



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit

Review Report

Al Busaiteen Primary Boys School
Busaiteen - Muharraq Governorate
Kingdom of Bahrain

Date Reviewed: 2 - 4 March 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

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

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

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 work, analysed the school's performance data and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 908

Age range: 6-12 years

Characteristics of the school

Busaiteen Primary Boys School is one of Muharraq Governorate's schools and was established in 1963. There are 908 students, aged between 6 and 12 years old. Most students come from limited-income families. Students are distributed across 29 classes: 13 classes for the first cycle and 16 for the second. The school categorises 334 of its students as outstanding, 9 as talented and some 40 as students with special educational needs. The Principal is in his fourth year at the school. There are 65 teachers and 11 administrative staff. The school has vacancies for a male nurse, an information technician, a learning resources technician and a special educational needs specialist. The school does not have a sports hall, a science laboratory, an electronics classroom, or a technology room.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Busaiteen Primary Boys School is satisfactory. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory overall. Most students achieve high pass rates in basic subjects. Proficiency rates are commensurate with the pass rates in the first cycle but are lower in the second cycle. Proficiency and pass rates broadly match the actual standards of students during observed lessons. Over the past three years, however, students' pass rates have decreased slightly in most basic subjects. Students make satisfactory progress in lessons and in the written work assigned to them. Students also generally achieve standards that correspond to their abilities; their individual differences are being considered in some lessons, especially in good and outstanding ones, and they are given appropriate support. Enrichment programmes help outstanding and talented students to make satisfactory progress. Students with special educational needs, however, do not make sufficient progress; they are not offered effective remedial programmes.

Students' personal development is satisfactory. Most students are punctual, regularly attend school and enthusiastically contribute to school life. Some students are self-confident and have the ability to work independently and take responsibility. They are also given some opportunities to work together in and outside lessons, take on some important roles and carry out tasks; the opportunities available to them to develop their analytical thinking skills are limited, however. Most students have a good attitude and behave well during lessons. Although there is a little misbehaviour, such as writing on the doors of toilets and some minor fights outside classes, most students feel safe and secure in the school. Students have good relationships among themselves and with their teachers.

The effectiveness of the learning and teaching processes is satisfactory. Most teachers know their study materials well; this is particularly reflected in good and outstanding lessons, where teachers use effective techniques to provide students with skills, concepts and knowledge. Although some teachers run their lessons well, poor time management was observed in some lessons. Students are offered limited opportunities to challenge their abilities. Homework

assignments do not take into consideration students' individual differences. Some teachers use varied assessment techniques, particularly in good and outstanding lessons; the findings are being used to meet students' educational needs, which aids students' academic progress and achievements in those lessons. In others, where assessment is limited to group questioning, students' performance is limited.

The quality of presenting and enriching the curriculum is satisfactory. The way it is presented has been contributing to enabling the students to acquire the basic skills in all study materials; however some students, especially in the fifth grade are weak in the basic skills of Arabic, English Language and Arithmetic. Links between subjects in the first cycle are insufficient. The school develops students' understanding of their rights and duties and their sense of citizenship, although a few students behave badly inside and outside lessons. The school provides a range of competitions and extra-curricular activities that have had a positive impact on broadening the experiences of some students and enhancing their personal development. The environment of the school is used satisfactorily to enrich the curriculum. Appropriate attention is paid to making the school an attractive environment and providing educational aids, particularly in the first cycle classrooms.

The quality of guidance and support offered to students is satisfactory. The school inducts new students appropriately, which helps them to settle down easily. Students are not as well prepared for their next stage of education, however; this preparation is limited to what is provided during classes. Outstanding students are enabled to develop their skills and talents through participation in different competitions. The school diagnoses and meets students' personal needs appropriately. It also provides guidance and support to help students solve personal problems. The school's efforts in this area have helped to improve the behaviour of some students and given others more motivation for learning. Students' educational needs are not met as effectively; the support provided to them during lessons varies in quality. Enrichment and remedial programmes provided to lower-achieving students, especially those whose mother tongue is not Arabic, are inadequate. The school communicates adequately with parents but does not inform them regularly about the progress of their children. Risk assessment is conducted from time to time to ensure that staff and students work in a safe and healthy environment.

The quality of leadership and management is satisfactory. The school has a vision and a mission that focuses on achievement and its effect can be seen in the performance of some students and in some aspects of the school's work. The school also has a three-year strategic plan through until 2012 that focuses on improvement and development, which is based on a realistic analysis of the school's situation. The school has achieved some of its strategic goals: examples include

the improved behaviour of some students, the improvements to classrooms and school environment, particularly in the first cycle, and, to a lesser extent, raised levels of student achievement and staff professional competency. Although the school evaluates most of its educational activities and practices, its evaluation is not always accurate, despite its efforts to evaluate classroom observations. The school management inspires its teachers, encourages them to work collaboratively and provides training programmes to raise their professional competency. The programmes have not had a clear impact on improving performance in all aspects, particularly in teaching and learning. The school's managers make appropriate use of its facilities and educational resources to meet the educational needs of students, although it lacks an equipped computer classroom, a school-owned sports hall and a learning resources technician. The school responds to the suggestions of students and their parents if resources allow.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The capacity of the school to improve and develop is satisfactory. The school's leaders work to a strategic plan, which was drafted after an analysis of the school's situation. Some of the plan's goals and objectives have been achieved. The school uses self-evaluation on most of its educational activities and practices; its assessment is not always accurate, however. In recent years, leadership efforts have been focused on improving and developing educational practices through using the results of self-evaluation, instilling discipline and making the school environment more attractive. The school still faces challenges such as the multicultural background of students and the low achievement standards of students who join the school.

The school's main strengths and areas for development

Main Strengths

- Regular attendance and punctuality
- Students' contribution to school life
- Using the classroom environment to enrich the curriculum, especially in the first cycle
- Inducting new students
- Meeting personal needs.

Areas for development

- Self-evaluation
- Considering individual differences
- Challenging students' abilities
- Developing analytical thinking skills.
- Developing basic skills in Arabic, English and Mathematics
- Linking subjects in the first cycle
- Use of assessment in lessons
- Support and guidance, particularly for students whose mother tongue is not Arabic.

What the school needs to do to improve

In order to improve further, the school should:

- Develop learning and teaching strategies while taking into consideration:
 - Developing basic skills in Arabic, English and Mathematics
 - Challenging students' abilities
 - Using assessment to meet the educational needs of all students
 - Developing analytical thinking skills
 - Linking between subjects in the first cycle.

- Apply more accurate and comprehensive self-evaluation

- Introduce more effective support and guidance programmes, especially for students whose mother tongue is not Arabic

- Address the shortages in staffing and physical resources.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory