



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

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

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

**Date of Review: 25-27 April 2016  
SG043-C3-R064**

## Introduction

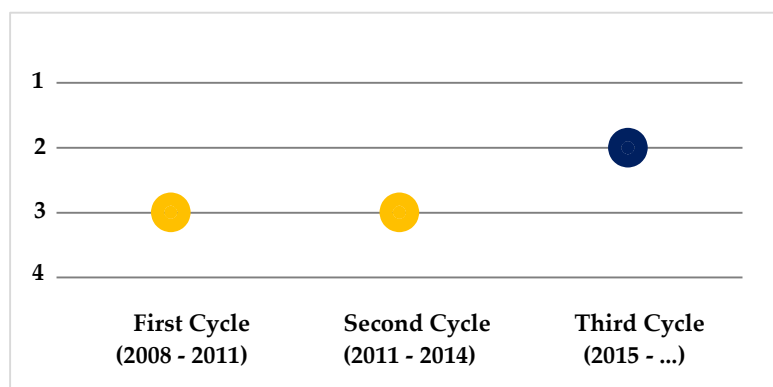
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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	-	2	-	2
	Students' personal development	-	1	-	1
Quality of processes	Teaching and learning	-	2	-	2
	Students' support and guidance	-	1	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	-	1	-	1
Capacity to improve		1			
The school's overall effectiveness		2			

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 'Good'

#### Judgement justifications

- Since the last review the school's performance has improved from satisfactory to good in the aspects of academic achievement and teaching and learning, and from good and satisfactory to outstanding in the rest of the aspects.
- Accurate and comprehensive self-evaluation leads to the development of effective strategic and operational plans. Monitoring and development of the plans is constant and in accordance with the improvement priorities.
- Efficient teaching and learning strategies are employed in the good and outstanding lessons, which

account for about two thirds of all lessons. Mathematics, science and Arabic lessons are particular examples. The employment of these strategies appears to be appropriate in satisfactory lessons, English being a specific example, as a result of disparity in:

- benefiting from the results of assessment for learning, especially concerning low achieving students
- students' acquisition of basic English skills
- considering differentiation in activities and written works.

- The good standards of most students are in line with the high pass and proficiency rates in the majority of lessons.
  - Students' participate with great enthusiasm and motivation in school life. They have high self-confidence and ability to assume leadership roles and responsibilities. Furthermore, they work together in harmony, demonstrating good behaviour and being committed to Islamic values,
- which shows in their great respect for teachers and peers.
- The counselling and guidance programmes are effective, greatly strengthening students' sense of security. Both students and parents are satisfied with the school's provision.
  - The various extra-curricular activities help in boosting students' experiences, developing their interests and significantly developing their personalities.

## Main positive features

- The leadership is deeply aware of the school's situation, which shows in their accurate and comprehensive self-evaluation results, which are used in identifying development priorities and continuously planning for improvements in school performance.
- Students enthusiastically participate in school life, have significant confidence and ability to assume leadership roles and responsibilities, behave well and work in harmony together.
- The advice and guidance programmes are outstanding, as is the diversity of extra-curricular activities that enhance both the school curriculum and students' experiences, contributing to students' personal development.
- The professional development programmes are effective, contributing to the improvement of most teachers' performance, thereby the progress of students in lessons and written works.

## Recommendations

- Continue implementing and applying the outstanding practices and leading-edge projects in all aspects of schoolwork.
- Spread the excellent and good educational practices to build the students' achievements towards academic excellence, and develop teaching and learning processes to further focus on :
  - providing students with the basic skills in English

- utilising assessment results to meet the educational needs of the different categories of students, especially low achievers
- considering differentiation in activities and written works.
- Fill the shortage in human resources represented by senior teachers for all academic departments, and a nurse.

## □ Capacity to improve 'Outstanding'

### Judgement justifications

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|--|--|
| <ul style="list-style-type: none"> <li>• The school leadership is deeply aware of its situation. There are extensive quality procedures and a culture of change, with well organised administrative operations. The leadership learns from exceptional practices in learning communities and keeps abreast of the latest educational developments in order to improve the school's overall performance from 'Satisfactory' to 'Good'.</li> <li>• The school's leadership shows great ability in making exceptional improvements in the aspects of personal development and support and guidance, where it has focused on the diversity of extra-curricular activities and educational programmes which has contributed to students' personal development and fulfillment of their different educational needs according to their categories.</li> <li>• The self-evaluation's accuracy and comprehensiveness of school procedures have helped in developing the strategic plan, which includes clear accurate performance indicators. The</li> </ul> | <p>plan focuses on improvement and development priorities and is implemented and monitored in accordance with efficient procedures.</p> <ul style="list-style-type: none"> <li>• The school's judgments in the self-evaluation form match the judgments reached by the review team in most of the review aspects.</li> <li>• The effectiveness of professional development programmes shows in improving the performance of most teachers and the progress of students in lessons and written works.</li> <li>• The school leadership shows high capability in facing challenges. For instance, overcoming the shortage of senior teachers in all departments, by preparing and training a competent second middle leadership line, which became highly effective in spreading educational practices. Another example is the organisation of a secure arrival and departure mechanism to manage the traffic jam at the school's gates, thereby ensuring students' safety.</li> </ul> |
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## Appendix: Characteristics of the school

Name of the school (Arabic)	البيستين الإعدادية للبنات													
Name of the school (English)	Al-Busaiteen Intermediate Girls													
Year of establishment	2003													
Address	Building 147 - Road 20 - Block 224													
Town /Village / Governorate	Al-Busaiteen/ Al-Muharraq													
School's Contacts	17324090	17332546	Fax	17323476										
School's e-mail	albusaiteen.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys	-			Girls	558			Total	558				
Students' social background	Most students come from limited-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	6	6	5	-	-	-	
Number of administrative staff	19													
Number of teaching staff	56													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One semester													
External assessment and examinations	MoE examinations - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>• New appointments in the school year 2015-2016: <ul style="list-style-type: none"> <li>- a school Principal</li> <li>- an Assistant Principal</li> <li>- a social counsellor</li> <li>- 14 teachers; out of which, 3 for Arabic, 2 for mathematics, 1 for science, 3 for English and 2 for Islamic education.</li> </ul> </li> </ul>													