



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

Schools Review Unit Review Report

**Sakina Bint Al Hussain Primary School
Manama - Capital Governorate
Kingdom of Bahrain**

Date Reviewed: 22-24 November 2010

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The Schools Review Unit

The Schools 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 raise 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 five 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: Girls

Number of students: 134

Age range: 6 - 12 years

Characteristics of the school

Sakina Bint Al Hussain Primary Girls School is one of the Capital Governorate schools and was founded in 1966. The age range in the school is from 6 to 12 years, and there are 134 students. Most students come from middle-income families. Students are distributed across six classes: one class for each level in the first and second cycles. The school categorises 16 of its students as talented, 58 as outstanding and 21 as having special educational needs. The school principal is in her first year at the school. There are 30 administrative and teaching staff. The school is implementing King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of Sakina Bint Al Hussain Primary Girls School is good. Students are extremely satisfied with the school and their parents are very satisfied with it.

The students' academic achievement is good. Most students achieve high pass rates in school and ministry examinations; these rates are in line with their proficiency rates, except in science for the second and third levels and Arabic for the third level. These high rates are reflected in students' understanding and knowledge in most lessons and written work. Students gain good competency in the basic skills of Arabic, mathematics, science and English, although their writing skills in English in the second cycle are insufficient. The students show good progress in writing for the first cycle, but their progress varies for the second cycle. Most students achieve levels that match their abilities in most lessons, where a variety of teaching strategies is used and the knowledge and practical aspects of a subject are linked effectively.

Students' personal development is good. Most students attend school and lessons regularly. The school encourages students well by offering them a range of extracurricular activities to take part in, such as committees and programmes. Students participate positively in classes. Most students show the ability to analyse and explain especially in mathematics and science lessons; they are given plenty of opportunities to develop such skills. They are also given many opportunities for cooperative learning in the classroom, although students' roles are not always clearly defined in such activities. Students' self-confidence is good and they are given opportunities to take leadership roles in the Students' Council. The school creates a family environment, free from behavioural problems, in which most students feel safe and secure.

The effectiveness of the teaching and learning processes is good. Most teachers are familiar with the study materials and reflect this in their good performance and enthusiasm in most lessons. In the good and excellent lessons observed, teachers used a wide variety of educational strategies, such as learning by playing and deduction, problem solving, cooperative learning and 'the little teacher'. Most teachers manage lessons and use time effectively, which helps students to acquire skills, including higher thinking skills, concepts and knowledge. The teachers gave students many opportunities to work together and learn from each other, which increased the effectiveness of the observed lessons. Most students

are assigned enough homework, in line with the lesson plans; teachers monitor homework effectively by regularly checking it and giving feedback. In most homework, however, students' individual differences are not considered. A variety of assessment methods, such as verbal questions and written evaluation activities, is used in most lessons, most of which give clear indications about how well students achieve the lesson objectives.

The quality of curriculum enrichment and presentation is good. The school prepares plans and work programmes to teach the curriculum; its good use of these plans is reflected in students' acquisition of the basic skills in core subjects. Most students show a good level of reading, writing and speaking skills in Arabic and English, and skills in science and mathematics in both the first and second cycles; writing skills are not as well developed in the second cycle, however. The school develops students' understanding of their rights, duties and responsibilities well through the many programmes it presents during the school's assembly. The school develops students' sense of citizenship by encouraging their participation in internal and external competitions and on committees, such as the 'home birds' committee, all of which have a special effect on the awareness and behaviour of most students. The school provides many opportunities for students to study a logical, connected curriculum through the comprehensive connection it makes between subjects such as Arabic and mathematics. The school curriculum is enriched by the participation of most students in a large number of outdoor activities, internal and external competitions and committees. The school also enriches the classroom environment well and decorates the halls and corners of the school; its celebration of students' work helps to create an environment that stimulates and encourages learning.

The quality of support and guidance for students is good. The school provides new students with good induction programmes at the beginning of the school year. It also prepares them well for the next educational stage by having the third grade students visit the fourth grade students, and having the sixth grade students visit Um Salama's School and attend introductory lectures for the intermediate stage. Diagnostic tests for basic subjects are done at the beginning of the study year and results are used to ensure that students' progress levels are in line with their different levels inside and outside lessons. Most students acquire basic skills in the core subjects. The school offers remedial lessons and programmes, especially for non-Arabic speaking students. The school communicates with parents regularly but does not communicate regularly enough about girls' progress. The school monitors safety matters effectively, which creates a healthy and safe environment for everyone.

The effectiveness and quality of leadership and management are good. The school has a shared vision and mission that focuses on achievement. It has a strategic plan that was built by diagnosing the school's aspects of strength and those that need to be developed. The school's careful monitoring of its goals against clear performance indicators has reflected on its improvement and development. A self-evaluation committee considers events and

educational programmes, and monitors classroom visits and the school buildings; its findings contribute to the school's appropriate prioritisation of work and suitable improvement plans. The school administration inspires and encourages staff by creating friendly relations. It gives teachers the opportunity to benefit from professional development programmes and monitors the effect of this training in lessons; teachers' development is effectively reflected in students' academic and personal development. The school uses its facilities and resources effectively to serve the educational process. The school communicates with parents through many channels, which parents and students appreciate.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to develop and improve is good. Its new senior leadership has made effective changes in some areas of the school's work by means of planning, evaluation, monitoring and employing staff effectively; the school's performance has improved as a result of these changes. The school has a comprehensive strategic plan that was based on an accurate self-evaluation and can be developed further by setting appropriate priorities in some fields. The school administration knows its strongest areas and those which need to be improved; it has been able to diagnose and meet the school's needs, focusing on teaching and learning strategies in most subjects and developing students' basic skills, as well as on using varied resources. The school's performance has benefited from staff implementing in the classroom what they have learnt from workshops and training. The senior and middle management regularly carry out performance monitoring.

The school's main strengths and areas for development

Main Strengths

- High pass rates in core subjects, which are reflected in most lessons
- Students' progress according to their different levels
- Students' awareness and self-confidence
- Students feeling safe and secure
- Teaching and learning strategies
- Use of assessment results to diagnose and meet students' educational needs
- Classroom management
- Challenging students' abilities
- Giving students opportunities to learn from each other and work together
- Students' acquisition of the basic skills in most subjects
- Making the most of the school environment and celebrating students' work
- Induction for students
- Effective advice and guidance programmes
- A healthy and safe environment
- Strategic planning
- Reflecting professional development in lessons
- Use of the school's facilities and resources.

Areas for development

- Developing students' analytical thinking skills further
- Providing students with more opportunities to take on leadership roles
- Considering individual differences when assigning homework and providing more appropriate work
- Developing English writing skills further in the second cycle
- Using self-evaluation results more effectively to identify priorities.

What the school needs to do to improve

In order to improve further, the school should:

- Use the best practices in the school, with a focus on:
 - Considering individual differences when assigning homework
 - Developing English writing skills in the second cycle
 - Developing analytical thinking skills to a greater extent
 - Giving students more opportunities to handle leadership roles.
- Using the findings of the self-evaluation results to a greater extent to identify and address priorities accordingly.

Overall judgements

Aspect	Grade: Description
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 delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good