



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

# **Schools Review Unit**

## **Review Report**

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

**Date of Review: 30-31 December 2012 - 2 January 2013**

## Table of Contents

---

<b>The Schools Review Unit .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded.....</b>	<b>3</b>
<b>Review judgements .....</b>	<b>4</b>
Overall effectiveness.....	4
Students' achievement.....	5
The quality of provision.....	7
Leadership, management and governance .....	9
<b>The school's main strengths.....</b>	<b>11</b>
<b>Recommendations.....</b>	<b>12</b>

## The Schools Review Unit

---

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) 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 SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten 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 schools and kindergartens 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 six 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-Jasra Primary Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1959											
<b>Age range of students</b>		6-12 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				-				-			
<b>Number of students</b>		<b>Boys</b>	150	<b>Girls</b>	-				<b>Total</b>	150			
<b>Students' social background</b>		Most students come from limited and middle-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>	1	1	1	1	1	1	-	-	-	-	-	-
<b>Town /Village</b>		Al-Jasra											
<b>Governorate</b>		Northern Governorate											
<b>Number of administrative staff</b>		7 administrative and 3 technicians											
<b>Number of teaching staff</b>		19											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		NAQQAET's 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>			<b>Learning Difficulties</b>		
		28			7			-			27		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>4 new teachers for core subjects in the second cycle have joined the school in the past academic year 2011-12.</li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### 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**

The school's performance has changed from inadequate in the previous review in October 2008 to satisfactory in this one, after going through two monitoring visits where 'sufficient progress' was judged to have been achieved in the latter. The school has satisfactory levels of academic achievement and teaching and learning. Students' acquisition of basic skills, especially in Arabic and English in the second cycle, is inconsistent. The school's performance is good in other aspects. This is attributed to comprehensive strategic planning based on accurate self-evaluation, the recommendations in the previous reports, and action that has focused on supporting students and enriching their experiences with varied programmes. This has improved students' personal development as they demonstrate self-confidence and take responsibility. The school environment is used effectively. Students and parents are pleased with the school.

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

#### **Grade: 2 Good**

The school's capacity to improve has changed from inadequate in the previous review to good as significant progress in all aspects has been made. This reflects the senior leadership's and members' efforts and their fruitful cooperation with the improvement team. In spite of the shortage in middle leadership and some faculty members, the school has supported students and teachers and strengthened their affiliation as active participants in the processes of an accurate comprehensive self-evaluation, in planning and conducting effective programmes and activities. As a result, the students' behaviour has improved, the school environment and curriculum have been enhanced, and more effective guidance and support programmes are in place. The leadership also monitors and develops teachers' performance to improve the students' academic achievement, especially of the second cycle students.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

Grades 3 and 6 students attained results that were below the national average in all subjects from 2010 to 2012, except in mathematics where they attained above the national average in 2010. However, their standards in most lessons are better than their results.

Most students attained high pass rates in most core subjects in the school examinations in 2011-12 that ranged between 83% and 100%. These rates are commensurate with competency rates in the first cycle but not in the second cycle, especially in mathematics. Moreover, these rates reflect the students' good achievement in most of the first cycle's lessons, the second cycle's science lessons and their written work, which is attributed to the effective teaching methods that provide students with good learning opportunities. However, the rates do not reflect the students' achievements in some of the second cycle's lessons, especially in Arabic and English, due to variations in the educational support they receive.

Most students' acquisition of basic skills is good. Some students' acquisition of inference and interpretation skills and use of scientific knowledge is outstanding in science lessons; but less so is their acquisition of some skills in mathematics. Students' standards in writing and syntax in Arabic and English are satisfactory, especially in Grade 6. Students' achievement on balance is satisfactory.

The high standards of first cycle students are stable over three years 2010 to 2012 in English and science, while their standards in Arabic and mathematics have progressed from a lower base. Second cycle students' high levels in science are stable and they have progressed in mathematics, but their standards fluctuate in Arabic and English. This is commensurate with their standards in lessons. Whereas most students make good progress in most lessons and written work in the first cycle, the majority of lessons in the second cycle are not at a similar level, especially in Arabic and English lessons and English written work, due mainly to variations in considering differentiation among student abilities and the teaching methods used.

Outstanding students perform extremely well. Students with learning difficulties make good progress considering their abilities in remedial lessons and in the special education programme. However, their progress, and that of low achieving students, varies too much in the second cycle.

## □ How good is the students' personal development?

### **Grade: 2 Good**

Most students participate enthusiastically in school life; they present the morning broadcast, participate in organizing and monitoring the morning assembly and the recess. They assumed leadership roles in student committees such as the discipline and cleanliness committees. Most students participate with great confidence and the ability to work independently, such as when decorating the school, watering trees and drawing murals. They express their opinions and help solve their classmates' problems. However, their participation in some lessons dips because teachers focus on presenting the contents of the studying material without providing students with sufficient opportunities to develop those aspects of their personalities.

Most students attend school regularly and demonstrate maturity as they care for school property. They have good relationships among each other and with their teachers. These are characterised by harmony and mutual respect, and demonstrate a good team spirit. This is mainly attributed directly to guidance programmes and the school discipline policy, which promote good behaviour, health and safety.

Students observe Islamic values which are reinforced by the morning broadcast and religious lectures, which stem from the school's value system. Furthermore, students participate in activities relating to Bahrain's history, for example they drew some of the Kingdom's archaeological sites such as Khamis Mosque and the Mountain of Smoke as part of the programme entitled 'I Love you, Bahrain'.

## **The quality of provision**

### □ How effective are teaching and learning?

### **Grade: 3 Satisfactory**

Teachers are familiar with their study material which is reflected in their great enthusiasm to transfer knowledge, ability to provide varied examples and to use varied introductory activities which engage students in achieving lesson objectives. However the quality of teaching and learning overall is not good because of inconsistent approaches, especially in Arabic and English in the second cycle. Teaching aids such as projectors, educational films and physical models, and effective teaching strategies such as discovery learning and inquiry stimulate students and motivate them towards learning and facilitate the students' good acquisition of knowledge, concepts and skills. This occurs in most lessons in the first



cycle and in the good and outstanding lessons in the second cycle, such as science and mathematics.

Most teachers manage their classes effectively with regard to planning, clear instructions and invest time well. They use interesting motivating techniques, especially in science in the second cycle, and celebrate the students' outstanding answers. However, the productivity of some lessons is impaired by weak time management as teachers moved quickly from one activity to another without making sure that learning objectives have been achieved and without providing appropriate support for the different categories of students, especially low achievers.

Most teachers offer adequate opportunities to develop the critical thinking and problem-solving skills of the students', especially outstanding ones, such as through inference and interpretation skills. These students' abilities are challenged in the majority of educational practices such as when using scientific analysis and mathematical thinking in solving problems at various levels, which results in most students achieving progress in line with their different abilities.

Teachers assign students with varied homework tasks that are indicated in their lesson plans. Assignments are regularly corrected with motivating phrases. Feedback is provided in order to improve performance and most of teachers consider the variations in students' abilities. However, English homework assignments are not at the same level with regard to marking accuracy, monitoring and considering differentiation.

Assessment methods used in lessons varies and includes direct observation, oral and written assessment, both individual and collective. However, they are not effective in some lessons because of the teachers' varied use of the findings of assessments in order to accurately meet the students' needs, especially the low achievers.

### **□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?**

#### **Grade: 2 Good**

A wide range of educational experiences support the curriculum and correspond to the students' interests. Extra-curricular programmes and activities such as the morning assembly, the learning difficulties programme and weekly programme lessons, adequately help broaden students' intellectual capacities and develop their experiences.

Teaching of the curriculum is planned on a semester basis. This includes reviewing, analysing and revising the curriculum, and offering several alternatives, such as enrichment

and remedial courses for English and mathematics, writing booklets for Arabic and summaries for science. Teachers link knowledge and skills to real life in the majority of lessons and provide students with adequate opportunities to link newly acquired knowledge with past experiences. Students are taught the life skills needed for their next stage of education, such as critical thinking, problem-solving and IT skills.

Students' mature behaviour and their affiliation with the school community reflect the effectiveness of school programmes in promoting citizenship and patriotism. They participate in events such as the 'National Day' festival and 'Bahrain at the heart'. They demonstrate understanding of their rights and responsibilities as they sign agreements and participate in the election of the Students' Council, and in choosing the school programmes that meet their interests.

The school enriches its environment with motivating teaching aids that support the curriculum. It celebrates students' work well. Green area has been expanded.

### **□ How well are students guided and supported?**

#### **Grade: 2 Good**

New students are well inducted which enables them to settle quickly. Grade 3 students were inducted with guidance lessons, and the school hosted counsellors from intermediate schools to give Grade 6 students orientation lectures in order to prepare them for the next stage of education.

Students' personal needs are tackled with financial and in-kind assistance. Diagnostic and screening tests results are used to design appropriate remedial and enriching programmes. Low achievers are provided with regular remedial lessons and the special education programme provides them with good educational support. Sufficient attention is paid to outstanding and talented students who are offered good support and varied activities.

Students receive good care when they face problems, including one-on-one guidance sessions and guidance leaflets. Effective channels are used to inform parents of their children's behavioural and academic progress, especially in the first cycle, however, communication channels are less effective in the second cycle.

The Safety and Cleanliness Committee regularly assesses and monitors aspects relating to safety and security, prepares guidance leaflets and health awareness events including Sports Day. It trains students on evacuation processes and organises visits for most students to the

fire department, which helps the school ensure a safe and healthy environment. It achieved the bronze award within the Health Promoting Schools Project.

## **Leadership, management and governance**

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

### **Grade: 2 Good**

The school's vision and mission emphasises educating and teaching students in a motivating environment. The vision is being transformed into effective practices and actions which are reflected in most aspects of the school's work. The school accurately and comprehensively assesses its recent situation with varied and organised mechanisms, such as conducting class visits to assess teachers' performance, seeking the opinions of school members and regularly analysing the outcomes of performance in cooperation with both the internal and external improvement teams, based on the standards set by Bahraini Outstanding School Project. It has a five-year strategic plan which prioritises improving the quality of teaching and learning and raising the students' academic achievement. An effective action plan has emerged from this strategy that contributes to securing those priorities and to supporting the students' personal development and improving the classroom and school environments.

Senior leadership supports initiatives of the staff who are encouraged by the positive, human, social and professional relationships. Authority is carefully delegated to some members, which helps facilitate and organise the school's work. The professional needs of the staff are identified during assessment visits and met, to a various degree, through discussion sessions, mutual visits, internal and external workshops in order to improve their performance.

The school deploys its resources well. Despite the lack of a gymnasium, the school effectively uses its facilities and yards as an alternative, in addition to using the science and computer laboratories well. Projectors and the class library corners are used as an alternative to the learning resources centre, since there is no learning resources technician.

The school seeks the opinions of the students and their parents through several channels such as questionnaires, Students and Parents' Councils, and responds to some of their suggestions such as setting up parasols in the main yard. The leadership team communicates with the external improvement team in order to monitor the school's performance and provide the necessary feedback to correct and improve performance. The

school also communicates with community-based organisations, such as Al-Areen Wildlife Park to build a bird cage in the school, and with Al-Hamla Charity to offer students remedial lessons. It also cooperates with Al-Jasra Sports Club in honouring outstanding and graduating students. This communication serves and supports the teaching process well.

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

---

- Using comprehensive self-evaluation to accurately inform strategic planning with key improvement priorities
- The students' self-confidence, their ability to take responsibility and work independently inside lessons and in varied school programmes
- The educational and personal support provided for the different categories of students, especially those with learning difficulties.

## Recommendations

---

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

- enable students to acquire basic skills in core subjects, especially in Arabic and English in the second cycle
- take advantage of the school's good practices to improve teaching and learning, including:
  - using assessment more effectively to support low achieving students
  - managing classes more effectively to ensure lesson objectives are consistently achieved.
- meet the shortage in personnel, represented in senior teachers for science and English, a learning resources technician and an IT technician.