



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

Schools Review Unit Review Report

**Jabber Bin Hayan Primary Boys School
Al Duraz - North Governorate-
Kingdom of Bahrain**

Date Reviewed: 11-13 January 2010

Table of Contents

The Schools Review Unit.....	1
Introduction	2
Characteristics of the school.....	2
Overall effectiveness	3
The school’s capacity to improve.....	5
The school’s main strengths and areas for development	6
What the school needs to do to improve	7
Overall judgements.....	8

The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. 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 raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	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 (2)	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 (3)	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 (4)	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 five 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: Boys

Number of students: 567

Age range: 6-12 years

Characteristics of the school

Jabber Bin Hayan Boys School is one of the North Governorate schools. It is situated in Duraz region and was founded in 1985. The age range in the school is from 6 to 12 years, and there are 567 students. Most students come from limited-income families. Students are distributed across 19 classes: 10 for the first cycle and nine for the second. The school categorises 5% of its students as talented and creative, 46% as outstanding and 6% as having special educational needs. The school Principal is in his second year. There are 50 teaching and administrative staff. The school has no data technician or design and technology teacher and lacks senior teachers for some basic subjects. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Jabber Bin Hayan Primary Boys School is inadequate. Students and their parents are not satisfied with the school's performance.

The students' academic achievement is inadequate. The school carries out surveys and diagnostic tests for basic subjects, the findings of which it analyses but does not use. Most students achieve high pass rates for most curriculum subjects in both cycles, but this does not correspond with their proficiency levels in lessons, which were low. Students make progress over time in most examination results, but this was not reflected in their performance in lessons. Individual differences are not considered in lessons and the activities and homework given are the same for all students; these factors clearly hamper students' performance, which is not in line with their abilities.

Students' personal development is inadequate. Most students attend regularly and punctually but some students are late for the morning register despite the fact that the school follows up lateness with suitable procedures. Students' contribution outside lessons is not effective; although some students participate in committees, school activities and outdoor competitions this participation does not have a clear effect on their personal development. In the few good lessons observed, students actively participated. They showed little enthusiasm in most of the other lessons, however, which were managed poorly and lacked effective teaching methods to stimulate motivation for learning. Students are not given proper opportunities to develop their mental abilities, such as their analytical thinking skills. An atmosphere of chaos prevailed throughout some lessons. Some students and their parents were concerned about some teachers using inappropriate methods to control behaviour, which contribute to some students feeling insecure in the school.

The overall effectiveness of the teaching and learning processes is inadequate. Some teachers have good subject knowledge but this is not sufficiently reflected in varied teaching methods and strategies. Students are seldom given the chance to work or learn together. Most teachers rely on communicating knowledge and facts. They use direct questioning that does not enhance students' higher thinking skills or challenge their abilities. Some teachers enrich lessons by providing students with activities and homework based on textbooks. The homework, however, is only a supplement to the textbook activities and does not take into

consideration individual differences. Most teachers use assessment methods that are limited to measuring knowledge and memorisation; assessment is not targeted at meeting the needs of different groups.

The quality of the curriculum and enrichment programmes is inadequate. The school develops students' understanding of their rights and responsibilities appropriately by promoting a spirit of citizenship in students and encouraging participation in national events and extra-curricular activities, such as committees and the school broadcast. The school has no clear plans to make links between subjects; students do not understand that skills gained in one subject can be transferred to another. The school and classroom environment are enriched in only a limited way; some of the first cycle classrooms are used appropriately and some walls have guidance posters. Students' achievements are not celebrated enough, except through some displays in the first cycle classrooms. The curricula are not used effectively to enable students acquire the basic skills in all primary subjects. This has negatively reflected on the proficiency level of most students, especially in the skills of composition and writing in Arabic, speaking in English and geometric skills in mathematics.

The quality of student support and guidance is inadequate. The school does not offer induction programmes for new students to help them settle. The school diagnoses students' personal needs and meets them. It does not adequately meet students' educational needs, however, except for the efforts of the special education specialist to assist students with their reading and writing skills in Arabic. School committees evaluate health and safety risks appropriately and monitor procedures as well as carrying out training on evacuation and fire exits. The social advisor identifies students with health problems and the school makes a few attempts to raise health awareness. The effect of these efforts, however, is not clearly reflected in students. The school informs parents about their boys' progress on open day, and holds some individual educational meetings in cases of low academic achievement.

The effectiveness of leadership and management is inadequate. The school has a shared vision but it does not focus on achievement. It has an annual plan that focuses on several relevant aspects but lacks measurable performance indicators. The school's vision and plan have not had a positive effect on the performance of teachers in lessons. The school does not carry out a comprehensive self-evaluation based on an accurate study of its situation. The higher and middle management monitor teaching and learning processes through class visits and training courses but there is no analysis of staff training needs in order to increase their professional competency. The effect of training programmes on staff performance is not measured or monitored. Some staff do not attend school and lessons regularly, which affects the services provided to students. Some of the school's buildings and facilities, such as the e-learning class and the sports hall, are good, whereas the science laboratory, the design and technology class and the family education room do not have any equipment. The

school communicates with parents through some educational meetings and weekly pamphlets, but the communication level is insufficient, especially for the second cycle. The school does not make enough use of the parents' council and students' council. Parents expressed their need for more communication about their children's progress, especially for the second cycle.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school's capacity to improve is inadequate. The school's development plan does not focus on the actual needs of the school and was not built on accurate self-evaluation. The school does not carry out regular self-evaluation of its work. Most of the school's staff do not perform the duties assigned to them, although they have job descriptions for their roles. Efforts to raise the professional competency of teachers have not been successful in improving students' standards in most lessons or in their personal development, despite the high pass rates in school examinations. The school faces further challenges, such as the current shortage of some teaching and administrative staff.

The school's main strengths and areas for development

Main Strengths

- High pass rates in school examinations
- Students attend school regularly.

Areas for development

- Occupational discipline of teachers
- Students' academic achievement in class
- Considering individual differences in activities and written work
- Basic skills
- Students feeling secure and free from intimidating conduct
- Awareness and responsibility in class and around the school
- Teaching and learning strategies that lead to effective learning
- Assessment of students in educational situations
- Challenging students' abilities based on their levels
- Enabling students to acquire basic skills
- Linking between subjects
- Induction programmes for new students
- Evaluating and meeting students' educational needs
- Self-evaluation
- Strategic planning
- Raising professional competency.

What the school needs to do to improve

In order to improve further, the school should:

- Call in immediate external support to help the school to improve its overall performance
- Design a strategic plan, focused on meeting the needs of the school, with clear and measurable performance indicators; monitor its effect on the overall performance of the school
- Employ comprehensive self-evaluation and make use of its findings
- Develop and enhance teaching and learning strategies to ensure:
 - the consideration of individual differences in lesson planning, written activities and homework
 - the development of basic skills
 - the use of cooperative learning
 - variation of assessment methods to ensure improvement in academic achievement
 - the development of higher thinking skills and challenging students' abilities
 - linking between subjects
- Increase students' feeling of security and freedom from intimidating conduct
- Raise the professional competency of the teaching and administrative staff and monitor the effect of training
- Address the shortage in teaching staff to help ensure improved teaching and learning processes and raised levels of academic achievement.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate