



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

**Date of Review: 9–11 December 2013
SG134-C2-R140**

Table of Contents

| | |
|--------------------------------------------------------|----------|
| Directorate of Government Schools Reviews | 1 |
| Introduction | 2 |
| Characteristics of the school | 2 |
| Table of review judgements awarded | 4 |
| Review judgements | 5 |
| Overall effectiveness | 5 |
| The school's main strengths | 6 |
| Recommendations | 7 |

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 ten 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 | | Al-Busaiteen Primary Boys School | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | |
| Year of establishment | | 1961 | | | | | | | | | | | |
| Age range of students | | 6-12 years | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | |
| | | 1 - 6 | | | | - | | | | - | | | |
| Number of students | | Boys | 872 | Girls | - | | | | Total | 872 | | | |
| Students' social background | | - | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | 5 | 4 | 5 | 5 | 5 | 6 | - | - | - | - | - | - |
| Town /Village | | Al-Busaiteen | | | | | | | | | | | |
| Governorate | | Muharraq | | | | | | | | | | | |
| Number of administrative staff | | 11 administrative and 2 technicians | | | | | | | | | | | |
| Number of teaching staff | | 75 | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | |
| Principal's tenure | | 3 Months | | | | | | | | | | | |
| External assessment and examinations | | MoE English language examinations for Grade 6 & 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 | | |
| | | 54 | | | 28 | | | 2 | | | 69 | | |
| Major recent changes in the school | | <ul style="list-style-type: none"> • New appointments in the current academic year 2013/14: <ul style="list-style-type: none"> - school Principal - two Assistant Principals - new teachers, one for each core subject and two class teachers. • transferring Grade 5 students from Hassan Bin Thabet School to this school in the current academic year. | | | | | | | | | | | |

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

The school's effectiveness has changed from Satisfactory in the previous review in March 2010 to Inadequate in this review. This is attributed to poor performance in all work aspects, with inaccurate and scarce self-evaluation, inability to set development priorities and poor implementation of the strategic plan. The result is a decline in the effectiveness of teaching and learning processes, especially in strategies, assessment methods and class management which have failed to motivate students. Therefore they achieve less than the expected levels in both cycles, with low basic skills and poor personal development. Support and guidance programmes provided to students are not effective, particularly for those with special needs or physical disabilities. The school's communication with parents about their children's progress achieves the satisfaction of both students and parents.

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

Grade: 4 Inadequate

The school's capacity to improve and develop has changed from Satisfactory in the previous review to Inadequate this time. A number of challenges are evident in the instability of both administrative and teaching staff, insufficient senior teachers for most subjects, inaccurate self-evaluation and the resulting inability to benefit from its results in assessing school development priorities. Monitoring mechanisms to verify the achievement of strategic goals are absent, as are those for measuring the effect of professional development programmes. Behavior management programmes lack effectiveness, resulting in increased quarrelling among students and cases of beating and neglect by teachers against which the school has not taken sufficient measures. There has been a lack of improvements throughout recent years. The school's capacity to improve is therefore inadequate and requires urgent external intervention.

The school's main strengths

- Communication with parents to inform them of their children's progress.

Recommendations

In order to improve, the school should:

- obtain urgent external help and support, to ensure raising the school's performance level and managing staff effectively
- implement accurate self-evaluation, comprehensive to all aspects of school work, and use its results in developing and monitoring the strategic plan
- raise students' academic achievement by the development of teaching and learning processes to include:
 - effective implementation of various teaching and learning strategies
 - development of basic skills in all subjects
 - implementing assessment methods to improve learning
 - productive class management.
- develop students' personal skills such as self-confidence, awareness of roles and duties and accountability for their own learning
- provide the necessary support to all students, especially those with special needs and physical disabilities.