



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

**Date of Review: 4-6 April 2016
SG003-C3-R058**

Introduction

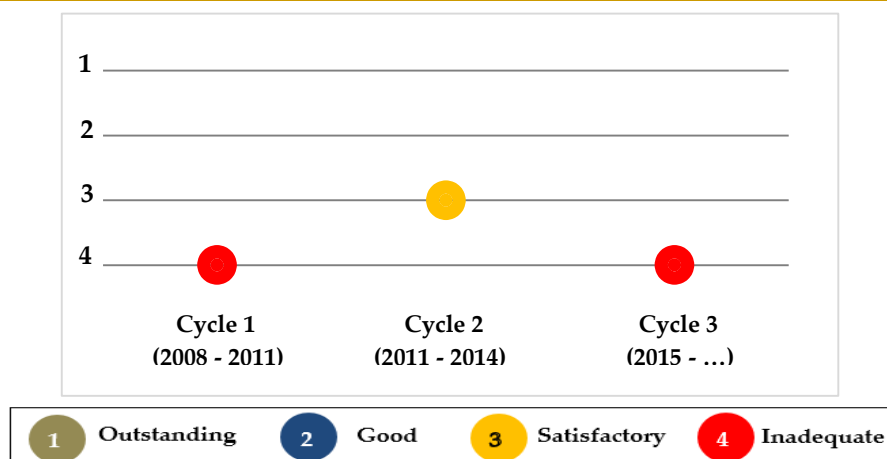
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works 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	4	-	-	4
	Students' personal development	4	-	-	4
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	-	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance has declined in terms of students' academic achievement and teaching and learning processes, while overall effectiveness has regressed from 'Satisfactory' to 'Inadequate'. The remaining aspects have deteriorated from 'Good' to 'Inadequate', as has the capacity to improve. • Some issues threaten students' physical and psychological security and safety, including the use of non-educational approaches by a group of teachers, and students' misbehavior and their low personal awareness. | <ul style="list-style-type: none"> • The self-evaluation process is inaccurate and incomprehensible, thereby negatively impacting the accurate determination of the school's development priorities and establishment of strategic and action plans. All performance indicators are unclear and follow-up mechanisms are inaccurate. • Assessment techniques are ineffective, with limited use of their results in guiding students and meeting their various learning needs in lessons and written work. Support given to various categories of students in the |
|---|--|

school's special programmes is also poor.

- Students' contribution in and out of classes is limited. They fail to assume responsibility for their work and take leading roles.
- Students' academic standards and acquisition of basic skills is poor in all core subjects.

- Teaching and learning strategies used in most lessons are ineffective in both Cycles of education.
- Students' behaviour management in some lessons is poor, and time management is neither effective nor productive.

Main positive features

- No main positive features.

Recommendations

- Immediate external support is needed to provide the necessary support and guidance to stimulate the school's leadership in raising the school's overall performance and securing the students' security and safety, as well as improving their behaviour.
- Carry out an accurate comprehensive self-evaluation process and use its results in amending the strategic plan in order to focus on the development priorities according to accurate KPIs and clear follow-up mechanisms.
- Raise students' motivation towards learning, as well as their confident and enthusiastic participation in school life.
- Follow up on the impact of teachers' professional development programmes in improving students' academic achievement, and developing teaching and learning strategies to further extent by focusing on:
 - students acquisition of basic skills in core subjects
 - productive time management
 - use of effective and various assessment techniques
 - support students of various categories of students in lessons and written work.
- Support and meet the needs of the various categories of students in the school's special programmes.
- Address the shortage in human resources, mainly in senior teachers for English and mathematics, as well as the shortage in school facilities in the form of a gymnasium.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's overall performance has regressed in all aspects of the review.
 - The school has made little effort to introduce significant and positive improvements needed to improve students' behaviour and raise their academic achievement, as well as developing the teaching and learning processes.
 - There is great variance between the school's judgments in its SEF, the students' results, and the review team judgments that are 'Inadequate' in all aspects of the review.
- The self-evaluation process is inaccurate and incomprehensible, resulting in poor strategic planning, inaccurate development and improvement priorities, flawed KPIs and poor follow-up mechanisms.
 - Challenges faced by the school include poor students' academic achievement, shortage in senior teachers for the English and mathematics departments, and the lack of a gymnasium.

Appendix: Characteristics of the school

Name of the school (Arabic)	الجبسة الابتدائية للبنين														
Name of the school (English)	Al-Jasra Primary Boys														
Year of establishment	1959														
Address	Building 1066 - Road 421 - Block 1004														
Town /Village / Governorate	Al-Jasra/ Northern														
School's Contacts	17611141				Fax		17611640								
School's e-mail	jasra.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-12 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-6				-				-						
Number of students	Boys	184				Girls	-				Total	184			
Students' social background	-														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	1	1	1	1	1	1	-	-	-	-	-	-		
Number of administrative staff	5 and 3 technicians														
Number of teaching staff	23														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	3 years														
External assessment and examinations	MoE examinations in mathematics for Cycle 2 and English for Grade 6 - QQA National Examinations														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of an Assistant Principal in the school year 2014-2015. Appointment of a learning resources specialist in the school year 2015-2016. 														