



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-Ja'afari Religious Institute  
Al-Jufair - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 21-23 October 2013  
SG193-C2-R124**

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 eleven 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

<b>School's name</b>	Al-Ja'afari Religious Institute													
<b>School's type</b>	Government													
<b>Year of establishment</b>	2002													
<b>Age range of students</b>	6-18 years													
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>					
	1-6				7-9				10-12					
<b>Number of students</b>	<b>Boys</b>	1195				<b>Girls</b>	-				<b>Total</b>	1195		
<b>Students' social background</b>	Most students come from middle or limited income families													
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
	<b>Classes</b>	2	2	4	5	5	5	5	5	5	1	1	1	
<b>Town /Village</b>	Al-Jufair													
<b>Governorate</b>	Capital													
<b>Number of administrative staff</b>	16													
<b>Number of teaching staff</b>	107													
<b>Curriculum</b>	Al-Ja'afari Religious Institute Curriculum approved by the Ministry of Education (MoE).													
<b>Main language(s) of instruction</b>	Arabic													
<b>Principal's tenure</b>	5 years													
<b>External assessment and examinations</b>	MoE Examinations and QQA National Examinations													
<b>Accreditation (if applicable)</b>	-													
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>					<b>Gifted &amp; Talented</b>					<b>Physical Disabilities</b>			
	176					50					-	35		
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Joined the 'Schools' Improvement Programme' (SIP) in 2012-2013</li> <li>• Secondary stage - Cycle 4 - added in 2011-2012</li> <li>• Appointed a third assistant principal in 2011-2012.</li> </ul>													

## 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	3	3
Students' personal development	2	2	2	2
The quality and effectiveness of teaching and learning	3	3	3	3
The quality of the curriculum implementation	3	3	3	3
The quality of support and guidance for students	3	3	3	3
The quality and effectiveness of leadership, management and governance	3	3	3	3

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

Overall effectiveness of the institute is satisfactory, matching the judgement in November 2010. Challenges are in teachers' inconsistent educational practices and use of assessment techniques, ineffective time management during lessons, and the inconsistent support and guidance offered to different groups of students. Majority of students achieve satisfactory progress in most lessons, adequately acquiring the basic skills in subjects except English, the weakest subject especially in Cycle 2. Most students are self-confident, well behaved, committed to the institute's code of conduct and fully aware of their rights, duties and responsibilities. They show good discipline. Majority of the students are provided with adequate support and guidance that help them develop their personalities and solve personal problems. Students and parents are well satisfied with the institute's provision.

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

#### Grade: 3 Satisfactory

The institute's capacity to improve is satisfactory, matching the judgement in the previous review. The institute has a strategic plan that includes general aims and objectives related to its vision and mission, based on self-assessment. However, the lack of senior teachers and inconsistent follow up of professional development programmes impact on teachers' performance, resulting in the satisfactory judgement of the institute's capacity to improve. The leadership is aware of its strengths and areas for development, enabling them to focus on enriching the school's environment in order to make it motivational and conducive to learning. While students' personal development is good, teaching and learning processes have not improved significantly, especially in enabling students' to acquire basic English skills.

## **The school's main strengths**

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- Most students are self-confident, well-behaved, and understand Bahrain's culture and heritage
- Monitoring of students' personal development, the induction programme for the next stage of education, and support offered especially when they face problems.

## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement and develop their basic skills, particularly in English
- develop teaching and learning strategies to include:
  - making use of assessment results for teaching and learning
  - offering effective support for different groups of students
  - exploiting time in lessons to meet students' educational needs.
- raise the teachers' competency, especially those who are recently appointed, and follow up the impact of professional development programmes.