as the Head teachers do not have the power to think strategically and implement such a tool.</p> <p>Both schools have 2 non-teaching Assistant Head teachers, who support the Head teacher by carrying administrative and supervisory tasks.</p> <p>The Head teachers are seen by their staff to be hardworking and supportive.</p>
Teaching and Learning

There is a common thread throughout the schools and the teaching strategies used from one lesson to another do not vary. Direct teaching is used with minimal child participation. The teachers see their job as *'Imparting knowledge to the pupils'*, as several of the teachers quoted. The children learn by rote, reciting what the teachers says and spend a lot of time copying information into their books. If a child has finished no extension activity is given.

Lessons do have a consistency across the school with an introduction i.e. repeating the title on the board, followed by the main session (listening to the teacher and repeating what is being said) and finally ending a lesson with a 'correction' session, where the children just re-iterate the main session.

Text books were used as the teaching resource by the teachers but the children do not have text books.

The children are expected to pay for their own pencil and exercise book.

Lesson observations confirmed that teacher's subject knowledge was generally closed to the task, with no reference to applying knowledge, understanding or using skills from previous learning experiences or possible next steps in learning.

It was observed that although the timetable was generally adhered to, lesson times were extended especially if the children had not finished the task set.

There was no differentiation in the lessons, if the children were questioned, the questions were closed. The children did not talk amongst themselves or discuss ideas. Some modelling was used but the children were not given the opportunity to suggest other solutions. The children are aural learners and this is not necessarily by choice but by the teaching strategies imposed.

Lessons are too long for the concept being covered and a lot of time is wasted with children coping work from the board. This could be down to a lack of resources.

The teacher's training is again in the form of seminars. The LGEA identifies the teachers or the courses for the school. Very few opportunities for CPD are available and the school (H/T/teacher) do not go through an in-house evaluation process to identify who needs further training or what training would be useful to move the school forward. Disseminating what has been learnt on a course consists of quick 5-10 minute feedback to all the staff at a meeting. No in-house CPD exists though teachers said they do observe each other when they feel it would be good for their development.

Teachers do not feel a sense of ambition as when they were asked 'Would you like to be a headteacher?' They replied 'No, there's no point as it is based on qualification, age and number of years you have been teaching'

Curriculum

In September 2008, the schools received a new curriculum issued by the state. No member of staff received training on this curriculum and so both schools decided to start using it this term (Jan 09) as they needed time to examine the document. Each school received one copy of the curriculum and this is held in the head teacher's office. The schools are ensuring that there is no overlap between what has been covered (taught) already and what is laid out in the new curriculum for the current and next term.

A new timetable for the delivery of the curriculum was issued by the state in January 2009. ICT, French and Arabic have been inserted and H. E. and Agriculture removed. Unfortunately the schools are unable to satisfy this requirement as they do not have electricity and computer equipment or a teacher who speaks Arabic/French. The schools have informed the state that they will continue with H.E. and Agriculture but this has not been officially approved. The new timetable places great emphasis on the teaching of English and Maths, allocating 12 teaching sessions to each.

Class teachers at present teach 34 sessions a week whilst those teachers who specialise in areas such as H.E., Religious Std. or Basic Science & Technology have a significantly reduced timetable of 2 sessions a week but get paid to be in school for the same number of hours as class teachers. These teachers may provide cover if another teacher is absent but generally sit around most of the day. Both the schools have 6 H. E. teachers, 6 R.Std., 6 BST.

Planning for learning consists of a statement for each subject for each week of the term which is taken from the curriculum document and consequently makes up their SOW. I asked if any other planning existed and was informed 'no'.

There is a lack of resources within the school, but also a lack of imagination as to how or what could be used to

support the children's learning. I witnessed counting sticks being used and one teacher also had a hundred square drawn up on her blackboard although her subject knowledge regarding how to use it as an effective tool wasn't evident.

Extra curricular activities are quite difficult as the school closes at 1.30 but the schools have made time within the school day to arrange a 'Question and Debate' club for the older children. The school entered a competition for the Kwara State.

