



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

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

**Buday'yaa Primary Intermediate Girls School
Buday'yaa - Northern Governorate
Kingdom of Bahrain**

Date of Review: 27-29 October 2014

SG196-C2-R196

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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 ten 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		Buday'yaa Primary Intermediate Girls School												
School's type		Government												
Year of establishment		1958												
Age range of students		6-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-6				7-9				-				
Number of students		Boys	-	Girls	920				Total	920				
Students' social background		The majority are 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	4	3	4	4	4	-	-	-	
Town /Village		Buday'yaa												
Governorate		Northern												
Number of administrative staff		11 administrative, 21 technicians												
Number of teaching staff		93												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		One month												
External assessment and examinations		MoE examinations and QQA 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		
		181				96			3			33		
Major recent changes in the school		<ul style="list-style-type: none"> • 6 principals from 2012-2013 to 2014-2015 • New appointments in 2014-2015 including: <ul style="list-style-type: none"> - principal - 2 assistant principals. 												

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	4	-	4
Students' personal development	4	4	-	4
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	4	4	-	4
The quality of support and guidance for students	4	4	-	4
The quality and effectiveness of leadership, management and governance	4	4	-	4

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: 4 Inadequate

Overall effectiveness changed from 'satisfactory' in January 2011 to 'inadequate' this time. Problems include unclear performance priorities, inaccurate self-evaluation and lack of well-defined leadership roles. The effectiveness of teaching and learning is limited and students' academic achievement is low, with weak acquisition of basic skills. Assessment techniques are not used to meet students' needs, particularly the low achievers. Class management is ineffective, negatively affecting students' participation in lessons and development of their self-confidence. Insufficient support is provided, with programmes and extra curriculum activities being limited. The school's environment and facilities do not match the significantly increasing student numbers and, maintenance is insufficient to ensure safety. Therefore, external support is essential.

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

Grade: 4 Inadequate

The capacity to improve has changed from 'satisfactory' in the previous review to 'inadequate' this time. Despite the fact that the school has recently collaborated with the external improvement team in conducting comprehensive self-evaluation, it still does not reflect reality. This leads to inaccurate planning that does not highlight improvement priorities. Most teaching staff and middle management are stable, but major challenges include the constant turnover of senior leadership with the arrival of another new principal this year, low students' achievement and weak acquisition of basic skills. Middle management has a limited role in improving performance, particularly in monitoring the impact of professional development programmes and the not-fit-for-purpose learning environment that requires major external support to improve.

The school's main strengths

- Students' behaviour and understanding of Bahrain's heritage and culture.

Recommendations

In order to improve, the school should:

- obtain external support to raise its overall performance, maintain the stability of the leadership, monitor and maintain its facilities to match the increasing student population, and ensure a safe healthy learning environment
- implement comprehensive self-evaluation, using the results in setting the strategic plan, and activate all leadership roles across the school to improve the overall quality of performance
- monitor the impact of professional development programmes in developing teaching and learning strategies, including:
 - enabling students to acquire basic skills in core subjects
 - using effective assessment tools and utilising the results to meet students' different learning needs
 - implementing productive class management
 - developing students' enthusiasm to learn, providing adequate opportunities to develop their self-confidence and ability to take responsibility
 - supporting students of different abilities in and outside classes.
- enrich all students' experiences through extra-curricular programmes and activities that meet their needs.