



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

School Review Unit

Review Report

Sab'a Primary Girls School

Hamad Town - Northern Governorate,

Kingdom of Bahrain

Date reviewed: 13-15 October 2008

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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 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

This Review was conducted over three days, by a team of ten Reviewers led by a Lead Reviewer.

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: Girls

Number of students: 664

Age range: 6-12 years

Characteristics of the school

Saba Primary School for Girls is an educational institution in the Northern Governorate which strives through its mission to advance the educational process to create a self-aware generation that is proud of its religious and national identity and keep up with development in a changing society. The school accommodates pupils from 6 to 12 years, with the majority of students' families having a limited income. The number of students in the school is 664. The students are divided into 21 classes. There are two other classes, for students with special needs. The members of the administration and teachers number 66. Amongst the fundamental changes made in the school has been the introduction of e-learning in the first and second cycles.

Overall effectiveness

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

Grade: 2 (Good)

Saba Primary School for Girls is an effective school, thanks to management that believes in improvement, striving for high standards, and monitoring to improve achievement. All this has helped achieve the outstanding appreciation and satisfaction of students and their parents. There is a team spirit focused on achieving the school's objectives and fostering good relationships. This is also reflected positively in its performance.

Students' academic achievement is good as a result of the various teaching strategies used by teachers such as role-playing, brainstorming, anthems, and learning through games.

Diagnostic testing for students' takes place in the two cycles, especially in core subjects such as mathematics and Arabic. The analysis of results is used effectively, especially for raising the level of low-achieving students, by preparing remedial programmes and plans for them.

Students' personal development is good as the school provides students with various opportunities to develop their self-confidence, and trains them to take on responsibilities by participating in a large number of competitions and extracurricular activities. These give students the opportunity to assume leadership roles through group work in extracurricular activities. However, there are not enough opportunities to develop the analytical thinking within the classroom.

The students feel safe and secure because of the firmness and openness of the school leadership and teachers. They also understand the characteristics and needs of this age group of students, and provide a safe environment that stimulates learning. This has contributed to the students' commitment to attend regularly, and to their personal development.

The teaching and learning process is generally good. This is a result of the teachers' thorough subject knowledge and their use of various teaching strategies that stimulate the students' learning, and add the element of enjoyment.

The curriculum is presented well, with the help of a large number of classroom and extracurricular activities that enrich and support it. Links are made between different subjects; however, this is done insufficiently in the second cycle. The school environment is put to good effect both inside and outside the classroom.

The quality of support for students is good. The school generally strives to prepare students for the future by implementing programmes at the beginning of the school year for new students and those transferring from the first cycle to the second cycle. It assesses students' needs, and provides sufficient support for all abilities.

The quality of the school's leadership and management is outstanding. The school has a clear vision and mission that focuses on the provision of unique educational services, and the majority of teachers are committed to actively applying them. In addition, there is an annual plan with objectives focused on developing the professional skills of teachers and raising the students' level of performance. Evaluation of the school's performance, plans, activities and events is undertaken in a systematic manner and an analysis of results inform recommendations. The school's self-assessment as an educational organisation is outstanding.

Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school has outstanding capacity to develop and improve thanks to clear and determined management from the principal and the assistant principal, who have progressive ideas and eagerness for improvement. They rapidly follow up on teachers and on students' issues, and support them all in an ongoing manner. There is an accurate strategic plan built upon the prioritised, most important issues emerging from the self evaluation. A positive contribution is made by the middle management represented by the senior teachers and the school planning committee. All indications are that the school will develop through these efforts, and it will become an outstanding school.

The school's main strengths and areas for development

Main strengths:

- Leadership focused on improvement.
- Varied teaching strategies.
- High pass and proficiency rates in most subjects.
- Programmes to raise attainment.
- Effective extracurricular activities.
- Behaviour in and outside classes.
- School environment.
- Induction programmes and for transition from the first to the second cycle.
- Communication with parents.

Areas for development:

- Development of skills in English
- Analytical and higher order thinking skills.
- Links across the curriculum in the second cycle.

What the school needs to do to improve

In order to improve further, the school should:

- Ensure consistency in challenging students of all abilities in the classroom, to the same extent as in the extra-curricular activities.
- Ensure consistently high quality teaching across the curriculum.
- Improve the links between subjects in the second cycle, so that they benefit from a coherent curriculum.

Overall judgement

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	1:Outstanding
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	1:Outstanding