



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Buri Primary Boys School
Buri – Northern Governorate
Kingdom of Bahrain**

Date of Review: 1-3 April 2013

SG179-C2-R098

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The 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 six 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		Buri Primary Boys School											
School's type		Government											
Year of establishment		1998											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	335	Girls	-	Total			335				
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	2	2	2	2	2	2	-	-	-	-	-	-
Town /Village		Buri											
Governorate		Northern											
Number of administrative staff		8											
Number of teaching staff		33											
Curriculum		Ministry of Education											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
External assessment and examinations		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		
		52			14			1			36		
Major recent changes in the school		<ul style="list-style-type: none"> None. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

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: 3 Satisfactory

Overall performance has changed from inadequate in the previous review in May 2010 to satisfactory this time, following one MV where 'sufficient progress' was achieved. All aspects of the review were satisfactory. Senior leaderships' motivation and provision of training for teachers have contributed to improve teaching and learning. Students achieve satisfactory academic progress in the majority of lessons, except for English in the second cycle with only limited progress. Support for the different categories of students inside and outside the classrooms varies. The majority of students show an improvement in behaviour, harmony while working together and preservation of school property; some even helped in preparing e-lessons as part of the e-learning team. Effective mechanisms to communicate with parents are in place. This all result in good levels of satisfaction by students and parents.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from inadequate in the previous review to satisfactory this time. Notable improvements include spreading a culture of change, improving teachers' professional competencies, increasing the effectiveness of lessons, especially Arabic in the first cycle and mathematics in general, and improving students' personal development. Leadership's planning and monitoring mechanisms contribute to achieving satisfactory levels in all aspects of school work. The school has also changed its strategic plan this semester, although not yet due, in order to improve on its previous plan. However, the fact that it is a new plan, the school's senior leadership is not stable and that teachers' performance varies in core subjects, constitute challenges which require more effort by the school in order to continue improving overall performance.

The school's main strengths

- The overall improvement in the behaviour of the majority of students and their ability to work together in harmony
- The school's environment
- The students' e-learning team
- Effective communication with parents.

Recommendations

In order to improve, the school should:

- raise students' academic achievement by continuing to improve the teaching and learning processes, to include:
 - developing basic skills in core subjects, especially English
 - supporting students based on their different educational categories, particularly low achieving students
 - managing lessons more effectively, especially with regard to time management
 - using effective assessment methods in order to meet students' needs.
- develop self-evaluation, monitoring mechanisms and analyse the findings carefully to determine priorities and improve the strategic plan
- monitor the impact of professional development programmes on teachers' performance in lessons.