



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

Schools Review Unit Review Report

**Budaiya Primary Intermediate Girls School
Al Budaiya - Northern Governorate
Kingdom of Bahrain**

Date Reviewed: 3 - 5 January 2011

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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 students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of 10 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: Girls

Number of students: 904

Age range: 6-15 years

Characteristics of the school

Budaiya Primary Intermediate Girls School is one of the Northern Governorate schools, and was established in 1958. The age range in the school is from 6 to 15 years, and the total number of students on roll is 904. Most students come from middle-income families. Students are distributed across 27 classes, nine classes for each of the three cycles. The school categorises 31 of its students as talented and creative, 231 as outstanding and 47 as having special needs. The headmistress is in her fourth year at the school. There are 77 teaching staff and 13 administrative staff. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Budaiya Primary Intermediate Girls School is satisfactory. Students and their parents are very satisfied with the school.

The students' academic achievement is satisfactory. Students achieve high pass rates in school and ministry examinations. Their standards in lessons, however, where the teaching methods do not always provide enough opportunities to some students to learn effectively, are not consistently high. Students' acquisition of basic skills is inconsistent. Students make no more than satisfactory progress overall in lessons and in written work; there is variation in how well students' individual differences are taken into account. The talented and outstanding students, and those with learning difficulties, make appropriate progress in the remedial programmes and activities provided to them outside lessons. They are not making enough progress according to their abilities in lessons, however, where the classroom activities provide insufficient opportunities for challenging students' abilities.

Students' personal development is satisfactory. Most students attend school and lessons regularly and punctually. Most of them contribute to school life outside lessons. Extra-curricular activities, such as the cleanliness committee, provide them with good opportunities to express their opinions, show self-confidence and take leadership roles. Students' contribution in observed lessons, however, was inconsistent. Students' analytical thinking skills are developed inconsistently, although in the good and outstanding lessons effective strategies such as fact-finding were employed. Most students show respect to each other and enjoy good relationships with the administrative and teaching staff, based on mutual respect; this contributes to them feeling safe and secure in the school. Nevertheless, a small group of students and their parents are concerned about minor behavioural issues in the school, despite the school's efforts to raise students' awareness. Most students show appropriate awareness for the school environment, with only a few examples of students throwing litter in the school yard during the break and writing on school property.

The effectiveness of teaching and learning is satisfactory. The teachers have good subject knowledge but reflect it inconsistently in their performance and enthusiasm in lessons. About one-third of the lessons observed were good. In these lessons, teachers varied their educational strategies to focus on providing students with the necessary skills, concepts and knowledge, challenging their abilities and measuring their achievements using a range of assessment methods; these approaches have a positive effect on students' achievement and

personal development. Most of the strategies used in satisfactory and inadequate lessons, however, did not place the students at the centre of the educational process and students' abilities were not challenged; students' motivation towards learning was reduced in those lessons. Some teachers run their lessons effectively and provide students with opportunities to work together and learn from one another; roles and responsibilities are not distributed effectively in most of these activities, however, reducing their effectiveness. Students are assigned an appropriate amount of homework but most assignments do not consider the individual differences of students. In the good and outstanding lessons, teachers used a variety of assessment methods, both verbal and written, but the use of assessment was inconsistent in the rest of the lessons.

The quality of curriculum enrichment and delivery is satisfactory. The way the curriculum is delivered makes a satisfactory contribution to providing students with basic skills in the core subjects. Students' science skills are good but their performance in Arabic, English, information and communications technology (ICT) and arithmetic is inconsistent. Linking across different subjects in the first cycle is satisfactory in terms of transferring different knowledge through core subjects. The school enhances students' understanding of their rights, duties and responsibilities. It works to develop a sense of patriotism in students, offering several programmes that are presented in the morning assembly, and festivals and competitions such as 'A Picture from my Home' competition. The school also provides several extracurricular activities that broaden students' experiences and interests: these include activity lessons, competitions such as a short story contest, and various sports programmes, in which most students participate effectively and enthusiastically and which enhance the confidence of some students. The school uses its classrooms and facilities to motivate students to learn by decorating and enriching the school environment in order to make it part of the educational experience; it also celebrates students' work appropriately.

The effectiveness of support and guidance programmes for students is satisfactory. The school inducts new students well through a number of entertainment programmes and events that help them settle in at the school. The programmes to prepare students for the next stages of education are satisfactory. The school evaluates the personal needs of students and meets them well. It is less effective in meeting the educational needs of students, although it runs remedial programmes for lower achievers and enrichment programmes for the outstanding and talented students. Students are allowed to meet those who are concerned with the school and they are provided with several programmes of advice that have benefited the behaviour of some of them. The school regularly communicates with parents to inform them about their daughters' progress. The school ensures that staff and students are working in a safe and healthy environment.

The effectiveness of leadership and management is satisfactory. The school has a vision and mission that focus on achievement and was shared with the staff but its impact on the school's practices and activities is inconsistent. The school also has a strategic plan based on

a diagnosis of the school situation. Although the plan identifies aspects of strength and those in need for development, it lacks success indicators to measure the extent of progress achieved. There are no effective methods of measuring what effect the plan has on improving the school's overall performance, especially with regard to the teachers' performance. The school has evaluated some aspects of its work but does not make regular use of evaluation results to plan improvement activities for its projects and programmes. The school's senior management inspires and motivates staff by building good relationships and working cooperatively with them; this has reflected significantly on the performance of some teachers, particularly in the good lessons. The school provides some programmes to raise the professional competency of teachers but their impact on the performance of some teachers is not significant. The school uses its resources and facilities well. It communicates effectively with parents through educational meetings and the open day. It is less effective at seeking the opinions of students and their parents; this lessens somewhat their satisfaction with the performance of the school.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to develop and improve is satisfactory. The school has a new strategic plan that is based on a diagnosis of the school's situation. Self-evaluation of the different work aspects in the school has helped to identify aspects of strength and those in need of development. The school has brought about some improvements, including making the school environment attractive and motivating to learn, enhancing relationships among the school staff and creating an environment of cooperation and respect; these improvements have had a satisfactory effect on students' academic achievement and personal development. The school still faces some challenges, including the variation in students' achievement levels in the three cycles and the inconsistent teachers' performance.

The school's main strengths and areas for development

Main Strengths

- Standards in school and ministry examinations
- Regular and punctual attendance
- Induction programmes for new students
- Meeting students' personal needs
- Extra-curricular activities
- Developing patriotism
- Employing the school environment.

Areas for development

- Self-evaluation
- Strategic planning
- Professional development programmes
- Standards in lessons
- Teaching and learning strategies
- Considering individual differences in lessons and homework
- Using assessment efficiently
- Providing students with better basic skills
- Challenging students' abilities
- Developing higher thinking skills
- Cooperative learning.

What the school needs to do to improve

In order to improve further, the school should:

- Include performance indicators in the strategic plan and monitor their impact on the overall performance of the school.
- Develop teaching and learning strategies to include:
 - Using assessment results to meet students' educational needs
 - Providing students with better basic skills
 - Considering individual differences in lessons and homework
 - Developing higher thinking skills
 - Challenging students' abilities
 - Making more effective use of cooperative learning.
- Use self-evaluation results regularly to help improve performance.
- Monitor more closely the impact of professional development programmes on teachers' performance.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory