



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

School Review Unit Review Report

Sanabis Primary Girls School
Sanabis Village - Capital Governorate
Kingdom of Bahrain

Date Reviewed: 13 - 15 April 2009

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The School Review Unit

The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the review

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Female

Number of students: 475

Age range: 6-12 years

Characteristics of the school

Sanabis Primary Girls' School is located in the Capital Governorate. It was founded in 1968. The school has a total 475 students between the ages of 6 and 12 years old. The majority of students live in areas near to the school and most of the students are from limited income families. 14 students are classified by the school as gifted and talented, 167 outstanding students and 17 students with learning difficulties. The students are distributed among 19 classes with 9 in the first cycle and 9 in the second, in addition to an integrated class. The principal has recently taken up office at the school, and the deputy principal is in her first year in post. The number of the school's staff is 54 of which 43 are teachers.

Overall effectiveness

- *How effective is the school in meeting the needs of students and their parents?*

Grade: 2 (Good)

The overall effectiveness of Sanabis Primary Girls School is good. The school obtained a good level of satisfaction from students and parents.

Students' academic achievement is good as they attained high success and proficiency rates. This was particularly true in the core subjects. These success and proficiency rates largely reflect the actual standards of students. Students' progress is clear in both the first and second cycles, and this was revealed through the exam results, their performance in classes and their written work. The school prepares diverse plans for all ability groups and this reflected positively on their performance and attainment.

Students' personal development is good. Students are keen to attend school punctually. They are also keen to take opportunities that allow them to express and develop their self-confidence through cooperative work and by taking on responsibilities and leadership roles. However, not as many opportunities were provided for developing analytical thinking. Students enthusiastically participate in school life through many opportunities provided in various activities inside and outside classes. This has positively enhanced students' self confidence.

The effectiveness of the teaching and learning process is good. The teachers' knowledge of their subjects resulted in effective lesson management and the use of diverse teaching strategies that meet student' needs and ensure that they achieve the progress expected from them. The assessment methods and outcomes are used effectively to increase the level of students' academic achievement. Students are generally assigned homework that enriches the curriculum and caters for individual differences. However, it is not always planned consistently.

The presentation and enrichment of the curriculum is good. Extracurricular activities are well planned for and they satisfy students' interests well. The spirit of citizenship is enhanced through national and heritage events. A positive learning environment has been created and the school celebrates students' works. Additionally, plans and programmes for students to acquire basic skills have been put in place. This has reflected on the students' proficiency. Satisfactory links are made between subjects to provide a coherent curriculum.

Students' support and guidance is good. New students receive an induction at the beginning of the year to help them settle in to school. However, arrangements to support students moving on to the next phase of their education are limited. The social guidance department assesses the personal and learning needs of students and works to meet them precisely. The school is largely free of health and safety risks as a result of the measures taken by the school.

The effectiveness of leadership and management is good. This is because of the clear vision that focuses on development and achievement. There is a good annual plan, that focuses on all aspects of the school and which is based on effective self evaluation. The management encourages and motivates teaching and administrative staff and provides effective training programmes. The school actively communicates with parents on a regular basis.

□ *Does the school have the capacity to improve?*

Grade: 2 (Good)

The school has a good capacity to improve and develop. The school management has introduced many positive changes to the school's facilities which in turn have improved the school's performance. The leadership is working to consolidate the efforts of all staff and to implement a comprehensive annual plan that is based on an assessment of the school's current position. These steps are positively affecting the performance of the teaching and administrative staff who in turn are focusing on improving teaching methods used to meet students' learning needs. This has led to an increase in the level of students' attainment.

The school's main strengths and areas for development

Main strengths

- Leadership and management
- Variety of teaching and learning strategies
- Enrichment of the school's environment
- Acquisition of basic skills
- Attendance and punctuality
- Participation in extra-curricular activities
- Programme for professional development
- High success and proficiency rates.

Areas for development

- Building on existing plans for long terms
- Higher order thinking skills
- Collaborative learning
- Planning for individual differences in homework

What the school needs to do to improve

In order to improve further, the school should:

- Further develop a long-term strategic plan based on the results of self-evaluation

- Develop more effective strategies for teaching and learning focusing on:
 - More opportunities to use analytical thinking and higher order thinking.
 - Teamwork and collaborative learning.
 - More consistent planning of homework to take into account the individual needs of pupils more effectively.

Overall judgements

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good