



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

Directorate of Government Schools Reviews Short Monitoring Visit Report

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

Date of first monitoring visit: 27 February 2018

Date of last review: 2-4 May 2017

SG097-C3-Ma027

Introduction

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Government Schools Reviews (DGS) of the Education and Training Quality Authority (BQA) to verify the improvements that it enacted according to the recommendations of the last review visit. During the monitoring visit, improvement in students' performance is evaluated during the class observation, the learning walk, scrutiny of their written works and monitoring of general progress.

The Previous Judgement

- The school was judged "Inadequate" in the review visit, which was conducted in May 2017.

Summary of the first monitoring results

The recommendations	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
Recommendation 5	Partial improvement
The monitoring visit overall judgement	In progress
<ul style="list-style-type: none">• The school needs a second monitoring visit after six months.	

The overall outcomes of the visit

In order to have sufficient measures and improvements, the school is required to:

- Continue to seek intervention by the relevant parties at the Ministry of Education (MoE), in order to:
 - receive support and guidance; to raise the school's overall performance
 - address the shortage in human resources, represented by: a senior teacher for mathematics teacher, 3 teachers for class teaching, gifted and talented specialist, and a learning resources centre specialist.
- Continue to implement an accurate self-evaluation and benefit from its results in identifying schoolwork priorities, as is developing the strategic plan and monitor its implementation through rigorous mechanisms.
- Continue to raise students' academic achievement level and develop their basic skills in all core subjects.
- Continue to develop professional development competency programmes and monitor their impact on teaching and learning, so as to include:
 - effective utilization of teaching and learning strategies
 - productive and organized class management
 - use of different assessment techniques, and benefiting from their results in supporting students and meeting their academic needs in and outside lessons, being accurate in marking students' written work.
- Continue to develop students' self-confidence and promote their experiences and interests through different curricular and extracurricular activities.

Additional remarks

- The school is required to further focus on students' acquisition of English basic skills.

Appendix 1: Basic Information about the School

The school name (Arabic)	بدر الكبرى الابتدائية للبنين												
The school name (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				
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				-				-				
Number of students	Boys	562			Girls	-			Total	562			
Students' social background	Most students are from limited to average income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	4	4	4	4	-	-	-	-	-	-	-
Major recent changes in the school	<ul style="list-style-type: none"> Changes in the administrative and academic staff in the school year 2017-2018, namely: <ul style="list-style-type: none"> Retirement of 4 class-teaching teachers with a substitute of one only. 												

	<ul style="list-style-type: none">• Addressing the shortage in human resources, namely:<ul style="list-style-type: none">- two senior teachers for mathematics and English departments- gifted and talented students' specialist- learning resources centre technician- laboratory technician.
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Appendix 2

Table 1: Judgement on how sufficient are the improvements in the recommendation

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	The school does not achieve sufficient improvement in the recommendation. It was not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organizational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues related to health and safety.