



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Jidhafs Primary Boys School
Jidhafs - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 March 2014
SG161-C2-R160**

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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 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

School's name		Jidhafs Primary Boys School											
School's type		Government											
Year of establishment		1985											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	657	Girls	-				Total	657			
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	4	5	4	4	-	-	-	-	-	-	-
Town /Village		Jidhafs											
Governorate		Northern											
Number of administrative staff		15 administrative, 2 technicians											
Number of teaching staff		47											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
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		
		219			15			2			30		

Major recent changes in the school	<ul style="list-style-type: none">• New appointments in 2013-2014:<ul style="list-style-type: none">- principal- assistant principal- senior teacher for homeroom teaching- head of services- information technician- special educational needs specialist.
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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

Overall effectiveness remains satisfactory, matching the April 2010 review. All review aspects are satisfactory, including students' guidance and support, which is judged good in the previous review. This is attributed to inconsistent guidance and support programmes offered to students, especially for low-achievers. Teaching and learning is satisfactory, due to inconsistent teaching and learning strategies, classroom management, effectiveness of assessment for learning, opportunities offered to students to learn together, and provision of leadership roles. This results in students' erratic acquisition of basic skills in most lessons. Acquisition of English basic skills is weak. Conversely, induction programmes, behaviour management, and communication with local and wider communities have led to students' stability, personal development, and behaviour improvement. Students and parents are satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve remains satisfactory. The strategic plan is based on the findings of the school's situation analysis, but with indistinct performance indicators. An appropriate follow up system results in overall satisfactory performance. The school has improved professional development programmes, students' awareness, behaviour and their attitudes. It makes efforts to spread a culture of improvement and development through intensifying classroom visits. However, following up the impact of professional development programmes is insufficient, which adversely impacts teachers' performance and therefore affects students' academic achievement. These are challenges facing the school. To improve the school's overall effectiveness, more effort is required in developing work strategies and setting priorities.

The school's main strengths

- Students' induction programmes, which enable them to settle easily at school
- Communication with local and wider communities
- The positive impact of behaviour management programmes on improving most students' behaviour.

Recommendations

In order to improve, the school should:

- revise and update the strategic plan based on comprehensive and rigours self-evaluation, including accurate performance indicators and specifying work priorities
- develop students' basic skills, especially in English
- develop teaching and learning strategies, to include:
 - using assessment to diagnose and meet students' different learning needs
 - effective classroom management
 - increasing support for low-achieving students.
- offer students further opportunities to work together effectively, and assign them leadership roles in classrooms.