



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

# Directorate of Government Schools Reviews

## Short Review Report

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

**Date of Review: 17-19 October 2016**

**SG160-C3-R075**

## Introduction

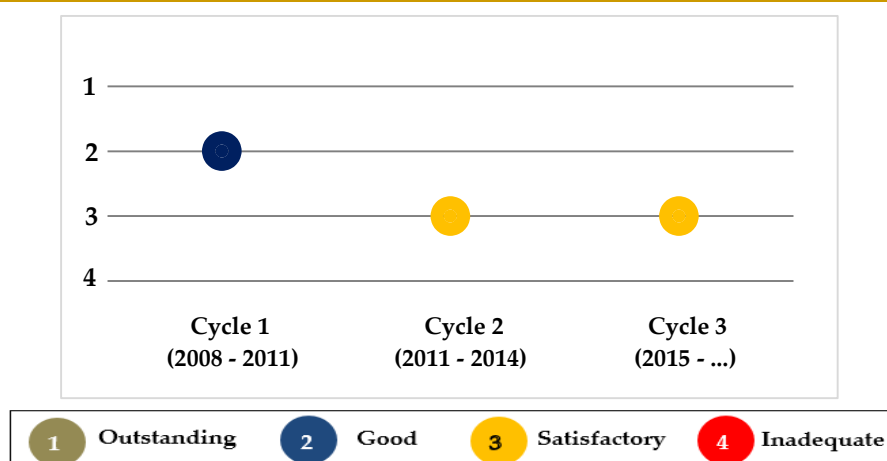
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	-	3
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	3	3	-	3
	Students' support and guidance	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	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

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### 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

- The level of leadership, management and governance has decreased from 'Good' to 'Satisfactory', while the school has maintained the 'Good' level for students' personal development and support and guidance, and the 'Satisfactory' level for academic achievement and teaching and learning.
- Students' academic achievement and teaching and learning are negatively affected by insufficient use of self-evaluation results in specifying development priorities, and by the inconsistency of some departments' plans with the school's strategic plan.
- Students achieved high pass rates in all core subjects. These are in line with the high and very high proficiency rates in all first cycle subjects, in Arabic and science in the second cycle, and in Arabic and English in Grades 7 and 9. However, they are inconsistent with the average and low proficiency rates in English and mathematics in Grades 4 and 6 and in mathematics and science in intermediate stage.
- There is harmony, and a scarcity of behavioural problems, among

students, with confident participation by most of them in school life and a good ability to take responsibility in and out of lessons.

- Employment of teaching and learning strategies is inconsistent. Investment of learning time varies in the satisfactory lessons, which account for more than half of the lessons, especially in English and mathematics in the second and third cycles.
- Assessment results are inconsistent in meeting the educational needs of students, especially the low achievers,

in lessons and homework. The best performance is seen in the class teaching, and in some science and Arabic lessons.

- Support and other programmes are effective, as well as the provision of a wide range of extracurricular activities which suit the different interests and needs of students.
- The senior leadership motivates the staff and there is effective communication with the local community. Students and parents are satisfied with the school's provision.

## **Main positive features**

- Students' good behaviour, the harmony among them and their enthusiastic participation in school life.
- Advice and guidance programmes and the wide range of extracurricular activities provided that match students' expertise and interests.
- The school's communication with local community institutions in order to enhance students' expertise.

## **Recommendations**

- Benefit from self-evaluation results in determining development and improvement priorities and in developing consistent strategic and action plans, thereby ensuring improvement of the quality of teaching and learning and raising students' proficiency levels in the second and third cycles; especially in English and mathematics.
- Monitor the impact of the professional development programmes on students' achievement levels and on the development of teaching and learning strategies, focusing on:
  - benefiting from the assessment results to meet students' educational needs in lessons and homework
  - supporting low achieving students in and out of class
  - ensuring optimal investment in learning time, to raise productivity in lessons.
- Address the shortage in human resources represented in senior teachers for Arabic, mathematics and science.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- There is inconsistent interpretation of the school's shared vision in schoolwork aspects, especially with relation to promoting educational practices and raising proficiency levels.
- The school assesses its situation and the quality of its service through several tools, involving the school's members and parents. However, insufficient benefit is obtained from the results when specifying improvement priorities and developing strategic and action plans, particularly in terms of their consistency both in structure and with the strategic plan.
- The performance of the teaching staff in the second and third cycles was inconsistent, though better performance was shown by the class teachers and some science and Arabic teachers.
- The school faces some challenges, particularly in the density of the student population in some classrooms, especially in the third cycle, and the lack of senior teachers in all core departments other than the English department.
- There is inconsistency between the school's evaluation provided in the self-evaluation form (SEF) and the judgements reached by the review team in most schoolwork aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	جو الابتدائية الإعدادية للبنات												
Name of the school (English)	Jaw Primary Intermediate Girls												
Year of establishment	1985												
Address	Building 2311 - Road 94 - Block 96												
Town /Village / Governorate	Jaw/ Southern												
School's Contacts	17840002				Fax		17840246						
School's e-mail	jau.in.g@moe.gov.bh												
School's website	-												
Age range of students	6-15 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				7-9				-				
Number of students	Boys		-		Girls		262		Total		262		
Students' social background	Most of the students come from families with good income												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	1	1	1	1	1	1	1	1	1	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	10 administrative, 7 technical												
Number of teaching staff	33												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	3 years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for second cycle mathematics and English for Grade 6 and intermediate stage.</li> <li>• BQA National Examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• An Assistant Principal was appointed in the academic year 2014-2015.</li> </ul>