



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-Jazeera Primary Boys School
Al-Nabeeh Saleh - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 29-31 December 2013
SG176-C2-R148**

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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 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

School's name		Al-Jazeera Primary Boys School																			
School's type		Government																			
Year of establishment		1962																			
Age range of students		6-11 years																			
Grades (e.g. 1 to 12)		Primary				Middle				High											
		1-5				-				-											
Number of students		Boys	94	Girls	-				Total	94											
Students' social background		Most students come from limited-income families																			
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12							
		Classes	1	1	1	1	1	-	-	-	-	-	-	-							
Town /Village		Al-Nabeeh Saleh																			
Governorate		Capital																			
Number of administrative staff		6 administrative and 2 technicians																			
Number of teaching staff		25																			
Curriculum		Ministry of Education (MoE)																			
Main language(s) of instruction		Arabic																			
Principal's tenure		3 years																			
External assessment and examinations		QQA national examinations																			
Accreditation (if applicable)		-																			
Number of students in the following categories according to the school's classification		Outstanding	43				Gifted & Talented	5				Physical Disabilities	-				Learning Difficulties	26			
Major recent changes in the school		-																			

Table of review judgements awarded

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

Overall effectiveness is good, matching the judgement in June 2010, except curriculum enrichment and implementation which are only satisfactory due to inaccurate selection of extra-curricular activities offered to promote learning. Strategic planning is comprehensive, with an effective action plan. Outstanding, gifted and special needs students' achieve remarkable progress. Most students enthusiastically participate in school activities, which include rigorous guidance and support programmes. Leadership's role is evident in motivating teachers, enabling them to utilise effective teaching and learning strategies which help students acquire the skills in most core subjects. Although higher order skills have been adequately developed, English language and scientific skills in Grade 4, along with support for low achieving students, generally need further development. Students and parents are highly satisfied with the school's provision.

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

Grade: 2 Good

The school's capacity to improve is good, matching its judgement in the previous review. The leadership is well aware of the school's strengths and areas for improvement. They have made use of the comprehensive self-evaluation results in drawing up the school's strategic and action plans. School operations, especially those relating to most classes and Grade 5 teachers' performance, are good. The school has successfully developed its environment and has exceptional communication with parents, thereby enriching students' experiences and promoting their learning. However, more effort is required in following up the impact of the professional development programmes so that students are enabled to achieve better academic and personal standards.

The school's main strengths

- Outstanding, gifted and special needs students' remarkable progress, resulting from effective guidance programmes
- Senior leadership's role in inspiring and motivating the staff and its impact on improving the school's provision
- Students' self-confidence, their enthusiastic participation in school activities, and their ability to express themselves fluently
- Employment of effective teaching and learning strategies during most learning situations, which enabled students to develop higher order thinking skills and problem solving, particularly in mathematics.

Recommendations

In order to improve, the school should:

- make more use of the outstanding and good educational practices in the school in order to develop teaching and learning strategies, to include:
 - developing English basic skills in general, and scientific skills in Grade 4
 - offering further support to low achieving students.
- follow up the impact of professional development programmes, particularly on English language teachers' performance, and ensure the careful selection of extra-curricular activities which promote learning
- fill the shortage in human resources, in particular recruiting a senior teacher of English language.