



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

Directorate of Government Schools Reviews

Short Review Report

**Abusaiba Primary Boys School
Abusaiba – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 30 April and 2-3 May 2018
SG184-C3-R186**

Introduction

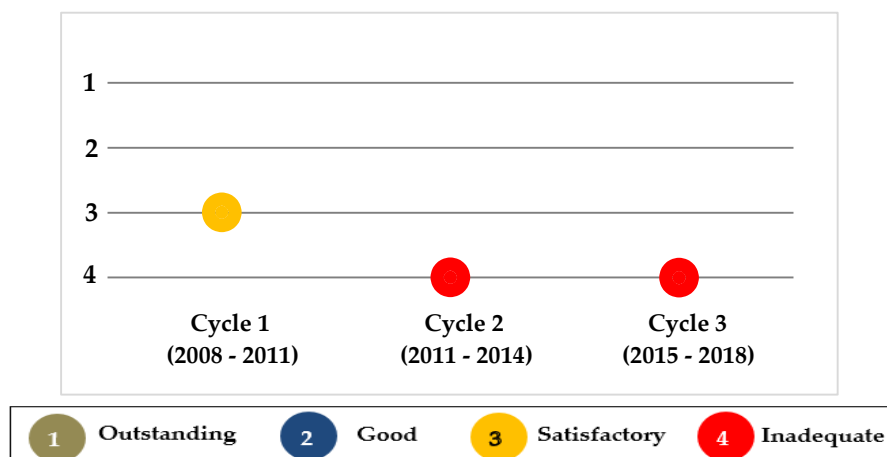
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

Summary of review judgements

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

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



School Summary Report

Percentile words used in relation to different judgements

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

School's overall effectiveness 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> The school's overall performance remains 'Inadequate', as it was in the previous review. This is due to the ineffectiveness of strategic planning processes including self-evaluation and setting the school plans which do not take into consideration the priorities for improving schoolwork, particularly with regard to academic achievement, teaching and learning and lack of effective monitoring mechanisms. Teaching and learning strategies are inappropriately applied in more than a third of the core subjects, especially in | <p>English in Cycle 1 and in Grade 6, mathematics and science in Cycle 2.</p> <ul style="list-style-type: none"> Classroom and time management are poor. Assessment results are not sufficiently used to meet the learning needs of students of all categories. Students' basic skills in core subjects are weak. They lack self-confidence and do not take responsibility for their own learning. Some students do not feel safe and secure, as a few teachers apply inappropriate educational techniques. The educational support provided to the majority of students in lessons and school programmes is poor, |
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particularly that offered to the low achievers. However, the support offered for the merged class students is

effective. Students and their parents are satisfied with the school's provision.

Main positive features

- The effective support and guidance provided to the merged class students in their special programme.

Recommendations

- Seek intervention by the concerned authorities in the Ministry of Education (MoE), to improve the overall performance of the school by:
 - providing a safe and healthy environment that ensures the psychological and physical safety of students
 - addressing the shortfall in human resources represented by a senior teacher for science, and completing the social worker and learning difficulties staff in accordance with the students' numbers
 - address the need of providing a designated building for Cycle 2 students through finding alternatives for the high number of portable cabins which are used as classrooms but do not suit the students' population.
- Implement an accurate and comprehensive self-evaluation and use its results to build a strategic plan, focussing on the priorities for improvement and development with clear performance indicators, and accurate monitoring mechanisms.
- Monitor the impact of professional development programmes on developing teaching and learning, to include:
 - employing effective teaching and learning strategies
 - enabling students to acquire the basic skills in core subjects
 - managing lessons in an organised and productive manner
 - assessment for learning, with its results being used to meet the differing academic needs of all categories of students', especially the low achievers.
- Build students' self-confidence and hold them accountable for their own learning, especially in lessons.
- Support students of all educational categories, in and outside lessons and in their written work.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is unable to achieve sufficient improvements to raise its overall performance, especially in relation to the development of teaching and learning processes and enabling students to acquire the basic skills. Improvements focus on the school's environment and programmes that promote students' positive behaviour.
- Self-evaluation processes are poor, being neither accurate nor comprehensive. This negatively impacts the strategic plan and leads to a lack of relevance to the school's real situation.
- Monitoring of professional development programmes in the development of teaching and learning processes, and assessing their impact on teachers' performance, is inadequate.
- The school faces many challenges, most importantly:
 - limited shaded areas in the school, and the high number of portable cabins used as classrooms, which do not match the students' high numbers, especially Cycle 2 students
 - poor basic skills of most students in core subjects
 - instability of the teaching staff and middle leadership
 - shortfall in human resources represented by a senior teacher for science and social workers and a learning difficulties specialist who are needed commensurate with student numbers.
- The school judgements in its Self-Evaluation Form (SEF) do not match the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	أبوصبيح الابتدائية للبنين													
Name of the school (English)	Abusaiba Primary Boys													
Year of establishment	1958													
Address	Building 66, Road 73, Block 473													
Town / Village / Governorate	Abusaiba /Northern													
School's Contacts	17593310				Fax		17594330							
School's e-mail	busaiba.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		946		Girls		-		Total		946			
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		6	5	6	5	4	4	-	-	-	-	-	-
Number of administrative staff	8													
Number of teaching staff	70													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 years													
External assessment and examinations	<ul style="list-style-type: none"> Ministry of Education examinations in mathematics for Cycle 2 and English for Grade 6. BQA National Examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> The school was provided with 24 portable cabins, 18 to be used as classrooms and 6 for the staff and facilities. 													

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| | <ul style="list-style-type: none">• An increase in student numbers to 946, compared to 712 students in 2016-2017.• Appointments in 2017-2018 included:<ul style="list-style-type: none">- 15 teachers, including: 2 for science, 4 for mathematics, 1 for Arabic and 3 for classroom teaching- a senior teacher for English. |
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