



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

Schools Review Unit Review Report

**Jidhafs Primary Boys School
Jidhafs - Northern 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 six 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: 614

Age range: 6-11 years

Characteristics of the school

Jidhafs Primary Boys School is one of the Northern Governorate schools and was founded in 1985. The age range in the school is from 6 to 11 years, and there are 614 students. Most students come from middle-income families. Students are distributed across 21 classes: 13 classes for the first cycle and eight classes for the second. The school categorises 117 of its students as talented and creative, 287 as outstanding, 29 as having learning difficulties and two students as having special needs. The headmistress is in her third year at the school. There are 46 teaching staff and 13 administrative staff. The school currently has no assistant headmistress and vacancies for senior teachers for English, Mathematics and Science. It also lacks some educational facilities such as a sports hall, a drawing room and an electronic classroom. 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: 3 (Satisfactory)

The overall effectiveness of Jidhafs Primary Boys School is satisfactory. Support and guidance for students at the school is good. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. Students achieve high pass rates in school examinations. Their performance in lessons, however, did not reflect these high rates; the teaching methods used do not offer enough opportunities for students to learn effectively. Students make satisfactory progress overall in lessons and written work, although their individual differences are not sufficiently considered. Talented and outstanding students, the lower achievers and the students with learning difficulties make suitable progress with the help of remedial programmes and activities provided outside lessons. In the classroom, however, the infrequency of challenging opportunities in class activities and the lack of consideration of individual differences prevent students from making progress in line with their abilities.

Students' personal development is satisfactory. Most students attend school and lessons regularly and contribute to school life outside the classroom, where the school offers students appropriate opportunities to express their opinions, show self-confidence and assume some leading roles. In lessons, however, where teaching methods varied in their effectiveness, students' enthusiasm and contribution to lessons was inconsistent. The development of students' analytical thinking skills is patchy; some opportunities were provided for developing these skills in some of the class teaching lessons and the good lessons in the second cycle but the focus in the rest of the lessons was on developing lower thinking skills. Students have good relations with each other and with their teachers and feel safe and secure in the school. Students show good awareness towards their school environment but there is some behaviour that creates anxiety for some students and their parents, such as minor fights.

The quality of teaching and learning strategies is satisfactory. In the good and outstanding lessons observed some teachers used a wide range of effective teaching strategies to provide students with skills, concepts and knowledge and challenge their abilities. They also used varied assessment methods to measure students' achievements. Some teachers gave students suitable opportunities to work together and learn from each other. Such strategies had a positive effect on students' achievements and personal development. In most of the

satisfactory and inadequate lessons, however, the student was not the centre of the educational process and students' abilities were not sufficiently challenged; opportunities for students to work together and learn from each other were limited and students' motivation to learn was much less in those lessons. Assessment in most of those lessons was limited to verbal questions that did not show the extent of students' progress and did not help to raise their achievement levels. Students are given an adequate amount of homework but it is the same for all students and does not consider their individual differences.

The quality of curriculum enrichment and delivery is satisfactory. That school sets and carries out appropriate plans and programmes to deliver the curriculum. Students acquire satisfactory basic skills in most core subjects, except English. The school also makes adequate links between the subjects to allow students to follow a coherent curriculum. Students' understanding of their rights and responsibilities, as well as their sense of citizenship, is developed through a number of programmes, festivals and competitions; this has a positive effect on the personal development of some students. The curriculum is enriched through students' participation in many activities and competitions. The school enriches the classroom environment, decorates the school corridors, sets up educational corners in classrooms and corridors and celebrates students' works appropriately; the school provides an attractive and motivating environment for learning.

The quality of guidance and support for students is good. The school inducts new students through a set of educational and entertaining programmes. It also prepares them for their next stage of education by giving suitable guidance and advice and informing them about the requirements of the next stages; students' acquisition of the basic skills necessary for those stages is adequate. The school evaluates and meets students' personal needs effectively, Lower-achieving students benefit from remedial lessons and support from the learning difficulties specialist. Outstanding and talented students take part in enriching activities, programmes and internal and external competitions; the effect of this support is clear in the good and outstanding lessons. Students are offered many group and individual guidance programmes, which have helped to reduce poor behaviour among students. The school communicates regularly with parents and keeps them informed about their children's progress. The school also makes clear efforts to make sure that its staff and students work in a safe and secure environment.

The effectiveness of leadership and management is satisfactory. The school has a vision that focuses on achievement; the vision has had an impact on teachers' performance to a variable degree. The school has a strategic plan that is based on an analysis of the school's situation and identification of its strengths and areas for development. The execution of the plan has brought about some success, such as teachers' effective practices in the good and excellent lessons and the support and guidance programmes. Although the school evaluates some aspects of its work it does not use the results consistently to ensure the effectiveness of projects and programmes. The school makes some effort to raise the professional

competency of teachers but the impact of these programmes on teachers' performance is patchy. Managers inspire the teaching staff by encouraging teamwork and fostering professional relationships; this is reflected clearly in the performance of some teachers in good and outstanding lessons. The school uses its resources and facilities effectively. It seeks the opinions of students and their parents about aspects of the school's work and responds according to its capabilities; students and their parents are very appreciative of this.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to improve and develop is satisfactory. The school has a strategic plan for the next three years that is based on a diagnosis of the school's situation. The school's self-evaluation of its work has helped in identifying strengths and areas for development. Recent improvements in the school can be seen in the good support and guidance programmes and the presentation of the school environment to make it safe and motivating for learning; these improvements have had a satisfactory effect on students' academic achievement and their personal development. In addition, the school's managers encourage teachers' initiatives and create a spirit of teamwork among staff. The school makes clear efforts to offer a range of events and activities that help broaden students' experiences. The school, however, faces some challenges such as the inconsistency in students' academic achievement and teachers' performance. The school also lacks clear mechanisms to measure the impact of professional development programmes on improving teachers' performance.

The school's main strengths and areas for development

Main Strengths

- School examination results
- Regular attendance
- Support and guidance programmes
- Communication with parents
- Using the school environment
- Extra-curricular activities.

Areas for development

- Using the findings of self-evaluation
- Professional development programmes
- Teaching and learning strategies
- Students' standards in lessons
- Basic skills in English
- Using assessment in lesson planning
- Considering individual differences in lessons and homework
- Developing higher thinking skills
- Challenging students' abilities.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies to include:
 - Using assessment to diagnose and meet students' educational needs more effectively
 - Providing students with better basic skills, especially in English
 - Developing students' higher thinking skills
 - Challenging students' abilities.
 - Considering individual differences among students in lessons and homework
 - Making opportunities available for students to work together and learn from each other.
- Encourage better conduct among students and raise awareness inside and outside lessons more.
- Make better use of self-evaluation findings to improve performance.
- Develop professional development programmes for teachers and measure their effectiveness in improving the performance of teachers in the classroom.
- Address the shortages in human and physical resources.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	3: Satisfactory