Care, Guidance, Support and Personal Development

The buildings are not safe by British standards, steps to the classrooms are broken, and there are holes in the classroom floors. Some classrooms do not have shutters to keep the direct sunlight out. Both schools have no running water or toilet facilities. The buildings are in need of re-decoration, both inside and out. Almost all the classrooms have no ceilings which means the rooms get very hot. Most of the roofs have holes in so during the rainy season the classrooms will get wet inside. The school has no electricity. The schools have playing areas but these are uneven mudded areas. There are no resources in the classrooms as the buildings are not secure and resources get removed when the school is closed. There is an insufficient number of tables and benches for the children and many are in a dangerously poor condition.

There is a very caring and supportive ethos amongst the staff but unfortunately regarding the children this is not consistent across the 2 schools. The school rules were devised by the Head teachers with their Assistant heads and pinned up in the Head teacher's respective offices. The rules are the same for both the schools. The children are generally aware of the rules as, though they are not displayed around the school, they are chanted at the children during assembly times.

Unfortunately the staff do not 'walk the talk' on many occasions i.e. The children are not allowed to use the vernacular but the teachers/adults within school do. The children are not allowed to hurt each other but within School A, I witnessed a child from a P1 class screaming after being hit with a very large stick by the teacher. The explanation was 'the child had been hurting other children'

In School B, the Head teacher saw it as her role to punish the children and she viewed this as a progressive process i.e. warning 1, the punishment - to pick up litter, warning 2, the punishment to run around the field 3 times, final punishment may be a physical one if she deemed it necessary.

The children stated that they didn't like being hurt

All children's needs are met as far as the existing school system allows. Gender isn't questioned from any perspective i.e. Does the curriculum or teaching strategies meet the interests or learning needs of both genders? etc.

SEN children are held back for a year or until they meet the expected level of attainment for that year group (not age). Social deprivation is recognised as a lot of the children live with their grandparents. If a child is hungry or has not got the resources to work with the staff help the child out personally, not from any centrally held fund.

The children are currently still receiving lessons in H. E. and Agriculture which help the children to develop life skills but the state has removed these from the timetable. The PHE curriculum also supports this aspect, though some elements are difficult to implement with the lack of resources.

Community

The parents feel very positive about their school and are prepared to work hard to improve the facilities within the constraints of a levy from the families of the children they receive yearly. Through the SBMC the school have purchased tables and benches, constructed a toilet pit for the children and this year intend to get shutters and doors fitted on the classrooms that still have none.

The Parents respect the Head teacher, Assistant Head teachers and the teachers. They feel they work hard and treat the children as if they were their own.

Every morning, before school, the children work hard getting their school clean and tidy, by sweeping the rooms, playground, picking up litter, burning rubbish and 'back of house' area. They also ring the bell to inform the community that the school day is to begin.

Communication from home to school regarding whole school news is generally sent through religious gatherings. If the Head teachers need to talk to individual parents someone will visit them at home to ask them to attend a meeting with the Head teacher. These meetings normally relate to school attendance or concerns about the child's general welfare

The school is currently arranging with the community for a scout club to start up for the children.

The school has termly visits from LSS and LGEA secretary who monitors and discusses school administration. Teaching is observed by these parties and the Head teacher is informed as to the strengths or areas to be improved. The teachers do not receive a formal observation feedback form. SUBEB visits the school and inspect, verbal feedback is given to the Head teachers but no written statement. These visits are at any time and no prior notice is given. The school was last inspected by the Ministry in 2002.

School Management Research Project ESSPIN KWARA STATE - NIGERIA
Characteristics of the school
<p>The school of 113 pupils is situated in a largely rural village location, alongside the main road to Abuja, about 18 kms from Ilorin. There is another primary school nearby and parents tend to choose the school that is nearest to their home. There are three blocks of classrooms around three sides of an area shaded by large trees but the school has no electricity, water or toilets. There is no school perimeter and the Head teacher is particularly concerned about the security of the school as people have broken in and used the classrooms as toilets. The classrooms are in a basic state of repair with poor floors and ceilings, although each year group has its own classroom. The only furniture, acquired by the school in the last two years, consists of poorly constructed desks and benches which also often double as a writing surface for the younger children.</p> <p>The pupils are in single year groups and there are also 2 Kindergarten classes for the younger children- 8 classes in total. All classes have 10- 14 pupils apart from KGII with 23 pupils. There is some inconsistency amongst the ages of children in the year groups, depending on when they started school and how they have progressed. One girl, aged about 14 in a P4 class, is a servant girl who has not had the opportunity to go to school and is now sent by her master.</p> <p>As well as the Head teacher and non-teaching Assistant Head, there are 16 class teachers- all working together in pairs-and an additional 8 teachers who teach specialist subjects- Islamic studies, Christian studies, Science and Yoruba. These teachers do not have as much contact time as the class teachers but do enable all class teachers to have non-contact time when they can plan with their partner. The total of 26 staff for 113 pupils, a ratio of 1:4, clearly has a beneficial impact on the quality of teaching and learning provided by the school. All staff have NCE qualification and the head teacher, assistant and 3 other teachers also have B.Ed degrees. 17 of the staff have 11 - 32 years of experience and 9 have qualified in the last 7 years.</p> <p>Overall there are more Muslim pupils than Christian but both faiths seem to be mix comfortably. The older pupils carry out early morning cleaning and sweeping before the others arrive and the staff also arrive in good time so the day can start promptly with school assembly and registration.</p>
Leadership and Management
<p>The Head teacher has been in post at the school for nearly 3 years but is now approaching retirement. She has over 30 years of experience across the primary age range, although mostly with the older children. In 1997 she completed her B.Ed. degree in Religious Studies- Christianity and Primary Education and was Assistant Head teacher at a school of 300 pupils before being offered the post at this school. She also attended a seminar on school management before becoming a head teacher. She sees 'many duties' in her role as head teacher including 'seeing to the day to day activities of the school, general supervision of pupils and staff, seeing to the welfare of pupils and staff, checking the assistant head checks registers and diaries, inviting the PTA to assist, delegating duties to staff and going around and supervising the teachers at work'. The school does not have a SDP and the head does not see this as the responsibility of the school but rather the responsibility of the state. She writes to the office when the school has any need but considers that 'they fail you'. She feels as Heads and teachers, 'we don't have much mouth....they just put us here...'. She recognises the present commissioner is trying to improve education for the pupils and now calls heads for meetings but 'we need to join hands together-parents, teachers and government'.</p> <p>Despite there being no SDP, the Head teacher and PTA have made physical improvements in school over the last few years, for example by purchasing tables and chairs for pupils and staff, and having wooden partitions constructed in 2 classrooms to make dedicated space for the Kindergarten groups. The Head teacher has no budget to allocate. The state pays salaries, although they were already 2 weeks late that month and causing staff understandable distress as well as making them feel unvalued. As well as their basic salary, teachers should also be paid housing and transport allowances but these have not yet been paid regularly. The 'office' is responsible for paying all salaries and also any promotions of staff, so there is no sense that good work and commitment will bring reward. Teachers who qualified in a particular year may, every 2-3 years, be promoted</p>

to the next level on the main teacher structure but this is not certain and only indicated by a letter from the office informing that individual. The teachers feel particularly aggrieved that despite a 5 week strike last year and promise of a pay rise, this has not yet materialised. The situation is equally frustrating with regards to pensions as, it was explained, the lump sum due at the beginning of retirement, has not been paid to those retiring since 2002. There is a strong sense that teachers and Head teachers have ‘no mouth’ and that both state and government remain deaf to requests. Interestingly, pinned up in the Head teacher’s room is a directive from Kwara Education Authority instructing staff to ‘Keep toilets tidy, Switch off lights after working hours, Ensure proper maintenance of office equipment etc.’ clearly confirming the sense that those in authority are not aware of the problems at school level.

All teaching staff agree at the beginning of the year to take on an additional area of responsibility, such as ‘health, games, discipline or agricultural masters’. They feel that this enables the staff to work more effectively as a team and there is certainly a warm supportive feeling amongst the staff who say they enjoy teaching at the school. Two years ago the Head teacher organized ICT training for all staff but the school has no resources to make use of this. Staff agree their greatest training need is to learn how to make relevant teaching materials to develop their teaching and learning for the pupils.

