



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

Schools Review Unit Review Report

**Salmabad Primary Girls School
Salmabad – Central Governorate
Kingdom of Bahrain**

Date Reviewed: 7 – 9 December 2009

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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 as 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 student

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 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: 244

Age range: 6 -12 years

Characteristics of the school

Salmabad Primary Girls School is one of the Central Governorate's schools. It was founded in 1989 as a primary boys school and became a primary girls school after renovations in 2001. The age range in the school is from 6 to 12 years, and there are 244 students. Most students come from families of middle income and educational backgrounds and enjoy social stability. The students are distributed among 10 classes. The school categorises 15% of students as outstanding and talented and 16% as students with learning difficulties. The Principal of the school was appointed in the current academic year. There are 28 teachers. The school lacks some staff members such as a social worker and an administrative and financial affairs supervisor. The school has joined the fifth stage of 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: 3 (Satisfactory)

The overall effectiveness of Salmabad Primary Girls School is satisfactory. The school gains good satisfaction ratings from parents and students.

The students' academic achievement is satisfactory overall. They achieve high success rates in their final examinations but this success is not matched by their achievement in lessons, which is mostly satisfactory. Except in good lessons, teachers generally do not take account of students' differences. Students have low proficiency levels in some basic competencies. When comparing students' results over a three-year period, students made appropriate progress in the first cycle of education while they slightly declined in the second cycle. The school provides a number of extra-curricular and remedial activities for students with learning difficulties and talented students, which are adequately reflected in the progress these students make.

Students' personal development is satisfactory. Most students are punctual. Students show each other respect and most of them feel secure in the school. Most of the second cycle students take part in appropriate extra-curricular activities and various school committees, but students are not always given sufficient opportunities to take part effectively in lessons and play leadership roles. In most lessons, the focus is on developing lower thinking skills. Students have a reasonable awareness of their responsibilities, although there are a few instances of poor behaviour that the whole school is working to reduce.

The effectiveness of teaching and learning processes is satisfactory. Teachers have satisfactory knowledge of their subjects. Some teachers, particularly in good lessons, manage lessons effectively through using varied assessment methods, encouraging students to take part and challenging their different abilities; in such lessons, achievement is often good. Other lessons tend to centre on the teacher and do not challenge the students' abilities. The assessment method in these lessons is generally oral and clear performance indicators are not used. Poor planning and unclear allocation of roles makes collaborative learning unsuccessful in some lessons. Students are assigned appropriate homework but the activities are the same for all students and do not take their different abilities into account.

The provision and enrichment of the curriculum is satisfactory. The school seeks to enrich the curriculum by providing extra-curricular activities and various events. Students' sense of citizenship and understanding of their rights and duties are developed by their engagement

in school committees and the school's celebration of various events. Only second cycle students, however, get the chance to take part in such activities. The school's environment is appropriately enriched with educational corners and display boards. There are few links made between subjects in most of the first cycle's lessons. Students' basic skills are generally satisfactory as a direct result of the employed teaching methods. However, there is a slight decline in some students' oral and written English and Arabic competencies.

The quality of support and guidance for students is satisfactory. Some induction programmes are organized for new students but no such programmes are offered to prepare students for their next educational phases. The school makes great efforts to support students outside the classroom, give them advice and guidance and work cooperatively to reduce misbehaviour. These efforts are reflected in students' improved behaviour. Support in lessons, however, does not generally take students' various needs into account, except in good lessons. The school tries to keep parents well informed about their daughters' progress, but does not do this systematically. The school monitors health and safety risks closely and takes appropriate measures.

The effectiveness of leadership and management is satisfactory. The school has a new strategic plan based on evaluation of the school's situation and addresses its development priorities, which is reflected on some departments' plans and programmes, the plan does not, however, contain indicators to measure its impact on the performance of the school. The school assesses and monitors the performance of departments and identifies their strengths and areas for improvement but it does not use uniform assessment methods to benefit from this process more fully. The school's managers adopt a policy of delegation and sharing to foster cooperation among school staff, the results of which can be seen in some of the improvements in the school's performance. The school also develops its staff by organising workshops, although the impact of such work is yet to be reflected in teachers' performance in some lessons. Available school resources are used well. The school makes positive efforts to communicate with parents and keep them involved in school life, which is appreciated by parents. The school responds to parents' suggestions whenever possible.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to develop and improve. The school conducts self-assessment and SWOT analysis. It has prepared a strategic plan based on these activities, focusing on achievement and development priorities; the impact of the plan has not been fully reflected in the school's level of performance. The school's managers have improved the school environment to make it stimulating to learning, worked to improve students'

behaviour and the school has made adequate progress in examination results over the last three years. The school still faces challenges such as a shortage of staff in some areas and students' variable levels of achievement.

The school's main strengths and areas for development

Main Strengths

- High success rates in school examinations
- Students' attendance and punctuality
- Relationship among students and teachers
- Use of school's environment
- Senior management inspiration and motivation
- Response to parents' proposals
- Meeting students' personal needs
- Use of school's facilities and utilities

Areas for development

- Strategic planning
- Self-evaluation
- Planning to take individuals differences into account in lessons and activities
- Developing higher thinking skills
- Challenging students' abilities
- Basic skills in Arabic and English
- Induction programmes

What the school needs to do to improve

In order to improve further, the school should:

- Use self-evaluation results to regularly improve the level of performance
- Develop clear mechanisms to follow up the impact of strategic planning on performance
- Use good experienced staff at school to develop teaching and learning strategies to:
 - Make students acquire basic skills in Arabic and English
 - Develop students' higher thinking skills
 - Challenge students' abilities
 - Take individual differences into account in planning lessons and homework activities.
- Stabilize the current school management and appoint necessary human resources.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory