



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

School Review Unit

Review Report

Al Jasra Primary Boys School
Al Jasra - Northern Governorate
Kingdom of Bahrain

Date reviewed: 13-15 October 2008

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The School Review Unit

The School 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 drive up standards.

Review grades are awarded 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

This Review was conducted over three days, by a team of eight Reviewers led by a Lead Reviewer.

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: Boys

Number of students: 125

Age range: 6-12 years

Characteristics of the school

Al Jasra Primary School for Boys is one of the Northern Governorate Schools. It is a small school with only 125 students aged between 6 and 12 years old. The majority of them come from economically and socially disadvantaged backgrounds. The school's students are distributed amongst 6 classes, one for each stage.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall performance of Al Jasra Primary School for Boys is inadequate. Most aspects such as teaching and learning, curriculum support, and students' personal and academic development are inadequate, except for Leadership and management which is satisfactory.

The students attained inadequate standards in their academic achievement. Attainment in the first cycle was better than in the second cycle due to the quality of teaching which is better in the first cycle than the second. In most of the core subjects observed, the achievement of the majority of students was not as expected, and their progress in lessons and written work was not appropriate to their abilities.

The majority of students are committed to attending school regularly. Their behaviour was satisfactory outside the classroom and in lessons, but students' participation was insufficient within the classroom, especially in the second cycle.

As for the aspects that help form students' personal development, such as self-confidence, the ability to work independently and to take on responsibilities, the development of analytical thinking, and working together, the standard was inadequate. This was because students were not given sufficient opportunities by teachers to develop these qualities.

The quality of teaching and learning is inadequate. The team observed 32 lessons, and nearly half were inadequate. This is due to the teachers mainly using traditional methods, without effective student participation in learning. There was a focus on information giving without considering skills development. This made the students' basic skills inadequate and inappropriate for their age. There was no consideration of individual differences, whether during explanations, or the activities presented to students. Evaluation was not suitably used in the lessons for diagnosing the students' needs and meeting them.

The curriculum was presented in lecture style and did not adequately meet the students' needs or enable them to acquire basic skills. There were no links made across subjects to present an integrated curriculum. In addition, the extracurricular activities did not sufficiently reinforce

the students' experiences and interests, because of their limited nature and their involving only a small number of students.

Support and guidance is inadequate. The students' personal and academic support needs are not met sufficiently. The school has made some suitable efforts in preparing Grade 1 students for the next stage of their education. However, there was insufficient support within the classroom in the majority of lessons, although there was appropriate support by the social worker when students had problems. This is in addition to the support provided by the educational specialist for weak students. The school does not assess risks on an ongoing basis, however, there are other factors that might affect the security and safety of pupils. The school did not have programmes to prepare students for the next stage of education.

The leadership and management are satisfactory. There is a clear vision and mission, focusing on achievement, but this is not reflected in school practices, especially in the classroom. The school has a general improvement plan focusing on the main areas. The school is currently busy developing a strategic plan of which the current plan will be a part. The school's principal plays a role in inspiring and motivating the school's staff, but this was not reflected in their performance and involvement.

Does the school have the capacity to improve?

Grade: 4 (Inadequate)

Given the school's current circumstances, with its current educational staff, as well as inadequate levels of achievement by students, the absence of noticeable improvements in recent years and, despite the principal's efforts to improve the school and motivate its staff, this is not reflected on the school's performance. The school's capacity to improve is inadequate.

The school's main strengths and areas for development

Main strengths:

- Attendance and punctuality.
- Basic improvement plan.

Areas for development:

- Differentiation in teaching and activities.
- Cross curricular links.
- Variety of extracurricular activities.
- Health and safety risk assessment.
- Use of self-evaluation results.

What the school needs to do to improve

In order to improve further, the school should:

- **Improve the quality of teaching and learning by:**
 - Using strategies which are student centred
 - Monitoring teachers' performance, particularly in the second cycle.
- **Support academic and personal achievement by:**
 - Assessing academic and personal needs.
 - Using assessment to plan lessons and programmes to meet identified needs and to raise achievement.
 - Monitor student performance and the impact of the programmes.
- **Support the curriculum and provide a suitable school environment by:**
 - Providing more classroom and extracurricular activities which are varied.
 - Providing an appropriate classroom environment especially in the second cycle.

- Ensuring that school facilities such as the learning resources centre and the science laboratory are well used.
- **Make use of self-evaluation by:**
 - Regularly reviewing the strategic improvement plan.
 - Making use of self-evaluation information to improve school performance.

Overall judgement

Aspect	Grade
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	3: Satisfactory