



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 Intermediate Girls School
Al-Sanabis - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 7-9 October 2013
SG088-C2-R121**

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

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

Characteristics of the school

School's name		Al-Sanabis Intermediate Girls School											
School's type		Government											
Year of establishment		1984											
Age range of students		13-15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7-9				-			
Number of students		Boys	-	Girls	774				Total	774			
Students' social background		Majority of students come from limited-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	7	7	9	-	-	-
Town /Village		Sanabis											
Governorate		Capital											
Number of administrative staff		19											
Number of teaching staff		77											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 Month											
External assessment and examinations		MoE Examinations and QQA National Examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		262				98			11			38	
Major recent changes in the school		<ul style="list-style-type: none"> • New school principal was appointed in September 2013 • An administrative and financial officer was appointed in academic year 2012-2013. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	3	-	3
Students' personal development	-	2	-	2
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	2	-	2
The quality of support and guidance for students	-	2	-	2
The quality and effectiveness of leadership, management and governance	-	3	-	3

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Overall effectiveness is satisfactory, having changed from good in the previous review of October 2009. The school team spirit helps maintain some aspects as good, with extra-curricular activities and enrichment and remedial programmes being offered to different ability groups of students, especially those with special needs in the inclusive classroom. Students have good manners and attitudes, being confident and responsible. Academic achievement, teaching and learning, and leadership and management are only satisfactory due to inconsistency in following up the impact of professional development programmes on teachers' performance. This affects students' acquisition of skills in core subjects, especially Arabic, English and science. Some teachers are unable to make effective use of assessment results to meet students' different needs, especially low achievers. Students and parents are satisfied with the school's provision.

- How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory, having been good in the previous review. The school has a strategic plan based on self-evaluation of most work aspects, including events and activities which focus on work priorities. Leadership is aware of school strengths and areas for improvement. Different extra-curricular activities are conducted and support programmes offered for different groups of students, as well as professional development programmes for teachers. However, follow up on the impact on some teachers' performance is insufficient, resulting in inconsistent levels of teaching and learning and thereby of students' academic achievement. Students' best achievement is in mathematics. These are considered challenges to be tackled by the school's leadership in order to improve performance.

The school's main strengths

- Students' responsible participation in school life and mutual respect for each other, particularly in extra-curricular activities
- Enrichment programmes offered for talented and gifted students, and progress achieved by merged and special educational needs students
- Leadership's motivation of staff and team work.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their skills in core subjects
- develop and improve the teaching and learning process to focus on:
 - offering effective support for low-attaining students
 - making use of assessment results to meet students' different educational needs.
- follow up the impact of professional development programmes on teachers' performance.