



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 4-6 December 2018
SG196-C3-R207**

Introduction

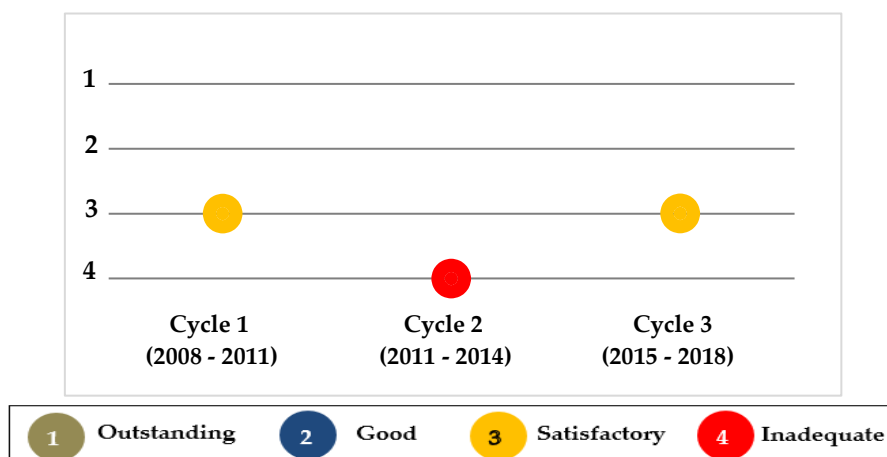
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	3	3	-	3
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	2	3	-	3
	Students' support and guidance	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	2	-	2
Capacity to improve		2			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school has made a significant improvement in its performance in all school work aspects, achieving satisfactory level in the aspects of academic achievement and teaching and learning and good in the rest of the aspects. This achieves students' and parents' satisfaction. • The self-evaluation processes are diverse, accurate and comprehensive. The results are used in developing the action plan, monitoring its implementation and evaluating this on a regular basis. • Students' standards in lessons are inconsistent. Most of the intermediate | <ul style="list-style-type: none"> stage lessons are satisfactory, while class teaching lessons are better. • The performance of most teachers is inconsistent in lessons in terms of utilising learning time, employing assessment methods and using their results to support students, especially the low achievers, and considering differentiation in activities and homework. • Students actively and enthusiastically participate in school activities. They assume leadership roles with confidence and competence. • The school meets students' different academic needs effectively through |
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remedial and enrichment programmes. However, meeting the needs of students

with learning difficulties and non-native speakers of Arabic is less.

Main positive features

- The school leadership's professional awareness and ability to translate the school's vision on the ground, in accordance with organised monitoring mechanisms that are based on effective strategic planning stemming from accurate and comprehensive self-evaluation.
- Students' good behaviour and harmony, and their significant contribution to lessons and school life with enthusiasm and confidence.
- The effective personal and academic support programmes provided to the talented and outstanding students.

Recommendations

- Raise students' academic achievement in core subjects, and develop their basic skills in English and mathematics.
- Monitor the impact of professional competency raising programmes on the development of teaching and learning, to focus further on:
 - effective use of assessment, and benefiting from its results in meeting the academic needs of all categories of students, particularly the low achievers
 - productive management of learning time
 - challenging students' abilities in lessons.
- Provide more support to students in school programmes, especially those with learning difficulties and non-native speakers of Arabic.
- Address the shortfall in human resources represented by a senior teacher for class teaching, an additional learning difficulties specialist, and a science laboratory technician.

□ Capacity to improve 'Good'

Judgement justifications

- The school has significantly improved its performance in all school work aspects, progressing from inadequate to good in the aspects of personal development, support and guidance and leadership and management, and to satisfactory in the aspects of academic achievement and teaching and learning.

- The school leadership is aware of the strengths and areas for development as a result of the accurate and comprehensive self-evaluation and the use of its results in developing school plans according to priorities, with effective implementation and monitoring mechanisms.
- The school's assessments provided in the Self-Evaluation Form (SEF) are consistent with the judgements reached by the review team in all work aspects.
- The school is capable of overcoming the challenges it faces, having already made

evident improvements. The most significant of these are its rigorous follow-up with the maintenance of manufactured classrooms in the second cycle and addressing the shortfall in human resources represented by a senior class teacher and a science laboratory technician by assigning a competent coordinator. However, the school is still in need of another learning difficulties specialist.

Appendix: Characteristics of the school

Name of the school (Arabic)	البيدع الابتدائية الإعدادية للبنات												
Name of the school (English)	Al-Budaiyya Primary Intermediate Girls												
Year of establishment	1958												
Address	Building 1817, Road 5541, Block 555												
Town / Village / Governorate	Al-Budaiya/ Northern												
School's Contacts	17691328				Fax		17697584						
School's e-mail	albudeya.in.g@moe.gov.bh												
School's website	-												
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		827		Total		827		
Students' social background	Most students come from limited to middle income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	3	3	4	4	4	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	22 administrative and 7 technicians												
Number of teaching staff	91												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for the intermediate stage, second cycle mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in school year 2018-2019: <ul style="list-style-type: none"> – Four new teachers for the following departments: 1 for Islamic education, 2 for computers and 1 for class teaching.