



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

Schools Review Unit

Review Report

Jaw Primary Intermediate Girls School
Jaw – Southern Governorate
Kingdom of Bahrain

Date Reviewed: 12 – 14 April 2010

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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 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: 196

Age range: 6 – 15 years

Characteristics of the school

Jaw Primary-Intermediate Girls School is one of the Southern Governorate's schools and was established in 1986. It caters for students aged between 6 and 15 years and there are 196 students. Most students come from higher-income families. Students are distributed across nine classes: three for the first cycle, three for the second and three for the third. The school has classified 83 students as outstanding and one student as having special needs. It is the Principal's third academic year in the school. There are eight administrative staff and 34 teachers. The school lacks some staff, such as senior teachers, and some facilities, such as a sports hall. The school has joined the pilot phase of the School Improvement Programme.

Overall effectiveness

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

Grade: 2: (Good)

The effectiveness of Jaw Primary-Intermediate Girls School is good. Students and their parents are exceptionally satisfied with the school.

Students' academic achievement is good. They achieve high success rates in most subjects, which are reflected in their actual levels of understanding and knowledge in most lessons. The school employs varied teaching strategies, takes individual differences into account in most extra-curricular activities and written work, and helps students acquire a good level of basic skills in most lessons. Intermediate stage students do not, however, gain English language skills to a sufficient standard. Students with learning difficulties make good progress with the help of lessons and remedial activities offered by the learning difficulties specialist, and their progress is followed up in collaboration with subject teachers. Outstanding and talented students also make appropriate progress through their participation in various activities and internal and external competitions.

Students' personal development is good. Most students attend regularly and punctually. Most students participate in extra-curricular activities and various committees and programmes that meet their interests; this increases their enthusiasm and enhances their self-confidence and ability to take on leadership roles. Analytical thinking skills are not consistently well developed during lessons and students show variable levels of these skills. Most students enjoy good relations in the school, based on mutual respect for each other and their teachers. They feel safe and secure in school and there is little misbehaviour. Most students take pleasure in the school's attractive environment and the prevailing atmosphere of care is conducive to learning.

The effectiveness of the teaching and learning processes is good. Teachers have good subject knowledge, which they show in their use of a variety of interesting and effective teaching strategies. In addition, they make good use of learning resources and modern technology to motivate students to learn. Teachers challenge students' abilities and use various assessment methods to measure learning outcomes. Students are given good opportunities to learn from each other, which increases their enthusiasm and motivation to learn. Most teachers help students to acquire the basic skills in most lessons; students do not gain sufficient skills in English language, however. Students are given homework and it is followed up but individual differences are not taken into account when setting homework.

The curriculum presentation and enhancement are good. The school develops students' spirit of citizenship well through participation in various national events and the use of citizenship corners in and outside classrooms. Students are given varied extra-curricular activities that enhance their personal development well. Teachers help students to acquire basic skills such as reading, writing, mathematics and IT through using varied teaching methods and focusing appropriately on the development of these skills. Links between subjects are satisfactorily made in the first cycle.

The support and guidance for students is good. The school provides suitable induction programmes for new students entering the school, offering educational events and meetings with parents, and prepares students for the next phase of education well by giving guidance, organising seminars and holding educational meetings for parents. The school also diagnoses and meets students' personal needs and follows up health-related matters; students' health awareness is raised through advisory talks. Students' learning needs are assessed appropriately and met well through remedial and enrichment programmes, as well as with support in most lessons; this is reflected in the good progress of different groups of students. The school regularly communicates with parents, especially regarding their daughters' academic progress, and sends monthly reports on each student's achievements. The school ensures a healthy and safe environment through continuous monitoring of security and safety issues.

The effectiveness of leadership and management is good. The school has a shared vision, which is focused on high-quality performance to attain excellence; and the vision is reflected in various good practices in lessons. The school also has a strategic plan focused on improvement and development, based on a SWOT analysis. The plan has clear and accurate performance indicators and follow-up mechanisms. The school assesses most aspects of its work to help shape its improvement and development and this is reflected in most of the educational practices in the school. The school's managers inspire and motivate staff. They provide teachers with appropriate training workshops and programmes according to their needs. The school uses its educational facilities well to support the teaching and learning processes. It also responds to students' and parents' suggestions exceptionally well.

□ Does the school have the capacity to improve?

Grade: 2: (Good)

The school has a good capacity to improve. The school leadership is committed to improvement and keeping pace with current educational developments. The strategic plan is well developed and based on the results of self-evaluation and analysis of most aspects of the school's work. The Principal has initiated some good development projects such as the 'Coffee Shop' project to create an attractive learning environment, and the 'Little Teacher' project. The school has invested in good learning resources and employs e-learning in all classes. Managers continuously seek to improve the teaching and learning processes and regularly monitor students' performance; such actions have a positive effect on students' academic achievement and their personal development.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Self-evaluation
- Varied teaching and learning strategies
- Meeting students' learning and personal needs
- Extra-curricular activities and competitions
- Students' behaviour
- Communication with parents
- Inspiration and motivation of staff by school managers.

Areas for development

- Planning to take individual differences into account when assigning homework
- Basic skills in English language
- Higher thinking skills
- Structured links across subjects in the first cycle.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning processes through:
 - disseminating good and outstanding practices
 - developing students' basic skills in English language
 - reflecting individual differences in planning for homework
 - developing higher thinking skills
 - making links across subjects in the first cycle.
- Fill shortages in human resources.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good