



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Jaber Bin Hayian Primary Boys School
Duraz - Northern Governorate
Kingdom of Bahrain**

Date of Review: 18-20 March 2013

SG100-C2-R092

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The 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 eight 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		Jaber Bin Hayian Primary Boys School											
School's type		Government											
Year of establishment		1985											
Age range of students		6-12											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	592	Girls	-	Total				592			
Students' social background		Most students come from middle-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	3	4	4	3	3	-	-	-	-	-	-
Town /Village		Duraz											
Governorate		Northern Governorate											
Number of administrative staff		11											
Number of teaching staff		55											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		One year and a half											
External assessment and examinations		QQA national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		60			29			1			34		
Major recent changes in the school		<ul style="list-style-type: none"> • New appointments during the past academic year 2011-2012: <ul style="list-style-type: none"> – principal and assistant principal – senior teacher – speech/language specialist and music education teacher. 											

Table of review judgements awarded

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

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 changed from inadequate in the previous review in January 2010 to satisfactory this time, following two MVs and achieving sufficient progress in the second. Satisfactory levels of performance are achieved in all aspects. The school's leadership creates a positive environment, promoting team spirit and focussing on the RV and MV recommendations. Behavioural adjustment programmes and some extra-curricular programmes and activities are implemented, with support for special needs students, particularly those with speech and language disorders. Students and parents' satisfaction with the school's performance is good. The number of professional development programmes has been increased. However, variation in teaching practices and class management affects productivity of some lessons, and students' self-confidence and leadership skills. Disparity in support for low achievers affects their acquisition of basic skills, especially in English.

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

Grade: 3 Satisfactory

The school's capacity to develop and improve has changed from inadequate in the previous review to satisfactory this time. Progress is shown in all aspects of work, reflecting senior leadership and members' efforts embodied in the development of a strategic plan based on the findings of self-evaluation and focussing on priorities. This contributes to improving the school's overall performance, especially regarding educational practices. Training workshops play a significant role in improving teachers' performance in the majority of lessons, especially in the first cycle, reflecting in students' academic achievement. The school operates some behavioural adjustment projects, such as "Stop", aimed at teaching students positive behaviour values. Extra-curricular programmes and activities have been implemented, enhancing the curriculum. An attractive school environment is provided through improving teaching facilities and establishing Green homes.

The school's main strengths

- Leadership's awareness of the areas of strength and those needing improvement, the role it plays in inspiring and motivating school members and its support for interpersonal relationships
- The care provided for students with special needs, especially those with speech and language disorders
- Induction of new students when they first join the school.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and teach them the basic skills in core subjects, especially English
- develop teaching and learning strategies, to include:
 - considering differentiation in assessment, and using the findings to meet students' learning needs
 - providing support for students, especially low achievers
 - managing time effectively in lessons.
- provide students with more opportunities to develop self-confidence, leadership skills and independent learning abilities in lessons.