



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

# **Schools Review Unit Review Report**

**Jaw Primary Intermediate Girls School  
Jaw - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 12-14 November 2012**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) 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 SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten 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 schools and kindergartens 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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven 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

<b>School's name</b>		Jaw Primary Intermediate Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1985															
<b>Age range of students</b>		6-15 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		1-6				7-9				-							
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	196				<b>Total</b>	196							
<b>Students' social background</b>																	
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				
	<b>Classes</b>	1	1	1	1	1	1	1	1	1	-	-	-				
<b>Town /Village</b>		Jaw															
<b>Governorate</b>		Southern															
<b>Number of administrative staff</b>		7 administrative staff and 7 technical staff															
<b>Number of teaching staff</b>		30															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		One week															
<b>External assessment and examinations</b>		NAQQAET's and national examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		86				79				1				1			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• A newly appointed principal at the end of October 2012</li> <li>• Lack of a learning difficulties specialist</li> <li>• Three newly appointed teachers in Arabic, science and English departments.</li> </ul>															

## 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	-	3
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	2	2	-	2
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	2	2	-	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### **Grade: 3 Satisfactory**

The school's overall effectiveness has changed from good in the previous review in April 2010 to satisfactory in this one. This is because both students' achievement and teaching and learning are satisfactory as a result of fluctuations in the effectiveness of teaching strategies used. The majority of students achieve expected levels, whereas high achievers do better and low achievers worse. This is due to inconsistent levels of support for students' acquisition of basic skills in English and mathematics. There are also wide fluctuations in the impact of teachers' professional competency programmes. The school supports students who have problems and promotes their self-confidence, acceptance of responsibilities and understanding of the Bahrain's heritage. It provides a safe and motivating learning environment that promotes citizenship. Students and parents are well satisfied with the school.

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

#### **Grade: 3 Satisfactory**

The school's capacity to improve has changed since the previous review from good to satisfactory. The school has a strategic plan based on a comprehensive self-assessment that identifies priorities for improvement. These priorities are reflected in the school's performance in several aspects, particularly students' behaviour, personal development programmes and the improvement of the school environment. However, the school faces some significant challenges such as the instability of senior leaders. Four principals have taken office over the past three years. Students' fluctuating basic skills in core subjects and the insufficient impact of the teachers' professional competency programmes on their performance in lessons lead to maintaining the school's satisfactory capacity to improve.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

From 2010 to 2012, the school's national examination results in most core subjects in Grades 3 and 6 showed improvement. While students attained higher than the national average in most subjects, except for mathematics in Grade 3 and English in Grade 6, levels are consistent with the national average. Grade 9 students attained higher than the national average, except in mathematics, but their levels were lower in 2012 national examinations compared with the previous years where they were in line. Such results are variedly reflected in students' levels in the majority of lessons.

The majority of students' results over 2011-12 show various pass rates ranging from 75% to 100% in all grades, except for Grades 8 and 9 where they fell in mathematics and science. Students' high pass rates in the first and second cycles are consistent with their proficiency rates, while they greatly fluctuate similarly in Grades 8 and 9. Although such high pass rates are reflected in students' achievement levels in good lessons, especially in Arabic, they are inconsistently reflected in the majority of lessons in other subjects as a result of inconsistency in the effectiveness of teaching and support and guidance given to low achievers. Students in the first cycle acquire reading and oral expression skills in Arabic better than writing skills, while students in the second and third cycles develop skills in text analysis and grammar in a good manner. The majority of students gain basic skills in mathematics, science and English inconsistently.

Students' results over the last three years show satisfactory progress in mathematics and English in the third cycle, and stable results in most core subjects. The majority of students make progress in good lessons such as in Arabic and most general subject class teaching as a result of effective teaching strategies and activities. However, their progress in the remaining lessons is slower, particularly in mathematics in Cycle 2 and English in Cycle 3, as a result of the less effective teaching strategies and in their written work, especially for low achievers.

