



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

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

**Buri Primary Girls School
Buri - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 18-20 May 2015
SG037-C3-R019**

Introduction

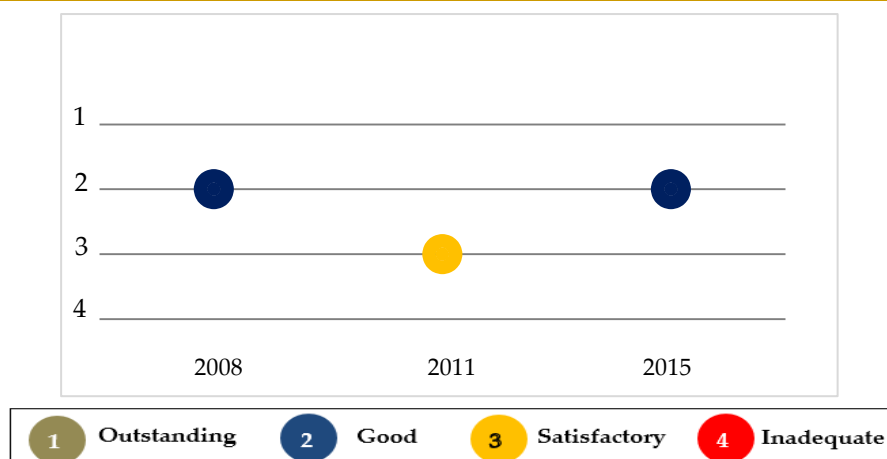
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, 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	2	-	-	2
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	2	-	-	2
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		2			
The school's overall effectiveness		2			

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 'Good'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The quality of students' academic achievement in the school and examinations reflects their good performance in most lessons. • Most students confidently and enthusiastically contribute to school life. They behave well, have good morals and are willing to take on leadership roles and make initiatives. • In most lessons, teachers utilise teaching and learning strategies and educational resources effectively, especially in the outstanding and good ones. The best practices are in class teaching, science and mathematics in Cycle 2, while the poorest are in | <p>English, especially in Grade 6. This impacts on students' acquisition of basic skills.</p> <ul style="list-style-type: none"> • Catering for differentiation is good, challenging students' abilities in the educational activities and making use of this to meet their needs. • Different types of assessment for learning techniques are used, and the feedback received on meeting the needs of the different categories of students is good. Nevertheless, time management when presenting activities in some lessons partially impacts the support provided to low attaining students. |
|--|---|

- | | |
|--|---|
| <ul style="list-style-type: none"> • Support and guidance programmes provided to students of different categories outside lessons, are effective. | <ul style="list-style-type: none"> • Students and parents are satisfied with the school's provision, though parents' participation in the electronic questionnaire is low. |
|--|---|

Main positive features

- Most students are self-confident and participate enthusiastically in school life. They act consciously and responsibly and are committed to good behaviour.
- The effective and motivational teaching and learning strategies contribute to the students' mastery of basic skills, maintaining high performance standards in most subjects.
- The support and guidance programmes provided to students of different categories and the variety of extra-curricular activities that enhance their expertise.
- The outstanding relations between the school leadership and stakeholders, and effective communication with the local community.

Recommendations

- Continue monitoring the impact of the teachers' professional development programmes in developing students' basic skills, especially in English.
- Develop teaching and learning processes further, taking into account the following:
 - using assessment results to meet students' learning needs and provide support to low achievers
 - improving time management during lessons to ensure better productivity
 - supporting developing self-learning skills.
- Address the shortage in human resources represented by a resource centre specialist and senior teachers of Arabic, English and science.

Capacity to improve 'Good'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Self-evaluation is comprehensive. Results are used to build the strategic and action plans. This shows in the achievement of the school's general objectives and in raising performance. | <ul style="list-style-type: none"> • Teachers' use of teaching strategies is good, resulting in most students' acquisition of basic skills. • The school makes good efforts to raise teachers' professional competency, |
|--|---|

especially for the newly appointed. However, further monitoring of the impact of the professional development programme on the English teachers' performance is required.

- Relations between the school leadership and staff are good, as is communication with the local community.

- The school faces challenges in the shortage of a resource centre specialist and senior teachers of Arabic, English and science.
- The school's assessment in the self-evaluation form matches the team's judgements, showing the leadership's awareness and understanding of the review framework.

Appendix: Characteristics of the school

Name of the school (Arabic)	بوري الابتدائية للبنات													
Name of the school (English)	Buri Primary Girls School													
Year of establishment	1997													
Address	Building 1028 - Road 5640 - Block 756													
Town /Village / Governorate	Buri - Northern													
School's Contacts	17642460			17640569			Fax			17644957				
School's e-mail	buriprg@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		-		Girls		366		Total		366			
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	-	-	-	-	-	-	
Number of administrative staff	6 administrative and 7 technicians													
Number of teaching staff	34													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													
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 2014-2015 includes: <ul style="list-style-type: none"> 2 newly appointed teachers (1 for English and 1 for Arabic). 													