



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

Directorate of Government Schools Reviews

Short Review Report

**Buri Primary Boys School
Buri - Northern Governorate
Kingdom of Bahrain**

Date of Review: 3–5 October 2017
SG037-C3-R127

Introduction

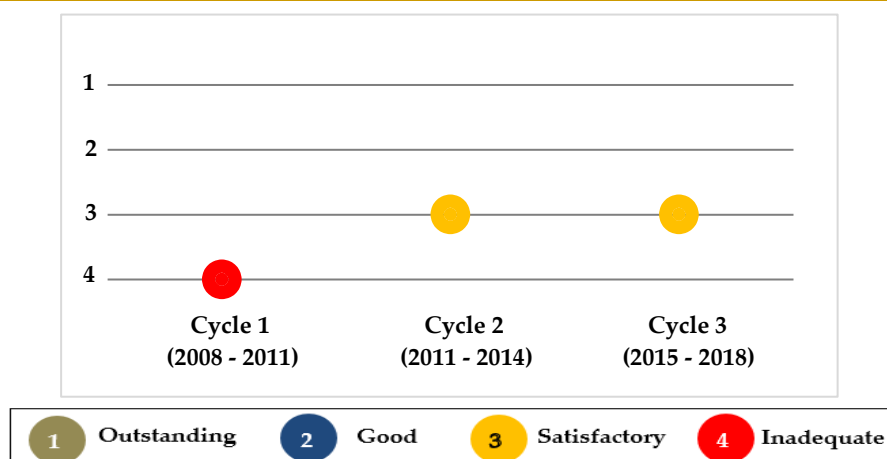
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Satisfactory'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strategic planning processes are inconsistent and have only a satisfactory effect on all aspects of school work. • Students' high pass and proficiency rates vary from their actual standards in lessons. Most lessons are satisfactory though some are better than others such as the case of class teaching lessons. Whereas, standards are less in some second cycle lessons. • Teaching is satisfactory in almost two thirds of the lessons due to variations in the effectiveness of teaching strategies, class management, the opportunities provided to students to contribute and enhance their self-confidence and assume responsibility, | <ul style="list-style-type: none"> and the use of assessments to meet the educational needs of all categories of students. • The effectiveness of the educational support provided to students in the excellence and talent programmes varies, as do levels of support for low-achieving students, particularly in the second cycle. • The effectiveness of extracurricular activities in enhancing students' experiences is appropriate. • Communications with the local community are positive, with active participation of parents in school life which shows in students' and parents' satisfaction. |
|--|---|

Main positive features

- The support programmes offered to outstanding and talented students.
- Enhancing the experiences of most students through various extracurricular activities.
- Communication with local community organisations and parents, and their participation in school life to enrich students' experiences.

Recommendations

- Benefit from the results of self-evaluation in developing the strategic plan, focusing more on improvement priorities and incorporating more accurate performance indicators and clear monitoring mechanisms.
- Monitor the impact of professional development programmes on raising students' academic levels in lessons, and improve teaching and learning by focusing more on:
 - employing effective teaching and learning strategies
 - managing learning time in an effective and productive manner
 - providing students with the opportunities to participate effectively in lessons in order to enhance their self-confidence and assumption of responsibility
 - benefiting from assessment results in meeting the educational needs of all categories of students in lessons and written work.
- Support low-achieving students and assist them in school programmes, particularly in the second cycle.
- Address the shortage in human resources represented by a learning resources centre specialist, and in school facilities represented by shaded areas.

Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none">• Self-evaluation methods are diversified, with a varying degree of benefiting from the results in focusing on development priorities when developing school plans and highlighting the particular needs of the various departments. There is also inconsistency in the accuracy of performance indicators and clarity of | <ul style="list-style-type: none">mechanisms in monitoring the quality of implementation.• The school's evaluation of its overall effectiveness and most aspects of work in the self-evaluation form matches the judgements reached by the review team, showing the school leadership's appropriate level of awareness of the school's situation. |
|---|--|

- Monitoring of the impact of professional development programmes on teachers' performance is inconsistent.
- The improvements achieved by the new school leadership are more

concentrated on developing the work environment and motivation of staff.

- The school has some challenges in the lack of a learning resources centre specialist and a dedicated community police officer, as well as a gym and the lack of shaded areas.

Appendix: Characteristics of the school

Name of the school (Arabic)	بوري الابتدائية للبنين													
Name of the school (English)	Buri Primary Boys													
Year of establishment	1998													
Address	Building 153 - Road 5602 - Block 756													
Town / Village / Governorate	Buri/ Northern Governorate													
School's Contacts	17643389				Fax		17644625							
School's e-mail	buri.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6–12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1–6				-				-					
Number of students	Boys		373		Girls		-		Total		373			
Students' social background	Most students come from average income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		2	2	2	2	2	2	-	-	-	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	5 administrative and 3 technicians													
Number of teaching staff	32													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examination for the second cycle mathematics, and Grade 6 English • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in the school year 2017–2018: <ul style="list-style-type: none"> - Two senior teachers: One for science and one for English. - Two teachers: One for science and one for class teaching.