Too little use is made of diagnostic test results in organising remedial programmes, particularly that the school has no learning difficulties' specialist. The school also lacks effective provision of learning support in lessons, which in turn leads to its inconsistent levels of achievement. High achievers make good progress through enrichment programmes and competitions.

## How good is the students' personal development?

### **Grade: 2 Good**

Most students participate enthusiastically in school life through their free-choice selection of a set of activities, programmes and committees in which they enjoy participation, for example, 'Jaw Danat' and the morning assembly. They also take part in various sports and folklore competitions. Students' self-confidence and ability to take on leadership roles are due to the good number of opportunities provided both inside and outside classrooms to extend their responsibility such as the 'I'd like to be a teacher' scheme. This enhances their personal and leadership characteristics. Students effectively participate in most lessons through cooperative activities and assuming roles such as the role of young teachers and budget officers where they show good social interaction.

Students act responsibly, show positive attitudes and good manners. They respect each other, adhere to rules and regulations, attend regularly and maintain the school's property well. Students, therefore, feel safe and secure. Their understanding and adherence to Bahrain's heritage are reflected in their participation in various programmes, for example, 'Firjan Lul' and 'Value Enhancement', in addition to their participation in the 'Behaviour Discipline Committee' that seeks to enhance religious values and behaviour at school.

## **The quality of provision**

### How effective are teaching and learning?

### **Grade: 3 Satisfactory**

Most teachers have good subject knowledge but it is used inconsistently in their performance in lessons. They generally have high self-confidence and effective class management in good lessons, and use various teaching methods and strategies such as discussions, dialogue and cooperative learning. They also use differentiated activities that challenge students' abilities, such as when asking them to express themselves through drawing, writing or designing posters. In addition, teachers use educational resources, such as the interactive white boards, electronic presentations and educational cards, which is reflected in most students' enthusiasm and their acquisition of concepts and knowledge, especially in Arabic. However, teachers' performance is not as good as this in the remaining lessons, particularly in mathematics and English. The level of support given to low achievers is not good enough because teachers are too much at the centre of the process with students'

roles too limited to answering questions about memory recall. Some direct written work that promotes their higher-order thinking skills is good, but this is inconsistently reflected in the students' achievement and acquisition of skills, concepts and knowledge.

Lessons are well-managed by most teachers. Students are well-disciplined as teachers attract their attention by providing them with an inspiring learning environment, implementing various awarding methods such as the use of stars, verbal encouragement and gifts. This is reflected in students' motivation and their effective contribution in most lessons. However, time management in some lessons, particularly in the satisfactory and inadequate ones, is less effective, as some introductory activities exceed their allocated time in the lesson plan.

Students are assigned appropriate amounts of homework and extra-curricular activities cater for differentiation in the majority of subjects. This work is marked and feedback is given regularly to improve students' achievement. Various assessment activities, such as oral questions and individual and group written work are used in the majority of lessons, particularly in Arabic and most lessons in general subject class teaching. However, their effectiveness in some satisfactory and inadequate lessons is not a similar level as they focus mainly on oral or group assessment without providing sufficient support to students, especially low achievers. Moreover, some lessons do not have assessment activities, which is reflected in the students' inconsistent achievement in the majority of lessons.

### **□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?**

#### **Grade: 2 Good**

The school analyses the contents of textbooks and sets out delivery plans, for example, in the Arabic textbook for Cycle 3. It also enhances the curriculum through the preparation of hand-outs such as in English. In addition, the curriculum is enriched through the organization of various activities and extra-curricular activities, for example, the weekly departmental programmes and the 'Arabic Language Festival', which meet students' needs and promote their experiences, particularly of the high achievers. Links between subjects are made in Cycle 1, but to a lesser degree in Cycles 2 and 3. They are linked to real life situations to a greater extent through the use of strategies that ensure the acquisition of basic skills and the required personal characteristics of students when they prepare for the next stage of education.

Students' sense of citizenship is developed through a number of projects and programmes such as 'My Beloved Home', morning assembly and various competitions such as 'The Best Popular Folklore Outfit' competition. The students' participate in various competitions and

pay visits to cultural sites such as Shaikh Isa Cultural Centre. Membership of committees such as 'Belonging and Citizenship' and the Students' Council and an enriched environment with posters, educational corners and students work contribute to enriching the curriculum, motivating most students and developing their Islamic values.

### How well are students guided and supported?

#### **Grade: 2 Good**

The school inducts new students well through presenting gifts, touring the school and organising meetings with their parents. It also inducts students to the next phase of education by getting them acquainted with rules and the delivery of lectures on the different available streams. It identifies and meets students' personal needs by presenting in-kind aids and by diagnosing students' learning needs through the analysis of assessment tests, to identify the different categories of students, especially the talented and outstanding students, who participate in various competitions in which they clinch top positions. This is reflected in their distinguished achievements; however, support given to low achievers is not at this level.

Good support is given to students, especially when they face problems. Moreover, the school organises a number of guidance programmes and lectures such as 'I am great with my behaviour' and individual and group meetings as well as awareness hand-outs. Parents are satisfied as they praise school's efforts in communicating with them through reports, open days and extended office hours meetings. The school exerts great efforts to provide a healthy environment as it regularly monitors and maintains the utilities, organises evacuation drills and promotes students' health awareness.

### **Leadership, management and governance**

#### How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

#### **Grade: 2 Good**

The school has a shared vision that is repeated by students in the morning assembly and translated into the practice of most aspects through its strategic plan. This is based on a comprehensive self-evaluation, including priorities for improving students' academic

achievement and personal development. The plan is implemented through clear performance indicators and reflected in the quality of the school's performance, particularly in the students' personal development and improvement of the school environment. Senior leaders have clear mechanisms to follow up work in the academic departments, such as holding meetings with the management council and the internal improvement team, in addition to paying visits to classes to monitor the teaching process. However, the impact of such visits and the use of their results have not been reflected consistently in developing the levels of teachers' performance.

Senior leadership inspires staff by building close relationships and encouraging educational initiatives and projects such as 'Excellence Cheques'. It also presents certificates of appreciation and delegates powers, such as when assigning a substitute teacher to carry out the tasks of the learning difficulties' specialist, all of which promotes the enthusiasm of most teachers. Though more impact is needed from these, the school, through its middle management staff and in cooperation with the improvement teams, organises a number of professional development programmes based on teachers' training needs, for example, 'Preparation of an E-lesson' and 'Class Notes to New Teachers' workshops. In addition, it arranges for exchange visits among the academic departments and the use of other practices, all of which are reflected in the good teachers' performances. The school seeks the views of students and their parents through their councils where they discuss issues like the school's pass rates, performance results and responds to suggestions through the 'suggestion box'. Examples include the arrangement of the examinations schedule and the organisation of a weekly recreation programme. The school communicates with the local community to enrich students' experiences, such as the cooperation with ALBA in improving the landscaping of the school and delivery of health lectures in cooperation with Askar and Jaw Health Clinic. It also cooperates with the improvement team through implementing a number of projects including the Bahrain Outstanding School Programme, all of which are reflected in its performance.

## **The school's main strengths**

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- Students' discipline, awareness and the development of their personal characteristics
- Personal support given to students when they face problems and programmes to enhance positive conduct
- Provision of a healthy and secure environment where most students feel safe and secure
- Enhancement of students' spirit of citizenship and the development of their understating of the Bahrain's heritage and Islamic values.

## Recommendations

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### **In order to improve, the school should:**

- develop teaching and learning strategies to ensure:
  - students' acquisition of basic skills, especially in English and mathematics
  - more effective time management
  - more challenge of students' higher-order thinking skills and abilities
  - using links across subjects to a greater extent, particularly in Cycles 2 and 3.
- implement the use of assessment tools and results in supporting and guiding students, especially low achievers
- secure the impact of professional development programmes on teachers' performance levels.