



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Barbar Primary Boys School
Barbar - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 18-20 May 2015
SG008-C3-R020**

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six 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	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
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"> • Most students have satisfactory acquisition of basic skills, though this is better in cycle 1 than in cycle 2. Good support is provided for outstanding students, merged students, and those with speech difficulties. However, support provided for low achievers and those with learning difficulties is inconsistent within the programmes offered to them. • Good progress has been made by outstanding and most of Cycle 1 students in lessons, though progress in their written works is only satisfactory. | <ul style="list-style-type: none"> • Most students behave well, achieve harmony with each other and are considerate of the feelings of others. This contributes to their feeling safe and secure. • The school leadership and staff work well in both a professional and social context. They communicate effectively with the local community. • Teachers implement a variety of teaching strategies, but these are mostly teacher-centred and do not manage time properly in some lessons, affecting productivity. Using and benefiting from assessment results to meet students' educational needs and |
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support them according to their different abilities is inconsistent.

- Students and their parents are satisfied with the school, though the

participation of parents in the electronic questionnaire was low.

Main positive features

- Most students are committed to good behaviour and feel safe and secure.
- Support programmes provided to merged students and those with speech difficulties.
- Relationships among the school's stakeholders and, its effective communication with the local community.

Recommendations

- Raise students' academic achievement and develop their acquisition of basic skills in core subjects, particularly in Cycle 2.
- Implement effective teaching and learning strategies which are student-centred, focussing on:
 - using assessment to inform learning according to students' different needs
 - time management for better productivity
 - educational support to students, particularly low achievers and those with learning difficulties.
- Monitor the impact of professional development programmes on teachers' performance.
- Address the shortage in human resources represented in senior teachers of English, science, and a computer specialist.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school's self-evaluation and the use of its results in determining the matrix of priorities to set its strategic plan is appropriate. This is reflected in a satisfactory level in all aspects.
- The school works to make some improvements, such as enhancing most students' positive behaviour, the

efficiency of the merged students' class, and the programme provided for those with speech difficulties. Teachers' performance is also improved by the implementation of e-learning and building positive relations between the school's stakeholders staff and the community.

- The school faces several challenges, including teachers' disparity in the implementation of educational strategies and inconsistency in students' acquisition of basic skills.

There is also a shortfall in senior teachers of English and science and a computer specialist.

Appendix: Characteristics of the school

Name of the school (Arabic)	باربار الابتدائية للبنين													
Name of the school (English)	Barbar Primary Boys School													
Year of establishment	1970													
Address	Building 486 - Road 2417 - Block 524													
Town /Village / Governorate	Barbar - Northern													
School's Contacts	17690718				Fax				17694876					
School's e-mail	barbarprb@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys		478		Girls		-		Total		478			
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	3	3	3	3	2	2	-	-	-	-	-	-	
Number of administrative staff	6													
Number of teaching staff	43													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 months													
External assessment and examinations	MoE's mathematics in Cycle 2 and English for Grade 6 examinations and, QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Changes in 2013-2014 includes: <ul style="list-style-type: none"> - a new Principal - 2 specialists for merged class - inaugurating a class for merged students. 													