



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

Directorate of Government Schools Reviews Short Review Report

Confidential

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

Date of Review: 1-3 April 2013

SG097-C2-R097

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The 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 eight 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		Badr Al-Kobra Primary Boys School															
School's type		Government															
Year of establishment		1982															
Age range of students		6-11 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-5				-				-							
Number of students		Boys	541	Girls	-	Total				541							
Students' social background		Most students come 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	-	-	-	-	-	-	-				
Town /Village		Isa Town															
Governorate		Central Governorate															
Number of administrative staff		10 administrative and 30 technicians															
Number of teaching staff		58															
Curriculum		Ministry of Education															
Main language(s) of instruction		Arabic															
Principal's tenure		5 years															
External assessment and examinations		QQA's 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			
		271				78				5 autistic students				87			

Major recent changes in the school	<ul style="list-style-type: none">• Appointments during the current academic year 2012-13:<ul style="list-style-type: none">- a senior teacher for Arabic language- 7 teachers (3 in English, 1 in each of mathematics, Arabic, ICT and design & technology).• Appointments during the previous academic year 2011-12:<ul style="list-style-type: none">- an assistant principal- 4 social counselors.
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

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: 3 Satisfactory

The school's performance has changed from inadequate in the previous review in January 2010 to satisfactory this time, following two monitoring visits (MVs); achieving 'sufficient progress' in the second. All aspects of the review are satisfactory. The majority of students achieve expected levels and acquire practical skills in good lessons, especially in mathematics in both cycles. Levels vary in other core subjects, especially in the first cycle, due to varying levels of support, class management, variations among students and low effectiveness of assessment. Students' observance of values and understanding of Bahraini culture and heritage stands out during participation in school activities. The administration utilises teaching resources to enrich the curriculum and provides a safe and attractive environment which, with participatory decision making and delegated authorities, achieves good satisfaction levels by students and parents.

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

Grade: 3 Satisfactory

The school's capacity to develop and improve has changed from inadequate in the previous review to satisfactory this time. This is attributed to the school administration's efforts to improve school performance through work priorities and strategic planning based on self-evaluation of all aspects of school work. The application of teaching dynamics and provision of programmes and activities enrich students' experiences, especially in the autism classroom. The majority of teachers are inspired to keep up with educational development and employ teaching and learning strategies which reflect variedly in students' academic achievement. Efforts are made to guide students' conduct by implementing an effective behaviour adjustment programme, contributing significantly to reducing behavioural problems. Through these efforts, the school is capable of accomplishing better academic and educational achievements.

The school's main strengths

- Students' induction programmes and their participation in school activities
- Students' observance of values and understanding of Bahraini culture and heritage
- Employing teaching resources to enrich the curriculum
- Providing a safe and attractive school environment.

Recommendations

In order to improve, the school should:

- raise students' academic achievement by improving the teaching and learning processes in terms of:
 - developing basic skills, especially in Arabic, English and science
 - making the teaching process student-centred
 - promoting class management
 - using effective assessment
 - considering individual differences in lessons and homework assignments.
- support students of different educational categories inside and outside the classroom.