



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

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

**Al-Budaiya Primary Boys School  
Bani Jimrah – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 9-11 April 2018**  
SG133-C3-R179

## Introduction

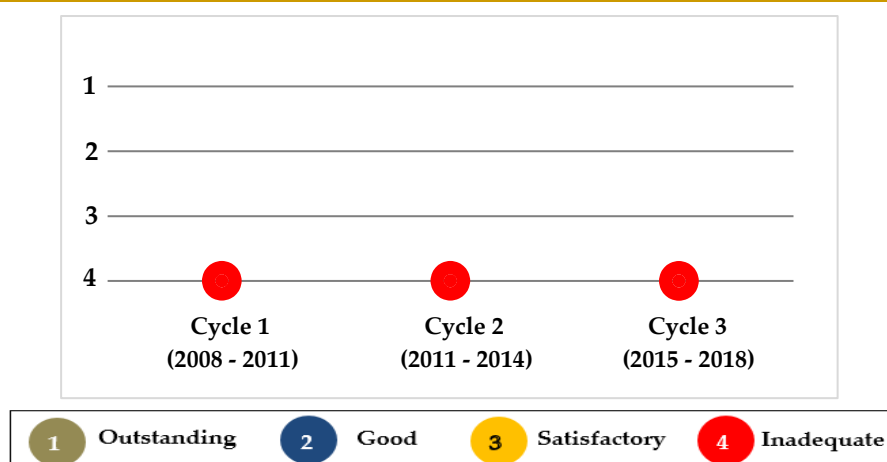
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	-	-	4
	Students' personal development	3	-	-	3
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

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### 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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Only limited use is made of strategic planning processes, including self-evaluation, to try to raise the overall performance of the school. Professional development programmes have little impact on developing teaching practices and students' academic achievement. However, adequate improvement is achieved in students' personal development.</li> <li>• Students' standards are inadequate in approximately one third of core subjects' lessons. Their acquisition of</li> </ul> | <ul style="list-style-type: none"> <li>basic skills is limited in the majority of subjects.</li> <li>• The majority of teachers use ineffective teaching and learning strategies, with weak management of learning time and insufficient use of assessment results to support students' needs.</li> <li>• Students behave appropriately and are committed to citizenship and Islamic values.</li> <li>• The extracurricular activities and students' committees provided meet the interests of the majority of students. However, students' academic support</li> </ul> |
|---|---|

programmes both in and out of lessons are not effective, particularly for the low achievers.

- Although the school makes an effort to ensure the safety of students at

dismissal time, the location of the school's gate on a busy one-way residential street is a safety concern.

- Parents and students are generally satisfied with the school's provision.

## Main positive features

- Students appropriate behaviour and adherence to Islamic and citizenship values.
- The suitable range of extracurricular activities and students' committees provided to reinforce the interests of the majority of students.

## Recommendations

- Seek immediate external intervention from the relevant parties at the Ministry of Education (MoE) to support the school's efforts to:
  - ensure the stability of the senior and middle leadership
  - reinforce the school's efforts and procedures to ensure a safer dismissal for students
  - maintain the school's premises and address the shortfall in facilities, particularly a gymnasium, learning resources centre and shaded playgrounds, particularly the one used for the morning assembly.
- Raise students' academic achievement and develop their skills in core subjects.
- Use strategic planning to further increase the effectiveness of teachers' professional development programmes in order to develop teaching and learning processes that focus on:
  - effective implementation of learning strategies
  - assessment for learning and using its results to meet students' academic needs
  - utilising learning time effectively.
- Support students of all categories both in and out of lessons.

## Capacity to improve 'Inadequate'

### Judgement justifications

- The school is judged as inadequate in all of the three reviews as a result of the limited impact of its strategic planning

on raising its overall performance, except for the adequate progress made in students' personal development.

- The school requires intervention from the relevant party at the Ministry of Education to assist in handling the various challenges, namely:
    - the lack of stability in leadership since the last review
    - the old school campus and the shortage of some facilities and shaded areas
    - ensuring the safety of students' dismissal.
  - Students' basic skills in core subjects are weak, particularly in English and Arabic Cycle 2.
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- The impact of the professional development programmes is ineffective on teachers' performance in almost one third of lessons, where a great focus is placed on procedures rather than learning.
  - The school's judgements in the Self-Evaluation Form (SEF) are not consistent with those reached by the review team in the vast majority of aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	البيدع الابتدائية للبنين													
Name of the school (English)	Al-Budaiya Primary Boys													
Year of establishment	1935													
Address	Building 15, Al-Janabiya Main Avenue, Block 541													
Town / Village / Governorate	Bani Jimarh/ Northern													
School's Contacts	17691332				Fax		17967737							
School's e-mail	budeya.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		765		Girls		-		Total		765			
Students' social background	The majority of students are from middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	4	6	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11													
Number of teaching staff	63													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One Semester													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for mathematics in Cycle 2 and English for Grade 6.</li> <li>• BQA National Examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointment of three School Principals within the past two academic years 2016-2017 and 2017-2018.</li> <li>• Major appointments and transfers to the school within the academic year 2017-2018, represented by: <ul style="list-style-type: none"> <li>- School Principal</li> <li>- a second Assistant Principal</li> <li>- senior teachers for: Arabic, mathematics and English in December 2017, and the appointment of the senior science teacher in February 2018</li> <li>- 8 teachers: 4 for class teaching, 1 for science, 2 for mathematics and 1 for Arabic</li> <li>- learning resources specialist and a second social counsellor in April 2018.</li> </ul> </li> </ul>