



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

Directorate of Government Schools Reviews

Short Review Report

**Jidhafs Primary Boys School
Jidhafs – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 30 April and 2-3 May 2018
SG161-C3-R187**

Introduction

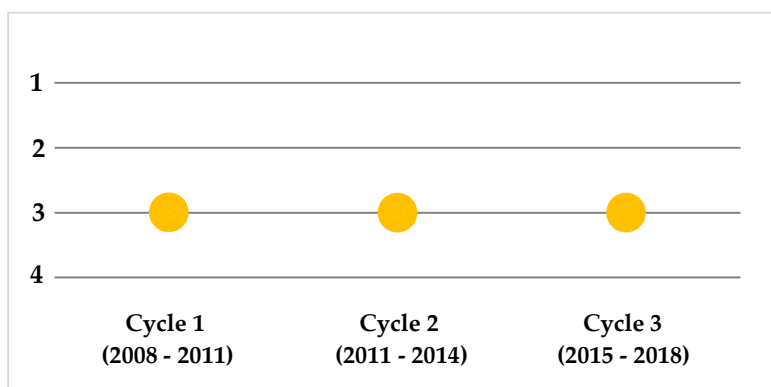
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	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

- | | |
|--|---|
| <ul style="list-style-type: none"> • The most recent senior leadership organises schoolwork according to a shared vision, implemented through clear strategic planning and strengthening the positive relationships between the members of the school community and partners. • High pass and proficiency rates are consistent with the standards of most students in the good lessons, these being in science, most mathematics lessons, and some class teaching lessons. However, the standards are inconsistent in more than half of the lessons, being | <ul style="list-style-type: none"> generally satisfactory in Arabic and English lessons. • Teachers are inconsistent in their use of educational strategies which enhance the students' assumption of leadership roles and raise their sense of responsibility. Teachers also vary in managing learning time, and in benefiting from assessment results to support the low achieving students. • The learning support provided to all categories of students is inconsistent in lessons and programmes, though better support is provided to students with disabilities. |
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- The appropriate use of resources and educational facilities to enrich the experiences of students has earned the school the satisfaction of students and their parents.

Main positive features

- The efforts of the senior leadership in organising schoolwork aspects, and building positive relationships between school members and partners.
- The utilisation of the school environment to enrich students' experiences, and the appropriate use of resources and available educational facilities.
- The support provided to students with disabilities.

Recommendations

- Support for the school's efforts should be sought from the relevant parties at the Ministry of Education with regards to:
 - better ensuring students safety during dismissal
 - address the shortfall in material and human resources represented by a gymnasium and senior teachers for class teaching, Arabic, English and mathematics.
- Monitor the impact of professional development programmes in developing teaching and learning processes, focussing more on:
 - effective use of teaching and learning strategies
 - use of learning time to ensure better productivity
 - use of assessment results to support all categories of students, particularly the low achievers
 - providing more opportunities for students to assume leadership roles and take responsibility, inside and outside lessons.
- Further support all categories of students through school programmes to meet their learning needs.

Capacity to improve 'Satisfactory'

Judgement justifications

- The overall effectiveness of the school and all aspects of schoolwork remain at the satisfactory level, due to the inconsistency in the performance of core subjects' departments and the fact that the senior leadership has only recently joined the school, who so far are having an adequate impact on the schoolwork.

- The diversity of the self-evaluation tools and the use of their results in building the strategic plan and the school plans, which have clear objectives and quantitative and descriptive follow-up performance indicators with regular monitoring. However, the rigour of measuring performance and the quality of implementation vary, which affect the quality of teaching and learning processes, but overall improves the outcomes.
- The school's judgements of its situation in the Self-Evaluation Form (SEF) is inconsistent with the judgements reached by the review team in all aspects.
- The school has taken appropriate measures to address some of the challenges, but are still remaining and need to be addressed with greater support from the relevant parties including:
 - the lack of middle management in all core subjects' departments except for science
 - the need to ensure greater safety of students during dismissal
 - the lack of shaded areas in light of the absence of a gymnasium.

Appendix: Characteristics of the school

Name of the school (Arabic)	جد حفص الابتدائية للبنين													
Name of the school (English)	Jidhafs Primary Boys													
Year of establishment	1985													
Address	Building 1036, Road 2529, Block 425													
Town / Village / Governorate	Jidhafs/ Capital													
School's Contacts	17551186				Fax				17553069					
School's e-mail	jidhafs.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		596		Girls		-		Total		596			
Students' social background	Most students are from middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	5	4	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	20 administrative, 2 technical													
Number of teaching staff	48													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One academic year													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for mathematics for Grade 4 and 5. BQA National Examinations. 													

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Major recent appointments in the school year 2017-2018: <ul style="list-style-type: none"> - the School Principal - an Assistant Principal - 6 teachers: 3 for Arabic, 2 for English and 1 for class teaching.