



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

**Al-Ja'afari Religious Institute
Al-Juffair - Capital Governorate
Kingdom of Bahrain**

Date of Review: 13-15 March 2017
SG193-C3-R104

Introduction

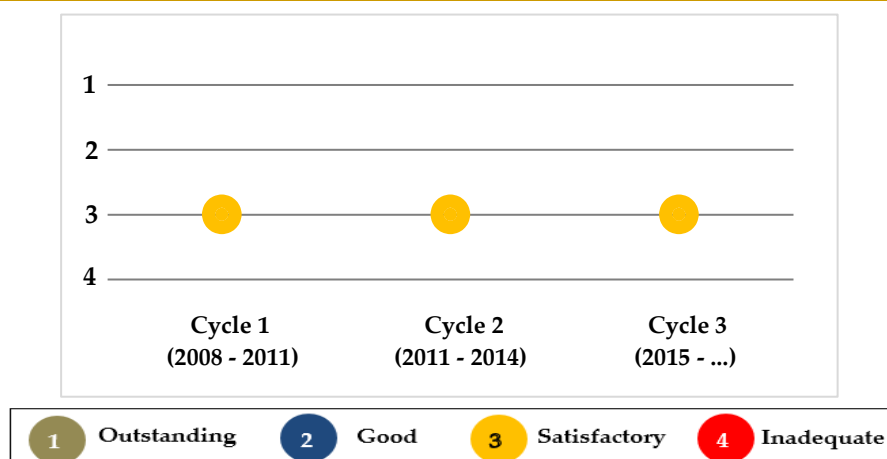
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	2	2	2	2
Quality of processes	Teaching and learning	3	3	3	3
	Students' support and guidance	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • The strategic planning for the Institute's growth and development is based on adequate self-evaluation using several means, all of which reflect inconsistently between good and satisfactory levels in most work aspects. • Students achieve good levels in most natural science lessons and better levels in the majority of class teaching lessons, while their levels varies in the rest of the core subjects, the lowest of which is English. Students achieve low proficiency rates in mathematics in the intermediate stage. | <ul style="list-style-type: none"> • Adequate teaching and learning strategies are employed in the satisfactory lessons, which account for more than half the core subject lessons, though they are affected by the inconsistent management of students learning time. • The use of assessment results in meeting students' academic needs is inconsistent, particularly for the low achieving and in considering differentiation in activities and homework. • Most students participate with confidence and enthusiasm, assuming leadership roles in the various |
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extracurricular activities and national events. They are well behaved and committed to moral values such as respecting the views of others.

- The academic and personal support provided to students outside lessons is

effective, including programmes that promote students' academic and personal progress. This has gained students' and parents' satisfaction.

Main positive features

- Most students are self-confident, assume leadership roles in school life, are well behaved and respect the views of others.
- The variety of extracurricular activities and programmes enhances students' different experiences and their sense of citizenship.
- The human relationships between the Institute's leadership and members, working together in the spirit of one team.

Recommendations

- Benefit from the self-evaluation results in developing the Institute's strategic plan, so as to focus more on development priorities according to clear performance indicators and rigorous monitoring mechanisms.
- Raise students' academic achievement, especially in mathematics in the intermediate stage, and develop their basic skills in English.
- Monitor the impact of teachers' professional development programmes on the employment of teaching and learning strategies that focus on:
 - assessment for learning, and benefiting from its results in meeting students' academic needs, particularly the low achievers
 - management of learning time in lessons; to ensure better productivity
 - provision of academic support to students.
- Address the shortage in human resources represented by two senior teachers for *Sharia* sciences and mathematics, and in the social guidance team to be commensurate with the number of students.

Capacity to improve 'Satisfactory'

Judgement justifications

- The Institute has maintained its satisfactory performance level in the aspects of academic achievement,

teaching and learning and leadership, management and governance, and its good performance in the aspect of

personal development, while its performance has improved to good in the aspect of support and guidance.

- The self-evaluation reflects the Institute's situation and its results are adequately used in identifying work priorities and building the strategic plan, but performance indicators and monitoring of implementation vary. There is also inconsistency in monitoring the impact of professional development programmes on the performance of teachers in lessons.
- The Institute has introduced some effective improvements, such as providing a range of extracurricular activities and behaviour-enhancement and academic support programmes. Positive relationships among the Institute's members have been

developed, as has increasing their motivation towards giving, making an effort and working in the spirit of one team.

- The Institute's judgements as provided in the self-evaluation form are consistent, being one degree higher than the judgements reached by the review team in all aspects.
- The Institute is capable of dealing with the challenges it faces, namely:
 - the existence of three study stages
 - the lack of two senior teachers, for mathematics and the sharia sciences departments
 - the insufficient number of social workers compared to the number of students.

Appendix: Characteristics of the school

Name of the school (Arabic)	المعهد الديني الجعفري													
Name of the school (English)	Al-Ja'afari Religious Institute													
Year of establishment	2002													
Address	Building 1399 - Road 4034 - Block 340													
Town / Village / Governorate	Al-Juffair/ Capital													
School's Contacts	17728860	17009187	Fax		17729871									
School's e-mail	jaffariy.b@moe.gov.bh													
School's website	-													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				10-12					
Number of students	Boys	1001			Girls	-			Total	1001				
Students' social background	Most students are from good income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	4	5	5	5	1	1	1	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	• One class for the religious track.												
	Grade 11	• One class for the religious track.												
	Grade 12	• One class for the religious track.												
Number of administrative staff	13 administrative and 5 technical													
Number of teaching staff	97													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointing 3 Assistant Principals in the school year 2015-2016.