Teaching and Learning

The classrooms provide a very bare learning environment with the minimum of furniture needed for the number of pupils. There are some copies of the state wall charts showing for example, animals, shape, time and body parts and most rooms also display the national anthem, pledge and class numbers on the blackboards. Teachers write very brief subject schemes of work for the term as well as an end of term summary. A daily plan is written up by class teachers before each lesson, including an ‘instruction objective’, the stages of the lesson and an evaluation and conclusion. It is part of the assistant head teacher’s responsibility to quickly check these at the start of each day. These plans tend to be repetitive and heavily dependent on text book exercises from the single copy available for the use of the class teacher. All teaching is whole class work with whole class repetition of factual material and copying of worked examples. The smaller numbers in each class do give opportunity for a more personalised approach and pupils are certainly addressed more often by name. However the potential for greater pupil involvement is largely not developed in any way. Learning possessive pronouns in P6, for example, remained a written paper exercise copying the teacher’s examples whereas it could so easily have become an interactive question/ answer involving pair work and an opportunity to develop oral confidence.

The Kindergarten children enjoy learning English songs, numbers and letter sounds but very quickly the teaching becomes formal and focused on written work and copying with a pencil into poor quality exercise books that the parents are expected to provide. When talking about jobs, the teacher did ask the children what jobs their parents do but generally the children are not encouraged to use their own experiences in their learning.

As the pupils progress through school the emphasis is increasingly on factual recall of definitions and examples. For example, in P4 word definitions and spellings were given as preparation for a ‘reading’ passage, although this passage could only be read after being copied on the board in sections or repeated aloud when read by the teacher. The words were random, of varying difficulty, unrelated to any letter patterns and included ‘popular’, ‘independence’ and ‘festival’. It was very clear that the pupils had no phonic understanding and so their attempts at spelling were almost totally random and not successful.

In Mathematics strategies were often clearly and repeatedly explained with many examples worked and copied by pupils. There was some use of simple teaching resources such as small sticks to demonstrate division and the pupils clearly found this very helpful.

Curriculum

The school curriculum is that laid down by the Federal Government in 2007 and issued to schools in 2008. A single copy of each subject is kept in the head teacher’s office for use by all staff who then plan their own scheme of work, briefly outlining the weekly content of each subject area across the term. Class teachers also write an evaluation of each subject taught at the end of the week and these records are checked conscientiously by the Assistant Head teacher. The timetable is that introduced by the state this term with an

emphasis on English and Maths. The school is concerned that they cannot teach ICT as they do not have the facilities and so have continued to teach Agricultural Science, using the school garden. There is also concern, particularly for the younger primary pupils, that creative arts including singing, have been removed. The timetable is adhered to as carefully as possible so that English or Maths may be taught several times in a morning session either as single lessons or as single lessons interspersed. The curriculum is not modified in any way for any children with particular difficulty or ability. Pupils are expected to keep up with the class and may be given extra assignments to complete at home or repeat a year if their continuous assessment records show poor performance. There is no extra challenge for the most able who finish quickly and are expected to wait patiently.

Care, Guidance, Support and Personal Development

There is a calm order in the school, partly due to the high teacher: pupil ratio. Break times are slightly staggered to meet the needs of the different ages and are peaceful and relaxed with pupils playing freely in the sandy space. Others walk to their homes in the village as there is not water or food available at the school and they return promptly to resume lessons on hearing the bell, rung for each lesson and break.

The Head teacher feels corporal punishment is unnecessary and uses sanctions such as picking up litter if a pupil repeatedly misbehaves. She feels it is much more effective to discipline pupils and staff who 'get out of hand' by 'putting mind to mind together' and talking through problems. The Head teacher has drawn up a set of rules for pupils and another for staff and these both emphasise punctuality, being prepared for school work and 'welcoming visitors with cheerfulness'. Assembly is used to promote the school rules to the pupils so that they understand about expectations in school.

The older pupils explained confidently that they like the way the teachers will explain again if they don't understand but they would like to see proper doors and windows so the classrooms are safe as intruders have broken in and taken their furniture. Above all they would like 'a library with English story books and Maths books and health education books'. They feel the teachers do give verbal feedback on their work and will notice and ask if something is worrying them.

Attendance is generally very good, usually around 90% although widespread absenteeism is a problem after any holiday, with many children returning a week late. Numbers seem accurate due to smaller numbers on roll and more accurate systems.

