



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

Schools Review Unit Review Report

**Al Busaiteen Primary Girls School
Busaiteen - Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 19-21 April 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 eight Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 886

Age range: 6 to 12 years

Characteristics of the school

Al Busaiteen Primary Girls School is one of the Muharraq Governorate schools. The age range in the school is from 6 to 12 years, and there are 886 students. Most students come from limited-income families. Students are distributed across 28 classes: five classes for most levels and four classes for the primary fourth and fifth grades. The school categorises 268 of its students as talented and creative, 243 as outstanding, 24 as having learning difficulties and 11 students are in the merged class. The Principal is in her fourth year at the school. There are 12 administrative staff and 55 teaching staff. The school has vacancies for senior teachers of Mathematics, English and Science. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Al Busaiteen Primary Girls School is satisfactory. It has good aspects in the personal development of students, curriculum enrichment, student support, and leadership and management. Students and their parents are very satisfied with the school.

The students' academic achievement is satisfactory. Most students achieve high pass rates and proficiency levels in school examinations. Their performance in most lessons, however, is no more than satisfactory; teaching methods vary in their effectiveness and students' mastery of basic skills in some subjects varies. The results of the first cycle students have improved over a three-year period but those of the second cycle students have declined slightly. Some students achieve levels that match their abilities: the care given to lower-achieving students by the special educational needs specialist; the implementation of some educational programmes; the participation of talented and outstanding students in competitions and various activities; and the care given to students in the merged class all contribute to this. In lessons, however, students do not always make the progress of which they are capable as their individual differences are not usually considered in activities.

Students' personal development is good. Most students attend school regularly and punctually. Most of them participate enthusiastically in various school activities and programmes that allow them to develop their personal and mental abilities. Students are not always given similar opportunities in lessons, especially in satisfactory and inadequate lessons, which affects their level of personal development. Most students have good relations with school staff and feel safe in the school. Students show awareness by treating each other with mutual respect and by looking after the school environment.

The quality of the teaching and learning processes is satisfactory. The teachers are well acquainted with the study materials, which is particularly reflected in good and outstanding lessons. In these lessons, class management is effective and varied teaching and assessment strategies are used. Students are placed at the centre of the educational process in these lessons, where their abilities are appropriately challenged. Students make good progress and acquired skills, concepts and knowledge in such lessons. In the rest of the lessons, especially in the second cycle, students' roles are limited to answering direct questions that focus on lower thinking skills without challenging or considering their different abilities.

Assessments tend to be verbal in these lessons. These weaker teaching strategies affect students' achievement to a varying degree. Group work is used in most lessons, but its effectiveness varies because of the different levels of planning and execution. Teachers assign students suitable homework and activities but the work tends to be the same for all students and does not consider students' different levels of ability.

The quality of curriculum enrichment is good. The curriculum is enriched through various extra-curricular activities that expand students' experiences and nurture their talents. The school reinforces students' understanding of their rights and responsibilities and their sense of citizenship by using the morning assembly, celebrating festivals and national days and using school committees, all of which help to develop students' personal traits. The school focuses appropriately on its environment and making it conducive to learning by looking after it well and displaying educational posters. The school also celebrates students work, which helps to increase their motivation to learn. Curriculum subjects are linked appropriately in most lessons of the first cycle. Students acquire basic skills in most subjects satisfactorily; their skills in English are not as good, especially in the second cycle and their proficiency in reading and writing English is weak.

The quality of guidance and support for student is good. New students are inducted well when joining the school. The social guidance division arranges class visits to intermediate schools to prepare students for the next stages of their education. Students' personal needs are identified and met to the best of the school's ability. Their educational needs are also met by the special educational needs specialist and through other means such as the merged class, projects for students whose mother tongue is not Arabic, remedial classes for lower-achieving students and the participation of talented and outstanding students in various activities and competitions, all of which have contributed to the progress of these groups. Support in lessons is not as effective, especially for students in the second cycle. The school puts great effort into helping students solve their problems. It runs programmes to promote values that contribute to students' positive behaviour. The school uses varied channels effectively to communicate regularly with parents, which parents appreciate. The school provides a safe and secure environment for staff and students by considering safety and security aspects appropriately.

The quality of leadership and management is good. The school has a clear vision and mission, which most staff were involved in developing and with which most staff are very familiar. The school has a three-year strategic plan with goals that were identified after an analysis of the school's situation. The plan has helped bring about improvement in students' personal development and the school environment, but has not had a consistent effect on students' achievement. The school monitors all aspects of its work and is clearly aware of its strengths and areas for development. It has made clear efforts to use school facilities and resources to raise students' academic and personal standards. The school's actions to cover for staff shortages, such as motivating its staff, supporting educational projects and

delegating responsibilities, have helped motivate staff to improve. The school identifies the training needs of its staff and meets them adequately, although the effects of training are not reflected in the performance of some teachers. The school involves students and their parents in the school's work and responds to some of their suggestions, which is reflected in their approval of the school.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to develop and improve is good. The school has a strategic plan that focuses on development and was built around a comprehensive and accurate evaluation of the school's situation. The plan has had an effect on performance in many aspects, especially students' personal development. It has also influenced improvements such as spreading the strategic planning culture, developing the school environment and supporting educational projects. Although the school faces challenges such as the multi-cultural background of students and a shortage of senior teachers, it is able to improve its performance because of the awareness of its leaders and its well-planned work to reach good solutions.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Examination results
- Students' awareness
- Support for different student groups outside lessons
- Using educational facilities and resources
- Meeting personal needs
- Induction programmes
- Extra-curricular activities.

Areas for development

- Supporting students in lessons
- Acquisition of basic skills in English
- Considering individual differences in lessons and homework
- Developing higher thinking skills
- Challenging students' abilities
- Cooperative work.

What the school needs to do to improve

In order to improve further, the school should:

- Improve the teaching and learning processes to include:
 - Considering individual differences in lessons and homework
 - Developing higher thinking skills
 - Challenging students' abilities
 - Students' acquisition of basic skills in English
 - Giving students the opportunity to work together more effectively.
- Use assessment and its findings to meet students' educational needs, especially in lessons
- Fill the vacancies for senior teachers of Mathematics, English and Science.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good