



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

Directorate of Government Schools Reviews Short Review Report

**Primary Religious Institute for Boys
Al-Jufair - Capital Governorate
Kingdom of Bahrain**

Date of Review: 27-29 October 2014

SG198-C2-R197

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the institute	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The institute’s main strengths.....	5
Recommendations	6

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 institute's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the institute

Institute's name		Primary Religious Institute for Boys											
Institute's type		Government											
Year of establishment		2007											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	455	Girls	-				Total	455			
Students' social background		Most students come from average-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	3	3	3	-	-	-	-	-	-
Town /Village		Al-Jufair											
Governorate		Capital											
Number of administrative staff		10											
Number of teaching staff		55											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		8 years											
External assessment and examinations		MoE English examination for Grade 6, QQA National Examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the institute's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		243				81			1			32	
Major recent changes in the institute		<ul style="list-style-type: none"> New teachers recruited in 2014-15: 2 for Arabic, 1 for mathematics, 1 for English, 2 in Islamic Studies, 2 for class teaching. 											

Table of review judgements awarded

Aspect	Grade: Description			
The institute's overall effectiveness	3: Satisfactory			
The institute'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 institute in meeting the needs of students and their parents?**

Grade: 3 Satisfactory

The institution overall 'satisfactory' effectiveness matches its previous judgement in December 2010 review. However, students' personal development, support and guidance, and leadership, management and governance have declined from 'good' to 'satisfactory'. Despite the comprehensive self-evaluation, the results are not used to set clear performance indicators in the strategic plan. Implementation and monitoring of action plans is inconsistent. Erratic performance is evident in teaching strategies, time management, assessment, and support offered to students in and outside classrooms, particularly for low achievers. This limits students' engagement in lessons, their self-confidence, and acquisition of basic skills in mathematics and English in Cycle 2. Students behave maturely and work together in an enriched and conducive learning environment. Support and guidance programmes are effective. Students' and parents are satisfied with the institute.

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

Grade: 3 Satisfactory

The capacity to improve has changed from 'good' in the last review to 'satisfactory' this time. Because of ineffective use of self-evaluation results to set clear performance indicators in the strategic plan. Implementation and monitoring of programmes have an inconsistent impact on improving performance. Other factors that affect the capacity to improve are the number of newly recruited teachers and the shortage in senior teachers for all core subjects except class teaching. Efforts are focused on Islamic studies, improving the institute's environment, students' behaviour and professional development programmes. However, the inconsistent performance of teachers in lessons, and the variation in students' standards in basic skills of core subjects are real challenges that the institute needs to face to improve students' academic achievement.

The institute's main strengths

- Students' sense of security, their understanding of Bahrain's heritage and commitment to Islamic values
- Use of the educational environment to enrich the curriculum and celebrate students' work
- Induction programmes.

Recommendations

In order to improve, the institute should:

- raise students' achievement and develop their basic skills in all core subjects, particularly in mathematics and English in Cycle 2
- use self-evaluation results in setting clear performance indicators in the strategic plan, and monitor the plan's impact
- monitor the impact of professional development programmes and develop teaching and learning strategies, to ensure:
 - supporting students in and outside classrooms, especially the low achievers
 - effective time management, particularly in Cycle 2, to ensure better productivity of lessons
 - developing students' self-confidence, independent learning and ability to assume responsibility
 - using assessment techniques effectively to meet students' learning needs.
- address the shortfall in human resources represented in senior teachers for core subjects.