



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

Directorate of Government Schools Reviews Short Review Report

**Abu Bakr Al-Siddeeq Primary Boys School
Manama – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 20-22 November 2017
SG175-C3-R146**

Introduction

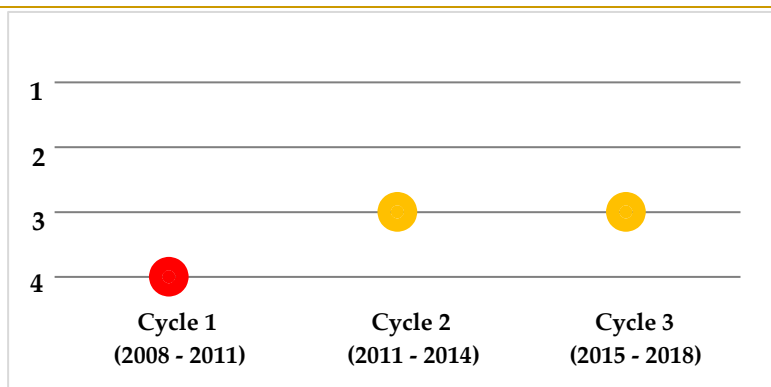
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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"> • The effectiveness of strategic planning, especially the accuracy of self-evaluation and identifying improvement priorities, are inconsistent. This has an adverse effect on the school's plans and aspects, particularly concerning students' achievement in Grades 4 and 5. Monitoring of implementation quality is variable. • Students' acquisition of basic skills in lessons is inconsistent, the best being in class teaching and the least being in Grades 4 and 5, especially in Arabic and English. | <ul style="list-style-type: none"> • Teaching and learning strategies, managing learning time, assessment techniques and students' support in lessons and programmes are inconsistent, especially for low achievers and speakers whose mother tongue is not Arabic. • Students' contributions in lessons vary. Most students behave well and relationships are harmonious despite their multi-social backgrounds. The various special cases are well supported. Students and their parents are satisfied with the school's provision. |
|---|---|

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school clearly makes efforts to follow up on safety and security matters, although the school building | <p>needs maintenance. Students' arrival and departure needs further attention, monitoring and assessment.</p> |
|--|---|

Main positive features

- Most students' good behaviour and their compatibility with the school's community.
- Programmes that enhance students' positive behaviour, and studying and monitoring of special case students.

Recommendations

- Provide the necessary support from the relevant parties at the Ministry of Education (MoE), in terms of:
 - regular maintenance of the school's building and students' safe arrival and departure in order to enhance the school's safety and security measures and procedures
 - stability of the school's senior leadership
 - addressing the shortfall in human and material resources represented by a senior teacher for science and a gymnasium.
- Carry out an accurate self-evaluation and benefit from its results in identifying the school's priorities and developing and monitoring the quality of the strategic plan and its implementation.
- Monitor the impact of professional development programmes on the development of teaching and learning, with further focus on:
 - raising students' academic achievement levels, especially in Grades 4 and 5 and in English in general
 - management of learning time, to ensure better productivity
 - using effective assessment techniques and benefiting from their results to support all groups of students, especially the low achievers
 - activating students' roles and enhancing their self-confidence.
- Support students in order to meet their academic needs, especially low achievers and speakers whose mother tongue is not Arabic.

Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • Students' academic achievement and teaching and learning aspects have | <p>maintained the same 'Satisfactory' judgement as in the previous report,</p> |
|---|--|

whereas the other three aspects have regressed from 'Good' to 'Satisfactory'.

- The strategic plan includes properly constructed performance indicators, but there is variation in the self-evaluation accuracy regarding the focus on development priorities, especially for academic achievement in Cycle 2. The effectiveness of the implementation of procedures and programmes is inconsistent
- The school's assessments provided in the self-evaluation form (SEF) are in line with the judgements reached by the review team in the academic achievement and teaching and learning aspects.

- The school faces a number of challenges that require external support, namely:
 - instability of the senior leadership (five Principals in four years)
 - The mother tongue of 12% of the students is not Arabic
 - The school building needs maintenance, and students' arrival and departure needs further follow up safety measures and procedures
 - There is a lack of shaded areas and a gymnasium.

Appendix: Characteristics of the school

Name of the school (Arabic)	أبو بكر الصديق الابتدائية للبنين													
Name of the school (English)	Abu Bakr Al-Siddeeq Primary Boys													
Year of establishment	1928													
Address	Building 256, Shaikh Isa Highway, Block 301													
Town / Village / Governorate	Manama/ Capital													
School's Contacts	17253959	17276435	Fax		17254453									
School's e-mail	abubakr.pr.b@moe.gov.bh													
School's website	webmail.moe.bh/owa													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	207			Girls	-			Total	207				
Students' social background	Most students are from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	1	1	1	1	1	5	-	-	-	-	-	-	
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	34													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One semester													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for Cycle 2 in mathematics and Grade 6 English • BQA national examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The succession of five school Principals over the last four years, the latest appointment of whom occurred this year 2017-2018. • New appointments in 2016-2017: <ul style="list-style-type: none"> - School Principal - Assistant School Principal - two teachers for class teaching.