



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 7-9 November 2016
SG134-C3-R081**

Introduction

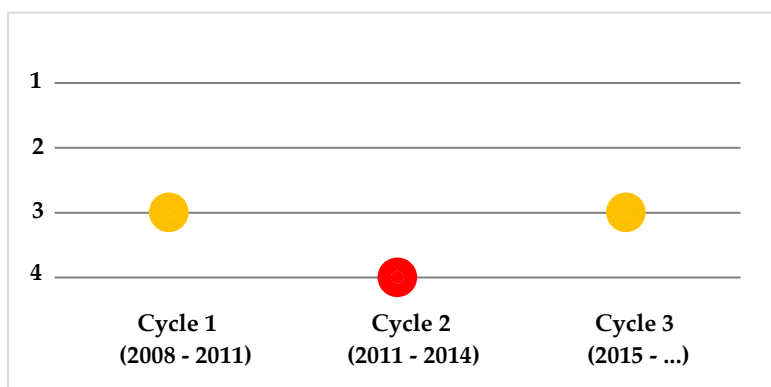
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		2			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

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 'Satisfactory'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The school's performance level has improved from 'Inadequate' to 'Satisfactory' in academic achievement and teaching and learning, and from 'Inadequate' to 'Good' in the other aspects. • The self-evaluation is efficient, accurate and comprehensive. The results are used to develop the strategic and action plans, and monitor their implementation and development effectively according to improvement priorities. • Students' levels in lessons vary, as they appear to be good in mathematics but | <ul style="list-style-type: none"> inconsistent in the rest of the core subjects with English being the lowest. • The employment of teaching and learning strategies is adequate in the satisfactory lessons, which cover half of the core subjects' lessons. These lessons are affected by teachers' management of learning time, inconsistent use of assessment results in meeting students' educational needs, especially for low achieving students, and in the use of differentiation in activities and homework. • Most students enthusiastically and confidently participate in school life. They assume leadership roles, |
|---|--|

demonstrate good behaviour and show respect for the opinions and values of others.

- The personal and academic support provided to students outside classrooms is effective, including regular remedial,

enrichment and mentoring programmes, which enhance students' academic and personal development, and achieve students' and parents' satisfaction with the school's provision.

Main positive features

- The accurate and comprehensive self-evaluation and use of its results in strategic planning.
- Most students are self-confident, assume leadership roles in school life, demonstrate good behaviour and show respect for the opinions and beliefs of others.
- The academic and personal support the students receive outside classrooms, which enhances their personal and academic development.

Recommendations

- Provide students with core subjects' basic skills, especially in English.
- Further monitor the impact of professional development programmes on the development of teaching and learning, so as to include:
 - employing effective teaching and learning strategies, especially in the Cycle 1
 - efficient management of learning time
 - benefiting from the results of assessment in meeting the educational needs of students, especially low achievers
 - differentiation in activities and homework.
- Address the shortage in human resources represented by senior teachers for class teaching, English and science, and a social councillor.

Capacity to improve 'Good'

Judgement justifications

- The leadership is aware of the school situation and its systematic administration is based on shared decision-making. A team spirit prevails, benefiting from competent

teachers in managing developmental projects and school committees, with learning communities spreading good practices across the school, which

resulted in preparing a second line of school leaders.

- The leadership's ability to introduce effective improvements that focuses on diversity of extra-curricular activities, effectiveness of mentoring and educational support programmes. These contribute to enhancing students' personal development and meeting their educational needs to a level that is judged as 'Good'. The effective professional development programmes have also contributed to the improvement in teaching and learning.
- Strategic planning is accurate and comprehensive, focusing on

development priorities, which are based on clear and accurate performance indicators.

Implementation is monitored through specific work mechanisms.

- There is consistency between the school's evaluation of its situation in the self-evaluation form (SEF), and the judgments of the review team in most aspects.
- The school's leadership has the ability to overcome the challenges represented by non-Arabic-speaking students and the shortage in senior teachers for most departments as well as in social counselor.

Appendix: Characteristics of the school

Name of the school (Arabic)	البيسيتين الابتدائية للبنين													
Name of the school (English)	Al-Busaiteen Primary Boys													
Year of establishment	1961													
Address	Building 502 - Road 2113 - Block 221													
Town /Village / Governorate	Al-Busaiteen/ Al-Muharraq													
School's Contacts	17322688				Fax		17323793							
School's e-mail	busaiteen.pr.b@moe.gov.bh													
School's website	-													
Age range of students	7-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	945				Girls	-				Total	945		
Students' social background	Students come from limited to middle-income family backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	4	5	5	5	6	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13													
Number of teaching staff	80													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One and a half year													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for mathematics in the Cycle 2 and Grade 6 English. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Changes in the current academic year 2016-2017: <ul style="list-style-type: none"> - appointing a new Assistant Principal - opening an integrated class for students with special needs.