



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 8-10 May 2017

SG100 -C3-R123

Introduction

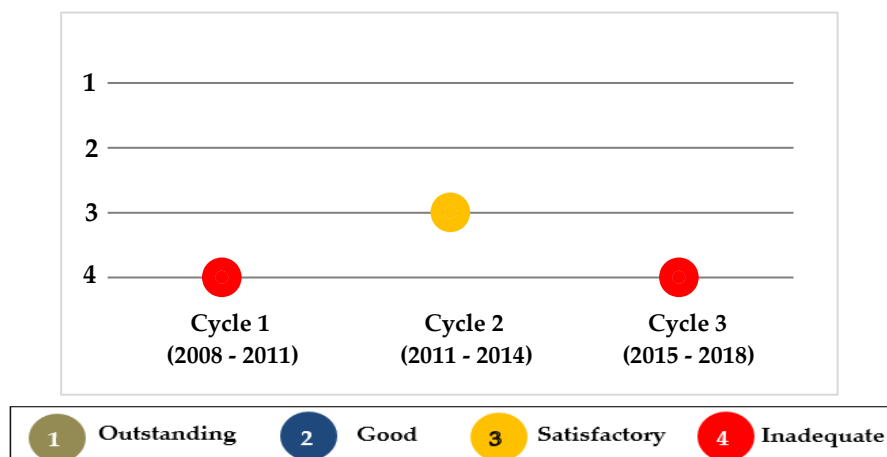
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

- The review judgements have changed in all aspects, regressing from satisfactory to inadequate due to a lack of students' awareness, low academic achievement and ineffectiveness of teaching and learning processes, alongside the inaccurate self-evaluation, planning and monitoring of plans. Additionally, the school has been affected by the succession of three different leaders over the past four years.
- Students achieve inadequate standards in almost two thirds of the lessons and in their written work, with poor proficiency in basic skills in most of the core subjects.
- The majority of teachers use ineffective teaching and learning strategies, particularly in English, science and half of the class teaching lessons where assessment methods are ineffective, class management is unproductive and only limited support is provided to the different categories of students.
- Students' participation is limited inside and outside the classrooms, with insufficient enthusiasm, low self-confidence and a failure to assume responsibility. Some of their behaviour shows a lack of social awareness, specifically in Cycle 2 where there are

fights and vandalism, which negatively affect their feeling of safety and security.

- Few programmes and extracurricular activities are available to students.

Participation is mainly limited to the outstanding and talented students, though students and parents are satisfied with the school's provision.

Main positive features

- There are no major positive features.

Recommendations

- Immediate intervention by the relevant authorities at the Ministry of Education to ensure raising the overall performance of the school and take the necessary action to:
 - raise students' awareness and manage their behaviour
 - carry out a full maintenance programme of the school building
 - address the shortage in human resources, represented by senior teachers for the Arabic and class teaching sections, a talented and excellence specialist, a nurse and raise the social counsellor staff in accordance with the student numbers.
- Implement an accurate self-evaluation of the school and use its results in building the strategic plan, focusing on the priorities for improvement and including accurate performance indicators and clear monitoring mechanisms.
- Employ effective teaching and learning strategies that include:
 - enabling students to acquire basic skills in all subjects
 - using effective assessment methods and benefiting from their results in supporting the different categories of students in lessons and in their written work
 - managing lessons to ensure their productivity
 - activating students' roles, enhancing their self-confidence and enabling them to take responsibility.
- Implement programmes and extracurricular activities that enhance students' experiences and meet the learning needs of the different categories of students.

Capacity to improve 'Inadequate'

Judgement justifications

- The performance of the school has regressed in all aspects of school work, this being linked to a number of challenges the school is facing that require coordination with the relevant authorities at the Ministry of Education, most importantly:
 - low students' awareness and their misconduct

- students' weak basic skills in all core subjects
 - cracked floors and balconies in the school building and the worn out port cabins
 - the instability of the teaching and administration staff
 - the shortage in human resources represented by senior teachers for Arabic and class teaching sections, a talent and excellence specialist and a nurse.
 - The shortfall in the social counselling staff, compared to the annual increase in the number of students.
- The self-evaluation is inaccurate in diagnosing the real situation and determining the improvement priorities. The performance indicators in the strategic and action plans are inconsistent, with an emphasis on monitoring the execution of procedures rather than measuring their quality, resulting in limited impact on improving the work aspects.
 - The school's evaluation of its performance in the self-evaluation form is inconsistent with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	جابر بن حيان الابتدائية للبنين													
Name of the school (English)	Jaber Bin Hayian Primary Boys													
Year of establishment	1985													
Address	Building 287 - Road 36 - Block 542													
Town / Village / Governorate	Al-Duraz/ Northern													
School's Contacts	17693049				Fax				17690985					
School's e-mail	hayan.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		702		Girls		-		Total		702			
Students' social background	Most students are from limited and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	7 administrative and 2 technicians													
Number of teaching staff	57													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Two years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations in mathematics for the second cycle and English for Grade 6. BQA national examinations. 													
Accreditation (if applicable)	-													

Major recent changes in the school	<ul style="list-style-type: none">• There have been three successive school leaderships since the last review, with the latest appointment of the Principal and Assistant Principal in 2015-2016.• The most recent changes in the year 2016-2017 were:<ul style="list-style-type: none">- the appointment of a second Assistant Principal- the retirement of the senior teacher of the Arabic section and the transfer of the senior teacher of class teaching without replacement.- The appointment of new teachers, including 2 class teaching, 3 Arabic, 1 English, 1 mathematics and 1 science.
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