Community

The school was established in 1976 and parents and members of the PTA executive are pleased that there is a school in the village so that education is available for their children. PTA meetings, open to all parents, are held twice a term. The Head teacher sees that the PTA executive will easily develop into a School Management Board although she has concerns that many of the parents are not sufficiently educated themselves to contribute fully. The PTA has worked with the Head teacher to provide more furniture for the pupils and also to construct a wooden partition to make space for the second Kindergarten class. They are particularly keen for the school to have a guard and fence as they are concerned about school security.

The parents particularly like the commitment of the staff at the primary school. They are also pleased with the establishment of a permanent secondary school near the village and hope that in time the provision there will extend from the present 3 years to 5 years. Parents see the role of the Head teacher as 'to supervise the pupils and teachers....to make the school fit the standardand to give enthusiasm and purpose'. They see a good teacher as one who is 'punctual, plans lessons and performs in class'.

School Management Research Project ESSPIN KWARA STATE - NIGERIA
Characteristics of the school
<p>The school is in a rural village setting to the east of Ilorin. There are 3 classrooms accommodating 215 pupils from 3-13 years old - in Pre- Primary/ P1/ P2 (91 pupils), P3/P4 (59 pupils) and P5/6 (65 pupils). The pupils come from the village and surrounding area, often living with grandparents as many parents work in Ilorin or further afield.</p> <p>The school has no electricity or water and the site is shared at present with the recently established secondary school, housed in 2 classrooms formally used by the primary school. (These rooms will revert to the primary school when the new secondary school is completed although at present it is little more than a pile of blocks on the other side of the village.) There is no toilet for pupils or staff and no perimeter fence. The buildings are in a very poor state of repair with broken floor surfaces, inadequate ceilings and broken furniture and the rooms are not completely secure.</p> <p>The school staff consists of a Head teacher, 2 Assistant Head teachers (non-teaching), 9 class teachers who share the 7 classes, 2 Home Economics teachers and 2 Islamic Studies teachers. There are 2 teachers at present with P3 as, was explained, this is at present the group of particular interest to the State. This makes a total of 16 staff giving a teacher:pupil ratio of just over 1:13. Another teacher is on secondment to a secondary school this year. The 2 HE teachers are awaiting postings as class teachers to other schools as HE is no longer on the timetable. There is a guard/ caretaker who opens and locks the school buildings. The headteacher also supervises 6 other primary schools in the vicinity.</p> <p>All class teachers except the P1 class teacher hold the NCE qualification, often specialising in Economic and Business studies or similar. The Head teacher, 1 Assistant and P6 teacher have a B.Ed. qualification. Approximately half of the staff have qualified in the last 2 years, the others vary in service from 8 to 32 years.</p>
Leadership and Management
<p>The Head teacher is in her 50s and is approaching retirement. She has been Head teacher at the school since 2007, having been Assistant Head teacher at the school since 2004. She had previously gained 28 years experience as class teacher at another LGA school and achieved NCE and B.Ed qualifications through additional part-time study. She feels this enabled her to become a Head teacher although she had no specific training for this role. There are 2 Assistant Heads with no teaching commitment who cover responsibility for attendance, marking, teachers' planning and continuous assessment, administration, monthly report to the state and liaison with SUBEB. They have had no specific training but were transferred to the school by the state.</p> <p>The Head teacher sees her role as 'overseeing the general supervision of the school, ensuring staff arrive punctually and perform their duties accordingly'. She also sees her role as to 'ensure the welfare of the pupils by making sure they attend school and oversee meetings such as the (termly) PTA meeting'. She also 'oversees the guard/ caretaker to ensure he locks up and opens the school each day'. Shadowing confirmed the role of the authoritative figure frequently administering corporal punishment. Other staff also expressed the view that a head teacher must have the ability to communicate and 'have discipline in your school...some people don't have that'.</p> <p>There is no SDP or sense that any improvements or developments could be initiated by the school. The school has no delegated funds to allocate. Salaries are paid by the state. Each pupil pays N210 per term, and the payment is recorded, but of this N75 has to be sent to East Ilorin or COPSHON and N30 is for a school badge. The remaining N105 is used to cover administrative costs such as phone credit and small essential repairs but no records appear to be kept.</p> <p>There is a strong sense of mutual support and camaraderie amongst the staff who also recognise the supportive role of the Head teacher in such matters as childcare. One explained, 'She is as good to me as my own mammy'.</p>
Teaching and Learning

Classes are organised in single primary year groups although year groups are inconsistent (eg P1 with 36 and P3 with 25 pupils) and some children are older as they may have started school late or do not know their birth date. All teaching is whole class with no differentiation or group work. There is no consideration of groups or individuals with special needs. Provision for the youngest pupils is particularly inappropriate with 91 children aged 3- 7 years old in one classroom. They are unable to move easily out of their desks and are squashed in closely, only able to face the teacher. Opposite sides of the room are used so Pre- P, and P1 face one way and share the blackboard. P2 faces the opposite way with a blackboard on the opposite wall.

Most teachers have a record book in which they record briefly their 'scheme of work' for the term and the content of each subject taught that week. Individual lesson planning is inconsistent and largely focuses on the factual content of the lesson.

Classes generally work at the pace of the slowest although pupils may stay in at break to complete work and corrections. The teaching strategy used throughout is rote learning and repetition from the blackboard or the teacher's words. Individuals are then called out to repeat the model of the teacher in exactly the same way. A switch or small stick may be used for those who do not concentrate or achieve. 'Clap for him/her!....' is used to reward achievement. These strategies are used from Pre- P to P6.

Feedback to pupils is also through 'on the spot' marking of pupils' work and a score rewarded eg /4 or /5

Older pupils may be given additional examples to work through at home and these are marked and corrected together the following day.

Every 3 weeks, CA tests are given to all the classes in all subjects, including drawing. These tests generally consist of 10 or 20 questions involving factual recall of recent learning or, in Maths, similar examples. These are marked as completed and the score recorded for each pupil, 3 times each term ie 60%. A final test at the end of the term provides another score for 40%. These scores are compiled over the school year but do not seem to be shared with pupils or parents until the end of the year.

Curriculum

The curriculum for the school is that laid down by the Federal Government in 2007. A copy of each subject was issued to the school in 2008 and is kept in the head teacher's office. A new state timetable was issued in January 2009 with a reduction of subjects, including Home Economics and Agricultural Science, and more time given to English and Maths as well as the inclusion of ICT. This cannot be taught as the school has no electricity or computers. A letter has been sent to the 'office' explaining the difficulties but the school has not received a response. The majority of school time is spent on Maths and English with some allocation to the other subjects. The majority of teachers are class teachers although the head teacher feels specialist teaching would be preferable. Teacher contact time can vary depending on the subject, for example, IRS teaches fewer sessions. The 2 H.E. teachers are at present not teaching their subject and are being used to cover any absences until they receive their postings to other schools. Subject knowledge can be insecure especially in spoken and written English.

There are very few teaching resources in the school as the only ones are some simple black/white flipcharts provided with the new curriculum and some old single copies of text books from which the whole class must be taught. For example, the teachers of P4 and P5 each have one copy of the same textbook- Macmillan Primary English, reprinted 1989- from which all English must be taught, including reading and comprehension. Sections of the text are copied on the board for reading together or the passage may be read aloud in small phrases and echoed repeatedly by the whole class. There are coloured charts showing animals, the countries of Africa and the administrative areas of Kwara State. There are no other learning resources for the pupils of any age including the youngest.

There is no differentiation between the needs of different groups or individuals. If a pupil has very poor achievements recorded by the end of the academic year, he/she may repeat the year but this is unusual, with the vast majority of pupils progressing onto the next class.

Care, Guidance, Support and Personal Development

Due to lack of classrooms, water and electricity the school is unable to provide an adequate environment for

the 215 pupils. The existing classrooms are in a poor state of repair and facilities for Pre-P., P1 and P2 are particularly inappropriate as 91 children are crowded into one room.

The school day starts at 8 am and most pupils arrive within the first hour. However many staff are also not able to get there on time as they have to travel some distance and are dependent on public transport. The children who arrive in good time sweep the classrooms and collect rubbish overseen by the school guard. Some children did not know the name of their class teacher as contact can be rather impersonal.

