



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

**Directorate of Government Schools  
Reviews  
Short Review Report**

**Al-Sanabis Primary Boys School  
Al-Sanabis – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 9-11 November 2015  
SG064-C3-R034**

## Introduction

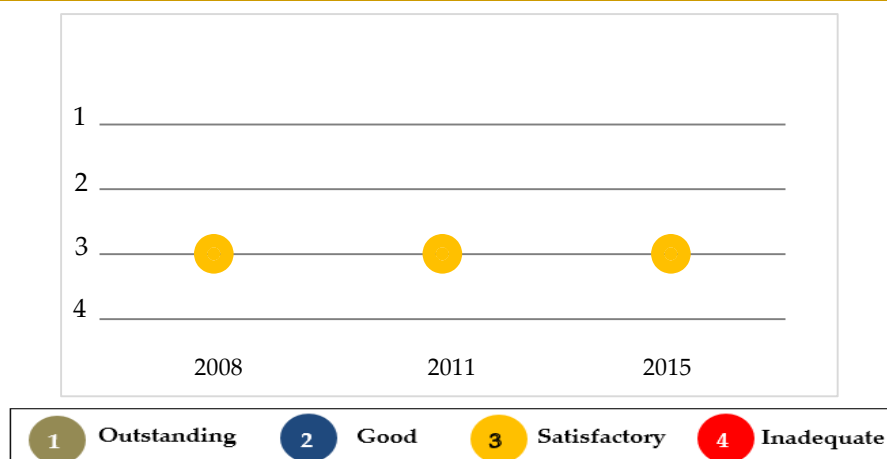
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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
	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"> <li>• Aspects relating to students' personal development, support and guidance, leadership and management, and capacity to improve have changed from 'Good' to 'Satisfactory'.</li> <li>• The school's self-evaluation of work aspects is inconsistent, with erratic use of its results in setting development priorities and building up the strategic plan. This is particularly challenging in relation to the effectiveness of classroom practices, raising students' academic achievement and support provided to the different categories of students.</li> </ul> | <ul style="list-style-type: none"> <li>• The senior leadership's role in spreading the culture of change among teachers and encouraging them towards teamwork is obvious. There is effective communication with the local community, as well as with parents, particularly in informing them about their children's progress. This positively affects the school's dynamic work. Students and their parents are satisfied with the school's provision.</li> <li>• Students' standards are good in some class-teaching lessons and in science in Cycle 2. However, their standards in the majority of Cycle 2 lessons, particularly in Arabic, are inconsistent.</li> </ul> |
|--|--|

- Teaching and learning practices in the majority of lessons are appropriate, with teaching methods being varied in considering differentiation and meeting students' different needs. There is an erratic use of time in some lessons, which affects their productivity.
- In general, students' expertise and self-confidence are adequately developed, as is enabling them to take on responsible roles in the majority of lessons, extra-curricular activities, and school events and programmes.
- Appropriate personal support is provided, particularly to those with special educational needs. However, the educational support provided to all categories of students varies.

### **Main positive features**

- Positive relationships between the school's staff and their communication with the local community and parents.
- Harmony among students and their ability to work together, with appropriate communication skills.

### **Recommendations**

- Implement a more accurate self-evaluation, utilising its results to develop the school's overall performance.
- Raise students' academic achievement and develop their basic skills in core subjects.
- Monitor the impact of professional development programmes on developing teaching and learning, to ensure:
  - productive and orderly classroom management
  - differentiation in classroom activities and assessment for learning to all categories of students
  - effective roles for students to develop their self-confidence.
- Provide the necessary support to all categories of students in and outside lessons.
- Address the shortage in human resources, represented in senior teachers for English, mathematics, science and ICT, and a social worker.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- Though there is disparity in strategic planning, it has an adequate impact on the school's performance, particularly in setting development priorities in regard with academic achievement, supporting all categories of students, and monitoring the impact of professional development programmes on improving teaching and learning.
- The school's self-evaluation of its overall effectiveness and all aspects of schoolwork is inconsistent. The judgments given in the (SEF) are not in line with those reached by the review team members.
- The school adequately faces some challenges represented by:
  - effectiveness of teaching and learning
  - shortage in middle leadership represented in senior teachers for English, mathematics and science, and a second social worker. This impedes the school's ability to improve.

## Appendix: Characteristics of the school

Name of the school (Arabic)	السنابيس الابتدائية للبنين														
Name of the school (English)	Al-Sanabis Primary Boys														
Year of establishment	1965														
Address	Building 558 – Road 8 – Block 408														
Town /Village / Governorate	Capital														
School's Contacts	17550076	17550142	Fax		17550212										
School's e-mail	sanabis.pr.b@moe.gov.bh														
School's website	www.sanabis123.blogspot.com														
Age range of students	6-12 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-6				-				-						
Number of students	Boys	563				Girls	-				Total	563			
Students' social background	Most come from average income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	3	3	3	3	4	-	-	-	-	-	-		
Number of administrative staff	7 administrators and 2 technicians														
Number of teaching staff	45														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	One month														
External assessment and examinations	MoE mathematics examinations for Cycle 2, English exam for Grade 6 - QQA National Examinations														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointment of a new Principal in 2015-2016.</li> </ul>														