



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

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 22-24 April 2013

SG175-C2-R105

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The Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of ten reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Abu Bakr Al-Siddeeq Primary Boys School											
School's type		Government											
Year of establishment		1928											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	213	Girls	-	Total		213					
Students' social background		Most students come 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	2	4	-	-	-	-	-	-
Town /Village		Manama											
Governorate		Capital											
Number of administrative staff		5											
Number of teaching staff		31											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		4 years											
External assessment and examinations		QQA national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		42			9			1			19		
Major recent changes in the school		<p>New appointments in the school during the past academic year 2011-2012:</p> <ul style="list-style-type: none"> • school assistant principal • information technician • social guidance specialist • joint senior teachers for Islamic studies and mathematics. 											

Table of review judgments awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

The school's performance has changed from inadequate in the May 2010 review to satisfactory this time, following a monitoring visit in which it achieved 'sufficient progress'. Most aspects of the review are good, with academic achievement and teaching and learning satisfactory. Strategic planning addresses review visit and monitoring visit recommendations through several extra-curricular activities supporting different categories of students, especially those with speech disorders. Effective activities help achieve harmony among students, boost self-confidence and develop their ability to take responsibility. However, students' acquisition of basic skills varies, especially in Arabic and English lessons, due to varied support for low achieving students and those who are not native Arabic speakers. Assessment and time management are ineffective in some teaching practices. Students and parents express good levels of satisfaction with the school.

- How strong is the school's capacity to improve?**

Grade: 2 Good

The school's capacity to develop and improve has changed from inadequate in the previous review to good this time. The school does well in improving performance in most aspects of school work, thanks to the energy and enthusiasm of school members. The strategic plan based on situational analysis and rigorous self-evaluation, focusing on work priorities. This helps improve performance in most educational practices, developing students' awareness and reinforcing values and good behaviour. This helps students' settle and blend in, especially those whose native language is not Arabic. Effective support provided for students with special needs, is reflected in their good progress. The school helps develop teachers' professional competence, improving their performance in the majority of lessons, especially mathematics and science and reflected variedly on the students' academic achievement.

The school's main strengths

- Strategic planning and comprehensive self-evaluation of all aspects of school work
- Students' self-confidence when taking responsibility, and the harmonious school life and demonstrated in the students' participation in different school activities
- Effective induction programmes and support programmes provided for students outside the classroom, especially for students with learning difficulties and those with speech and disabilities.

Recommendations

In order to improve, the school should:

- improve students' academic achievement and develop their basic skills, especially reading and writing skills in both Arabic and English
- develop teaching and learning, with a focus on:
 - supporting low achieving students and those whose native language is not Arabic
 - effectively assessing classroom activities and homework assignments to meet the educational needs of different categories of students
 - managing time more effectively.
- continue to monitor the impact of teachers' professional development programmes.