Children simply start at school when their parents bring them to school on their first day, with no introduction or support. The register is taken twice during the school day. Class attendance has varied from 5% - 100% over the previous 6 months, depending on such factors as holiday travel and examinations, although generally the weekly figure seems to be around 70-80%.

The school rules are displayed in the school office and 'taught' from pre- Primary. Year 6 pupils remembered the rule about cleaning the compound. The frequent sanction for all misdemeanours is corporal punishment with a switch and knotted elastic cord.

There is no consideration given to the needs of different groups of pupils. A pupil who fails to 'make the grade' at the end of the year may not move to the next grade but the great majority do. There is no individual discussion about progress in learning although a score is written on completed work. The marks from the CA (continuous assessment) tests set every 3 weeks are collated by the class teacher but not shared with pupils or parents.

Pupils are encouraged through assemblies, to wash themselves and their uniforms and be more aware of health issues, although the school has no toilets or water. Trainee doctors visited as part of a community health project and advised about the dangers of dirty water and faeces. Home Economics has recently been removed from the state timetable.

Community

The school serves the needs of the village, with some pupils coming from a little further afield. Of the 215 pupils in the school, there are only 10 pupils who are Christian, although the Head teacher and several teachers are Christian. There is an Islamic primary school in the village as well as a small secondary school opened about 3 years ago. When they leave primary school some pupils will transfer here but some will go to another school further away that is more highly regarded.

There is no SBMC as, the head teacher explained, the PTA committee functions in that role. There is an open PTA meeting every term when issues can be discussed and information passed on to parents. It is held during the school day whilst prefects look after the pupils and is attended generally by fathers and grandmothers as they tend to have the greatest say in the children's education. At the meeting attended during the week, the main concern expressed by the school was the late arrival of pupils in the mornings. Parents expressed conflicting views as whether this could be solved through harsher corporal punishment for latecomers or recognition that this problem was a reflection of lack of parental responsibility. There is clearly little contact between school and home and when asked, parents expressed the wish that there was more, with the head teacher visiting the homes of the pupils. Parents also expressed their desire that the school could have more classrooms, water, toilets, electricity and teaching materials such as science materials, a stove and pots and pans.

There are several layers of supervisors who visit school but little feeling in the school that any concerns raised lead to action or improvement. At least one monthly return is made to the 'office' but it does not seem to communicate effectively any areas for development. Parents have expected the government to provide everything the school needs but are beginning to realize it is advantageous if they can become more involved, and indeed parents in a neighbouring school had contributed additional classrooms.

In the past students from the College of Education had come to the school but not recently. It is seen as the role of the teachers to instruct the trainees rather than the trainees as a source of new ideas or innovation.

Annex 3 Head Teacher shadowing Records

Shadowing of the Head teacher (Timeline to be completed every 15 minutes)	
7.30 a.m.	Opening, cleaning office, receiving teachers, encouraging daily routines
7.45 a.m.	Signing teachers lesson notes, inspecting school cleanliness, observing teachers start work
8.00 a.m.	Going around the school premises, observing lesson commencing
8.15 a.m.	Receiving school visitors
8.30 a.m.	Receiving school visitors
8.45 a.m.	Receiving school visitors
9.00 a.m.	Doing office work
9.15 a.m.	Doing office work
9.30 a.m.	Writing reports from joint lesson observations
9.45 a.m.	Writing reports from lesson observations
10.00 a.m.	BREAKFAST
10.15 a.m.	BREAKFAST
10.30 a.m.	Going around the school, checking classes
10.45 a.m.	Going around the school, checking classes
11.00 a.m.	Going around the school, checking classes
11.15 a.m.	Rest in Head teacher's office
11.30 a.m.	Hearing pupils problems during short break
11.45 a.m.	Hearing pupils problems during short break
12.00 noon	Staffing in the office for paper work
12.15 p.m.	Staffing in the office for paper work
12.30 p.m.	Closing time for pupils, writing final report on teachers required by office

On completion, highlight key leadership activities in red – 2/21 or 11%

On completion, highlight key management activities in blue – 14/21 or 66%

On completion, highlight other activities in green – 5/21 or 23%