



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

**Budaya Primary Boys School
Northern Governorate
Kingdom of Bahrain**

Date Reviewed: 12-14 April 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

| Grade description | Interpretation |
|--------------------------|---|
| Outstanding (1) | This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many. |
| Good (2) | This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes. |
| Satisfactory (3) | This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good. |
| Inadequate (4) | This describes situations where there are major weaknesses which affect the outcomes for student |

Introduction

Scope of the Review

This Review was conducted over three days, by a team of five Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 519

Age range: 6-12 years

Characteristics of the school

Budaya' Primary Boys School is a Northern Governorate schools that was founded in 1935. The age range in the school is from 13 to 15 years and there are 519 students. Most students come from limited-income families. Students are distributed across 20 classes: nine classes for the first cycle and 11 for the second. The school categorises 79 of its students as creative and talented, 93 as outstanding and 44 as having special educational needs. The number of teaching staff is 57. The school lacks some facilities such as a sports hall and a science laboratory. The Principal is in his seventh year at the school.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 4 (Inadequate)

Budaya' Primary Boys School is inadequate in its overall effectiveness. It has gained satisfactory approval from students and their parents.

The students' academic achievement is inadequate. Students achieve high pass rates in most of the core subjects but their actual levels in most lessons do not reflect this. Students do not acquire the basic skills they need and their abilities are not challenged enough in most of the core subjects. The teaching methods used do not take into account students' individual differences and this limits students' ability to progress in lessons according to their different academic levels. Students do not make clear progress in written work and class activities; assignments and activities are not built around an accurate evaluation of students' educational needs. The school carries out diagnostic tests in some core subjects but does not use the findings sufficiently in lessons. Students with special educational needs make progress because of the support given to them; the programmes designed for outstanding and talented students, however, are insufficient.

Students' personal development is inadequate. Most students attend school regularly and punctually and the school takes appropriate action in cases of frequent absence and lateness. The school provides some opportunities for students to develop their self-confidence and ability to take responsibility; these include school activities and internal and external competitions such as a public speaking competition and a library project. Only a few students take part in these activities, however. Students' participation in most observed lessons was minimal: the teacher was at the centre of the educational process, which reduced the opportunities for students to participate. In most lessons, students were not given enough opportunities to develop their self-confidence and take leading roles, which reduced their personal development and motivation for learning; nor were they given enough opportunities to develop their analytical thinking skills. Students generally have good relationships with each other and their teachers outside and inside lessons but some students are concerned about the disciplinary methods used by some teachers, which make them feel less comfortable in the school.

The quality of the teaching and learning processes is inadequate. Although teachers know the study materials they rarely reflect this in the variety of teaching strategies used. More than half the observed lessons were inadequate: teachers tended to use instructional teaching methods that reduced students' motivation for learning, failed to keep students'

interest and hampered their acquisition of basic skills in most subjects. Students' abilities were not challenged enough and their individual differences were not sufficiently considered in lessons, which limited students' ability to progress according to their different academic levels and had a negative effect on their academic achievement. Although lesson objectives are often written on the board teachers do not share them properly with students, who do not have a clear idea of what is required of them in the lessons. In most observed lessons, the pace was slow, activities took longer than needed and the lessons often ended without their objectives being achieved. In most lessons, assessment was limited to simple questioning that measured only lower thinking skills and did not give clear indicators about students' achievement.

The quality of curriculum enrichment and delivery is inadequate. Although the school provides some extra-curricular activities that give students suitable opportunities to broaden their experience, only a few students take part in them. The school enriches the curriculum by using the school environment and displaying some guidelines and educational resources; this was more evident in the first cycle than in the second. The instructional teaching methods that prevail in the school do not contribute to students' acquisition of adequate basic skills in core subjects, although students' information technology (IT) skills were better developed. There is insufficient linking between curriculum subjects, especially in the first cycle.

