



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

# **Schools Review Unit Review Report**

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

**Date Reviewed: 19-21 October 2009**

## **Table of Contents**

---

<b>The Schools Review Unit.....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school.....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve.....	4
<b>The school's main strengths and areas for development.....</b>	<b>5</b>
<b>What the school needs to do to improve .....</b>	<b>6</b>
<b>Overall judgements.....</b>	<b>7</b>

## 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: 760

Age range: 13-15 years

### **Characteristics of the school**

Sanabis Intermediate Girls School is one of the Governorate schools, and was established in 1983 located in Sanabis area. It caters for students in the age range of 13 to 15 years, and the number of students is 760, distributed in 23 classrooms. The total number of the academic and the administrative staff is 67, 10 of whom are new. The Principal is in her fourteenth year at the school and has two assistant Principals. There are 214 outstanding students, 162 gifted and talented and 33 with learning difficulties. Most students come from low level income families. The school joined the project of Future schools in 2008/2009. Three specialists were appointed in the school, a learning difficulties specialist, a talent and gifted and talented specialist and Downs Syndrome specialist. The school has been in the developmental school project since 2009/2010.

## Overall effectiveness

---

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

#### **Grade: 2 (Good)**

Sanabis Intermediate Girls School performance is good. It has attained an excellent satisfaction of students and parents.

Students' achievement is good. Performance rates in the school and ministry examinations are generally high in most subjects, though a decline has been observed at the third Intermediate grade in Mathematics and English. Students, nonetheless, have progressed as they have attained high passing rates for the last three years. Clear progress has been attained particularly in Arabic and Sciences in lessons due to the diversified teaching and learning strategies. A significant number of activities and programmes are provided to attend to outstanding students, gifted and talented, and students with learning difficulties, though their progression relative to their abilities varied in some lessons as a result of differences in addressing individual differences in evaluations, activities and homework.

Students' personal development is good, as a result of students' involvement in school activities and events in which they have attained advanced positions, and thanks to the plentiful opportunities given to them to shoulder responsibility, due to the teaching and learning Strategies which paid attention to students' abilities. All of which have increased students' motivation and eagerness to handle leadership roles in most lessons. The school's regular follow-up with security, safety and undesirable behaviours also reflected on students' commitments to good conduct in and out of the class, and boosted their sense of security and safety.

Teaching and learning are good. Teachers are well-informed in their respective subjects and they employ diversified teaching and learning strategies in most lessons, which contributed to boosting students' motivation and enthusiasm in most lessons and developing their higher thinking skills in some lessons. Planning of most lessons coupled with organised management of time and activities also contributed in enabling students acquire skills, and knowledge, and show good understanding. Teachers' use of diversified assessment methods and delivery of feedback to students helped them attain advanced positions in most lessons. Homework and training activities are given in most subjects though they varied in the extent of differentiation, except in some subjects that showed systematic attention given to such differences.

The quality of curriculum offering and enhancement is good. The curriculum is enriched by school paying attention to the development of students' understanding of rights, duties and responsibilities, and also by offering a number of extra-curriculum activities that enhance students' sense of citizenship and loyalty to their nation. Special attention is also given to the use of facilities and supporting school environment with educational boards and tools. Acquisition by most students of basic skills is good except in English reading and writing skills in some lessons.

Student support and guidance are good. The school conducts induction programs for students upon enrolment and also when moving from one grade to another. It also provides for a healthy and safe environment, which allows for smooth stability of students at school. A diagnosis is conducted by school to address the personal and educational needs of students, though not to an adequate extent in some lessons. Parents are informed of their children's academic and personal progression, which contribute in raising the level of achievement of most students.

School leadership and management are good. The school has a vision and a mission that focus on achievement. It has also an effective strategic plan that focuses on improvement and development paying due attention to self-assessment of all aspects of its performance. It is keen to bolster training that has already had an impact on increasing the efficiency of teachers' (except few of them) performance. The school also shows significant keenness in communicating with students and parents and it employs all school facilities to serve the teaching and learning process.

### **□ Does the school have the capacity to improve?**

#### **Grade: 2 (Good)**

The school has a good capacity for improvement and development, thanks to its senior management that believes in development. With the cooperation of middle management and school staff, it has worked out an ambitious vision and mission that reflected on its plans and performance. Several improvements have been introduced on several aspects including, for example, the school environment, enhancement of behavioural values, and strengthening human interactions. The school has a three-year strategic plan derived from the outcomes of self-assessment and diagnosis of all facets of school activity. It is focussed on teaching staff development and satisfaction of educational needs, which led to enhanced teaching and learning, and increased achievement of most students.

## **The school's main strengths and areas for development**

---

### **Main Strengths**

- Leadership and management
- Academic achievement
- Extra-curriculum activities
- Students' behaviours and motivation to learn
- Communication with parents
- Security and safety measures
- The school's learning motivating environment.

### **Areas for development**

- Analytical thinking skills and challenging students' abilities
- Paying attention to individual differences in lessons and homework
- Giving opportunities to students to work together and learn from each other
- English language skills.

## What the school needs to do to improve

---

In order to improve further, the school should:

- Disseminate good practices in teaching and learning to develop:
  - Analytical thinking and challenging students' abilities
  - More attention to individual differences in lessons, activities and homework
  - Giving students more opportunities to work together and learn from each other
  - Raising student basic skills in English
- Following up with teachers' performance in some lessons, particularly in English.



## Overall judgements

---

Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>2: Good</b>
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