



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

# **School Review Unit**

## **Review Report**

**Ain Jaloot Primary Girls School**

Isa Town - Central Governorate

Kingdom of Bahrain

**Date reviewed: ١٧ -١٩ February ٢٠٠٩**

## Contents

---

<b>The School Review Unit</b> .....	٣
<b>Introduction</b> .....	٤
Characteristics of the school.....	٤
<b>Overall effectiveness</b> .....	٥
The school's capacity to improve .....	٦
<b>The school's main strengths and areas for development</b> .....	٧
<b>What the school needs to do to improve</b> .....	٨
<b>Overall judgement</b> .....	٩

## 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. ٣٢ of ٢٠٠٨ amended by Royal Decree No. ٦ of ٢٠٠٩. 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 on a four point scale:

Grade description	Interpretation
Outstanding (١)	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 (٢)	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 (٣)	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 (٤)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

---

### **Scope of the Review**

This Review was conducted over three days, by a team of four Reviewers. 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: Girls

Number of students: ١٨٤

Age range: ٦-١٢ years

### **Characteristics of the school**

Ain Jaloot Primary Girls School is situated in the Central Governorate. It was established in ١٩٨٩. The students' age range is from six to ١٢ years. The total number of students in the school is ١٨٤. The majority of students live near to the school and are from low income families. The school provides aid and support as required. Forty one students are classified as either gifted or talented or have special educational needs. The students are divided into seven classes (three classes in the first cycle), (three classes in the second cycle) and there is one inclusion class. The total number of teachers is ٣٢. The school building and facilities are appropriate, but the sports hall is not currently up to standard.

## Overall effectiveness

---

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

#### **Grade: 3 (Good)**

Ain Jaloot Primary Girls School is a good school. It achieves well in all the areas and has gained very good levels of support from the parents and students.

The academic achievement of the students is good. This high achievement reflects both the standards of proficiency reached by students in tests as well as their understanding and knowledge of all subjects. Their good progress was observed through their performance in lessons, scrutinizing their workbooks and analyzing the exam results records. Talented students and high achievers achieve well and have the opportunity to participate in internal committees and external contests. However, despite achieving well, these students are not achieving what is expected in relation to their talents and abilities in some lessons. The school cares for the students with special needs, those with learning difficulties and low achievers well through the continuous support provided in the classroom.

Students' personal development is good. They participate effectively in most lessons. They are provided with sufficient chances to develop their self-confidence and given opportunities to be responsible. Students are given the chances to express their opinions and to offer suggestions and teachers effectively share the learning objectives with them. Students participate in various outdoor activities and also in morning assembly. Staff openly praised students' work and put it on display in classrooms. Students are able to participate in many of the school committees; these provide students with the opportunity to take on responsibility and leadership roles. However, the development of students' analytical and critical thinking abilities is only satisfactory.

Teaching and learning are good. Most teachers have strong subject knowledge. Teachers used diverse and effective teaching methods that are good at retaining the students' attention, raising their achievement and also helping to contribute to their acquisition of basic skills. Students' abilities are challenged effectively in some of the good lessons. Teachers use varied and effective assessments in lessons, such as continuous assessment and diagnostic tests for both cycles. This helps to identify students' strengths and the areas for improvement. Homework is regularly marked but is not effectively matched to students' different abilities and does not enrich learning.

The quality of the curriculum is good. There are many of extra-curricular activities that help to develop and promote students' talents. There are opportunities to effectively develop the sense of patriotism and community spirit through "The Loyal Committee" and through participation in national activities. The school uses classroom walls to effectively enrich the curriculum, by displaying students' work, drawings and educational notices. The

curriculum provided by the school enables students to acquire basic skills such as speaking, reading and writing well. Subjects are linked effectively in the first cycle but not to the same degree in the second cycle.

Support and guidance for the students are good. The school meets students' personal and educational needs well. Staff study the diagnostic and performance test results and use the information to categorize students and identify the right support programmes for them. The students are supported well and listened to when they have problems. Parents are kept well informed of their children's academic progress. This is done through educational meetings, texts messages and an open-door policy operated by school leaders. Students are effectively prepared for joining the school and for transferring from the first to the second cycles to ensure a smooth transition. However, procedures are less effective when moving to the next stage of their education.

The effectiveness of the leadership and management is good. The school has a clear mission and vision that both administrative and educational staff share. It is translated effectively into the daily educational practices through the implementation of the school action plan. This plan is based on the results of self-evaluation and informs many practices, activities and lesson plans. The administration staff have been provided with the opportunity to choose their own incentives and rewards schemes, in order to help increase their productivity and satisfaction. Teachers' performance is monitored and developed through a variety of professional opportunities. Moreover, the school seeks the views of parents and students well, and shares with them the outcomes of initiatives through educational meetings and newsletters.

## Does the school have the capacity to improve?

### **Grade: 2 (Good)**

The school has good capacity to improve. The current management team has achieved many positive outcomes through their cooperative approach to work that has been passed on to all staff members; and through the implementation of an operational plan and effective self-evaluation procedures. This has had a positive effect on improving the performance of both the administrative and teaching staff and the students themselves. It has been particularly effective in improving and varying the teaching methods used which now have the student at the focus of the learning process. This has improved the student's academic achievement and had a positive impact on their acquisition of the basic skills, knowledge and understanding of subject matter; as well as enriching their personal development which is an area of distinction for the school.

## **The school's main strengths and areas for development**

---

### **Main Strengths**

- Leadership and management.
- Standards in school exams and in lessons.
- Behaviour and relationship between students.
- Basic skills in Arabic and English.
- Induction programmes.
- Communication with parents.
- Range of teaching and learning strategies.
- Extracurricular activities.
- Development of citizenship.
- Motivating staff.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Self-evaluation.
- Homework.
- Cross curriculum links.

## **What the school needs to do to improve**

---

In order to improve further, the school should:

- Cater for students' different educational abilities during lessons, especially for the high achievers and the gifted and talented students in the second cycle.
- Develop effective self-evaluation procedures to build up a consistent strategic plan.
- Develop higher order skills through extending analytical thinking skills.



## Overall judgements

---

Aspect	Grade
<b>The school's overall effectiveness</b>	<b>۲: Good</b>
The school's capacity to improve	۲: Good
Students' academic achievement	۲: Good
Students' progress in their personal development	۲: Good
The quality and effectiveness of teaching and learning	۲: Good
The quality of the curriculum	۲: Good
The quality of guidance and support for students	۲: Good
The quality and effectiveness of leadership and management	۲: Good