



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

Directorate of Government Schools Reviews

Short Review Report

**Badr Al Kobra Primary Boys School
Isa Town - Southern Governorate
Kingdom of Bahrain**

Date of Review: 2-4 May 2017

SG097-C3-R121

Introduction

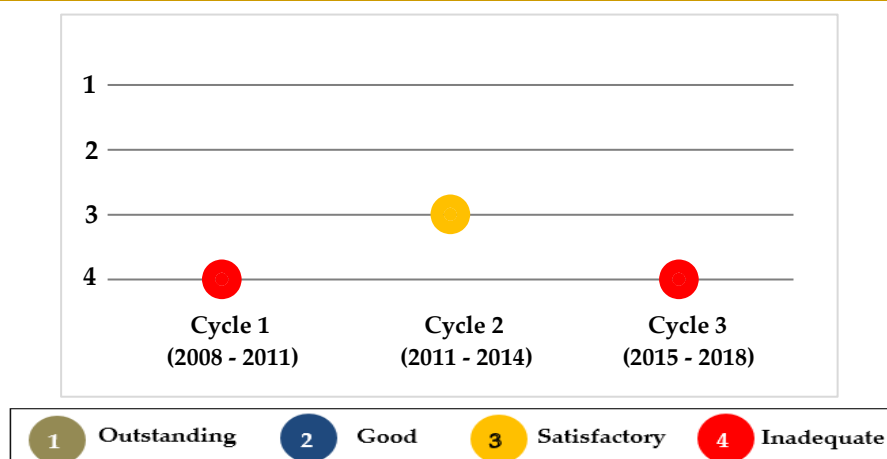
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	4	-	-	4
	Students' personal development	4	-	-	4
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

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

- The overall performance of the school in all aspects has changed from satisfactory to inadequate.
- Self-evaluation is not comprehensive or accurate, and lacks relevance to the latest developments in the school. This has a negative impact on setting work priorities and building the strategic plan along with clear performance indicators. Implementation of the plan and follow-up mechanisms are weak.
- Students' basic skills in school subjects are weak, which negatively affects their standards in lessons.
- The effectiveness of professional development programmes is limited and following up the impact on teachers' implementation of teaching and learning strategies is insufficient. Classroom management is poor. Assessment methods are used ineffectively to meet the needs of students, particularly low achievers, both in lessons and written work which teachers are inconsistent in correcting accurately.
- Ineffective support programmes are provided for students, whether high-achieving, gifted and talented or low-achieving. The support provided to integrated students, those with speech or learning difficulties and non-native speakers of Arabic is inconsistent.
- Some students lack social awareness and their inappropriate behaviour shows in the many violent quarrels

among them and lack of respect for their teachers, which is not sufficiently modified by school programmes and projects.

- School programmes and extra-curricular activities that enhance students' experiences, interests and

develop their self-confidence are limited.

- Support provided to students with disabilities is appropriate.
- Students and parents are satisfied with the school's provision.

Main positive features

- Support provided to students with disabilities.

Recommendations

- Intervention by the relevant authorities in the Ministry of Education to:
 - provide support to raise the overall performance of the school in all its aspects, particularly in managing the behaviour of students
 - fill the shortage in human resources represented by a senior teacher for mathematics, 3 teachers for class teaching, and specialists for excellence and talents and for the learning resources centre.
- Implement an accurate and comprehensive self-evaluation, and use of its results in prioritising school work, developing the strategic plan and following it up with accurate mechanisms.
- Raise students' academic achievement and develop their basic skills in all core subjects.
- Improve professional development programmes and monitor their impact on teaching and learning processes, to include:
 - effective implementation of teaching and learning strategies
 - productive classroom management
 - implementing a range of assessment methods and benefiting from their results in supporting students of all categories and meeting their educational needs, both in and outside lessons, while accurately correcting their written work.
- Develop students' self-confidence and enhance their experiences and interests through various classroom and extracurricular activities.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is not able to improve or maintain its overall performance, which | has declined in all aspects from satisfactory to inadequate.

Improvements are currently focused on providing a safe and healthy environment for students.

- Strategic planning is inaccurate. This includes self-evaluation, which negatively impacts the setting of work priorities and the development of the strategic plan.
- The school faces many challenges, namely:
 - students' low academic standards and their weak basic skills
 - some students lack of awareness and their inappropriate behaviour
 - the many special cases of students, (both social and psychological) close to 85 in number, who require a

particular treatment and diligent follow-up

- the shortage in human resources represented by a senior teacher for mathematics, 3 teachers for class teaching, and specialists for excellence and talents and for the learning resources centre.
- The impact of professional development programmes does not show in the performance of most teachers, especially in the inadequate lessons.
- The school's judgements of its performance in all aspects of the Self-evaluation Form do not match the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	بدر الكبرى الابتدائية للبنين														
Name of the school (English)	Badr Al-Kobra Primary Boys														
Year of establishment	1982														
Address	Building 739 - Road 1401 - Block 814														
Town / Village / Governorate	Isa Town/ Southern														
School's Contacts	17687457				Fax				17683328						
School's e-mail	bader.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-11 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				-				-						
Number of students	Boys	573				Girls	-				Total	573			
Students' social background	Most students come from low and 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	-	-	-	-	-	-	-		
Tracks	Grades	Distribution of classes on Tracks													
	Grade 10	-													
	Grade 11	-													
	Grade 12	-													
Number of administrative staff	6 administrative and 17 technicians														
Number of teaching staff	58														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	3 Years														
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations in Grade 4 and 5 mathematics. BQA national examinations. 														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> Changes in the academic year 2016-2017: <ul style="list-style-type: none"> two social workers were transferred in March and replaced with one substitute 3 class teachers retired in January and were not replaced. 														