



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Abusaiba Primary Boys School
Abusaiba - Northern governorate
Kingdom of Bahrain**

**Date of Review: 24-26 February 2014
SG184-C2-R152**

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

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 seven 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		Abusaiba Primary Boys School											
School's type		Government											
Year of establishment		1958											
Age range of students		6–12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	775	Girls	-				Total	755			
Students' social background		Most students belong to families with low income											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	4	4	4	4	4	-	-	-	-	-	-
Town /Village		Abusaiba											
Governorate		Northern											
Number of administrative staff		6 administrative, 2 technicians											
Number of teaching staff		68											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
External assessment and examinations		MoE Grade 6 English examination, and 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	
		92				57			15			55	
Major recent changes in the school		<p>New appointments in 2013-2014 include:</p> <ul style="list-style-type: none"> • school Principal • assistant Principal • 17 new teachers: 4 class teaching, 2 Arabic, 3 maths, 5 English, 1 science, 1 ICT and 1 physical education • 4 special educational needs specialists. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

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: 4 Inadequate

Overall effectiveness has changed from satisfactory in the May 2010 review to inadequate in 2014. Self-assessment results are not effectively imbedded in constructing the strategic plan and setting priorities. Student achievement in over one-third of lessons observed is inadequate, reflecting the low acquisition of basic skills in all core subjects, particularly English. Students do not achieve expected progress due to ineffectiveness of teaching and learning strategies, assessment, classroom management and lack of support for all categories of students, especially low achievers. Students' self-confidence is insufficiently developed to enable them to assume responsibility for their own learning. The school inducts students and keeps parents informed about their children's progress. Parents and students are generally satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to improve is inadequate in the current review. The level of performance in all areas of school work has declined. Despite the existence of a self-assessment system, results are not accurately used to build the strategic plan and identify improvement priorities. There are no clear and precise follow-up mechanisms to assess teaching and other educational practices. The impact of professional development programmes is not monitored which affects the school's overall effectiveness. There is a shortage in human resources in some departments, including senior teachers for maths and English. Limited improvements are clearly made in improving the school environment and induction programmes.

The school's main strengths

- Induction programmes that help students settle easily at the school
- Communication with parents to inform them about their children's progress.

Recommendations

In order to improve, the school should:

- make use of self-assessment results in constructing a strategic plan that focuses on improvement priorities, particularly students' achievement and personal development, with accurate follow up of implementation
- monitor the impact of professional development programmes on the implementation of effective teaching and learning strategies, to ensure:
 - students acquisition of basic skills in core subjects, especially in English
 - assessment for learning
 - class management to achieve learning objectives
 - provision of educational support for all students, especially low achievers
 - enhancing students' self-confidence in assuming responsibility for their own learning.
- enrich the curriculum with extra-curricular programmes and activities that are consistent to enhance students personal and educational experiences and different abilities
- fill the shortages in human resources, particularly senior teachers for maths and English.