The quality of guidance and support for students is inadequate. Students are inducted appropriately when they join the school but their preparation for the next stages of education is insufficient. Students' personal needs are met adequately. Their educational needs are measured with diagnostic tests but the school does not use the results sufficiently to support students of different academic levels, especially in lessons. The school does not provide enough enrichment and remedial activities for students and there are no indicators within these activities against which to measure students' progress. Students are given guidance and advice through class observations and meetings with guidance staff, which has helped to reduce misbehaviour cases. Communication with parents is done through allocating some office hours and setting up an open day. The school assesses health and security risks appropriately and provides a healthy and safe environment for students; the school's gate, however, and some of its old buildings and facilities, still pose a potential hazard.

The effectiveness of leadership and management is inadequate. The school has a clear vision and mission that are shared with staff; it has, however, only been put into practice in a limited way. The school's action plan for the current academic year focuses appropriately on essential aspects but has had little effect on raising students' academic achievement and on the teaching and learning processes. The school has worked on assessing its situation using a system of analysis for all departments; its assessment is not accurate, however, especially with regard to the teaching and learning processes and has not helped the school's overall

performance. The school's management inspires staff by encouraging cooperation and some shared decision-making; staff appreciate this attitude and the prevailing atmosphere among staff is positive. The school identifies the training needs of teachers and meets some of them through in-house and external workshops; the effect of these programmes on improving teaching at the school is limited, however, and the school has no system to monitor the effect of training. The school seeks the views of students and their parents about the services it provides and responds to them as best it can.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school's capacity to develop and improve is inadequate. The performance of its educational departments is generally weak: more than half the observed lessons were inadequate, which negatively affected students' academic achievement. The instructional teaching methods that prevail hold back students' achievement and hamper the teaching and learning processes. Despite drawing up an action plan and carrying out some self-evaluation, the school has not accurately identified and addressed the school's priorities of improvement and development. Senior and middle managers have different views about teachers' performance. The school has made only small improvements over the past three years, such as minor modifications in the school environment and the introduction of some extracurricular activities. The school also faces some challenges in its lack of facilities and the age of the school buildings, which could pose a danger to students' safety. These factors makes the school's capacity to improve inadequate without external support.

The school's main strengths and areas for development

Main Strengths

- Students' regular attendance
- Developing a sense of citizenship
- The enrichment of the school environment.

Areas for development

- Strategic planning
- Self-evaluation
- Professional development
- Basic skills
- Considering individual differences
- Teaching and learning strategies
- Higher thinking skills
- Time management
- Developing students' self-confidence in lessons
- Assessment and using its findings.

What the school needs to do to improve

In order to improve further, the school should:

- Address the shortage in the school's facilities and educational resources and continue to press the authorities concerned about the issues that pose a threat to students' safety
- Develop teaching and learning strategies to include:
 - Developing basic skills
 - Considering individual differences in lesson planning and homework
 - Developing students' higher thinking skills
 - Challenging students' abilities
 - Linking subjects in the first cycle
 - Using time in a more suitable manner
 - Giving students suitable opportunities to develop their self-confidence and giving them leading roles in lessons.
- Apply varied assessment methods and use its findings in lesson planning
- Use the findings of self-evaluation to improve the teaching and learning processes and raise students' academic achievement
- Set a strategic plan based on the findings of self-evaluation, using clear and measurable performance indicators
- Develop better professional competency raising programmes to ensure the development of teachers' performance; measure their effect on teaching and learning processes and students' academic achievement.

Overall judgements

| Aspect | Grade: Description |
|--|----------------------|
| The school's overall effectiveness | 4: Inadequate |
| The school's capacity to improve | 4: Inadequate |
| Students' academic achievement | 4: Inadequate |
| Students' progress in their personal development | 4: Inadequate |
| The quality and effectiveness of teaching and learning | 4: Inadequate |
| The quality of the curriculum delivery | 4: Inadequate |
| The quality of guidance and support for students | 4: Inadequate |
| The quality and effectiveness of leadership and management | 4: Inadequate |