



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

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

**Al-Busaiteen Primary Girls School
Al-Busaiteen - Al-Muharraaq Governorate
Kingdom of Bahrain**

Date of Review: 30 March - 2 April 2014
SG135-C2-R167

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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 eight 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		Al-Busaiteen Primary Girls School															
School's type		Government															
Year of establishment		1966															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	-	Girls	966				Total	966							
Students' social background		Majority of students come from middle-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	5	5	5	5	6	6	-	-	-	-	-	-				
Town /Village		Al-Busaiteen															
Governorate		Al-Muharraq															
Number of administrative staff		11 administrative, 12 technicians															
Number of teaching staff		83															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		2 years															
External assessment and examinations		MoE English examination for Grade 6, 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			
		408				56				11				66			
Major recent changes in the school		Changes in the past 3 years: <ul style="list-style-type: none"> • school principal • assistant principal • appointment of a senior teacher of science in 2013-2014. 															

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 effectiveness is satisfactory, matching the previous review in April 2010. Personal development, support and guidance, curriculum enhancement and leadership and management are satisfactory, rather than good in the previous review, due to inconsistent self-evaluation and poor comprehensiveness, with no clear mechanism to follow up strategic planning. This affects work priorities and creates inconsistencies in teaching and learning strategies, time management, varying assessment techniques, and impacting on students' achievement of expected standards. Acquisition of basic skills in core subjects is inconsistent. Support for students whose mother tongue is not Arabic is insufficient. Students behave maturely and responsibly and are aware of their rights and duties. They are supported when they face problems, but need more opportunities to develop self-confidence. The school communicates with parents and responds to their views. Students and parents are satisfied with the school's provision.

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

Grade: 3 Satisfactory

Capacity to improve has changed from good in the previous review to satisfactory this time. The strategic plan is based on self-evaluation that is inconsistent in rigour and comprehensiveness. It does not indicate improvement priorities accurately and clearly. Challenges facing the school include instability of the administrative and teaching faculty and lack in human resource comprising senior teachers for Arabic, mathematics and class teaching. Moreover, six unqualified teachers are involved in class teaching and one hundred twenty four students whose mother tongue is not Arabic. Provision, for students with special education needs in the first cycle, is insufficient. These challenges contribute to reducing the school's capacity to improve and directly effect the students' academic achievement and their personal development.

The school's main strengths

- Students' mature and responsible behaviour and their sense of belonging
- Enhancement of students' understanding of their rights and responsibilities
- Support provided to students when they face problems, and the rational response to students and parents' views.

Recommendations

In order to improve, the school should:

- raise students' achievement through improving teaching and learning strategies, in order to develop basic skills in core subjects, to include:
 - providing educational support to students of different abilities, especially those whose mother tongue is not Arabic
 - effective time management to ensure productivity
 - offering more opportunities to improve students' self-confidence and enabling them to take responsibility in lessons.
- apply rigorous self-assessment, specify school work priorities and follow-up of strategic planning to ensure raising students' academic achievement and improving teaching and learning processes
- utilise varied assessment techniques to meet students' needs
- fill the shortage in human resources namely senior teachers of Arabic, mathematics and class teaching.