



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

Schools Review Unit

Review Report

Sanabis Primary Boys School
Sanabis – Northern Governorate
Kingdom of Bahrain

Date of Review: 7-9 May 2012

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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 national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten 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 schools and kindergartens 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 eight 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		Sanabis Primary Boys School													
School's type		Government													
Year of establishment		1965													
Age range of students		6-12 years old													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		Grades: 1, 2, 3 (Cycle 1)				-				-					
Number of students		Boys		550		Girls		-		Total		550			
Students' social background		Most students are from low to medium level income families													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		3	3	3	3	3	4	-	-	-	-	-	-
Town /Village		Sanabis													
Governorate		Northern													
Number of administrative staff		11													
Number of teaching staff		45													
Curriculum		Ministry of Education (MOE)													
Main language(s) of instruction		Arabic													
Principal's tenure		10 years													
External assessment and examinations		QAAET's 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	
		109				38				2				32	
Major recent changes in the school		<ul style="list-style-type: none"> Assignment of a new assistant principal in the current academic year 2011-12. 													

Table of review judgments awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	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	2	-	-	2

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

The school's overall performance is in line with its previous review of May 2009. Academic achievement and teaching and learning are judged satisfactory, while other aspects are good, due to the school's comprehensive strategic planning. Students show great discipline and participation in school life, including their effective participation during lessons. Educational practices have been improved to suit the students' educational needs by using different methods. These include the preparation of notes that enhance curriculum content and understanding and adaptations to the school's environment and the use of its facilities. All this has contributed to providing a motivating learning environment. The vast majority of students and their parents are well satisfied with the services the school provides.

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

Grade: 2 Good

The school now has good capacity to improve, from satisfactory at the previous review, because of strong participation by its stakeholders. It has been able to upgrade its performance in most aspects according to its modern strategic plan that includes clear performance indicators and which is based on an accurate self-assessment and analysis of the school's situation. The school's ability to improve lies in the full and effective implementation of the plan, the development of the students' behaviour, their commitment to religious values and their pride of their national identities. The school environment increases the effectiveness of learning and the support and guidance programmes, enhance the curriculum. The effective development of the teachers' performance to raise the students' academic achievement is a key factor in the school's good capacity to improve.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 3 Satisfactory

Grades 3 and 6 students attain levels that are in line with the national average in core subjects in national examinations from 2009 to 2011. Lesson assessments are in line with these results and proficiency rates in core subjects especially in Cycle 1.

Most students achieve high pass rates in school examinations in 2010-11. These rates match their understanding and knowledge in Cycle 1 lessons, Excellent and good lessons are mostly in Cycle 1, due to the effectiveness of teaching and learning. However, these levels vary in Cycle 2, especially in English. Cycle 1 students' proficiency levels in basic skills such as reading, writing, analysing Arabic text and calculations in mathematics are well developed due to the effectiveness of teaching and learning, while Cycle 2 students' proficiency with some scientific concepts and skills are too varied. Achievement has evidently declined in silent reading and writing in English, and in using some grammar rules in Arabic.

When comparing students' results from 2009-2011, it is clear that Cycle 1 students have shown faster progress than those in Cycle 2 in most academic subjects. However, the progress that Cycle 1 students have achieved in core subjects started to deteriorate by the time they join Cycle 2, especially in English and Arabic. These results match the performance of students in excellent and good lessons of Arabic where the high progress of Cycle 1 students, is noted, especially in Grade 2. Cycle 2 students' progress varies in lessons and in written activities, especially in English and Arabic, due to the lack of consideration given to their individual differences and the support offered to them.

Cycle 1 students with learning difficulties have made good progress due to the great support offered in attempts to meet their differing educational needs. Most outstanding students are improving in line with their abilities, as a result of the good design of programmes. However, their progress in lessons is not of a similar level to Cycle 2, mainly because of the lack of challenging opportunities offered. Low-achieving students are progressing well in Cycle 1 due to the effectiveness of their remedial lessons, while Cycle 2 students have shown less progress during lessons due to the inconsistent effectiveness of the remedial lessons.

□ How good is the students' personal development?

Grade: 2 Good

Most students show high motivation towards learning and great enthusiasm when participating in school life. They are punctual and host the diverse activities of morning assembly, their engagement in recording tardy students, monitoring misbehaviour, following up on cleanliness issues and assuming leadership roles in the Student's Council. They facilitate communication between the administration and the students and enable free expression of suggestions. This has developed the students' self-confidence and contributes to shaping their personalities.

Students behave with great awareness as they are familiar with their responsibilities, which is evident through their respect for the school's rules and regulations and in their maintenance of the school's property., Good behaviour is typical and the strong relationships among themselves and with teachers is clearly marked in the harmony and in most lessons. Participation in school committees, such as the theatre committee, the students' social guidance support groups and sport teams, helps the students feel safe and secure. .

The vast majority of the students have a great sense of national belonging and a deep understanding of Islamic heritage and values. This is evident through their effective participation in national festivals and in events that promote Islamic values and good citizenship. Commitment to participating in the weekly programme, 'The Well-Behaved School' is significant in creating the students' positive attitudes to learning.

The quality of provision

□ How effective are teaching and learning?

Grade: 3 Satisfactory

Most teachers are well acquainted with their subjects and have sound subject knowledge. This is evident in their diverse teaching and learning strategies such as learning through play, acting, problem solving, story-telling and, most importantly, the implementation of cooperative learning. They use available teaching resources, such as educational cards and models that have good impact on the learning of students in Cycle 1. This teaching expands students' knowledge and enables them to acquire basic skills. However, the implementation of these strategies is less effective in Cycle 2 lessons, due to teachers' reliance on lecturing and 'spoon-feeding' techniques. Proper opportunities are provided for the development of students' higher order thinking skills, such as analysis and drawing conclusions. Students' abilities, especially outstanding students, are challenged in most introductory activities, especially in mathematics and science in Cycle 2, which often requires employing scientific approaches in order to solve mathematical and scientific puzzles. On the other hand, these opportunities are less frequent in most English and Arabic lessons, which affect the students' progress adversely.

Teachers manage good and excellent lessons well because of they use their lesson plans which include effective participation for the students. Motivation and encouragement of most students is clear and offers them opportunities to ask questions, work independently during individual activities and assume leadership roles during group activities. However, time management and educational support offered to low-achieving students are inadequate in some Cycle 2 lessons, such as English, Arabic, and science which reduced the productivity of those lessons and the students' progress.

Planned homework is provided that focuses on skills and knowledge. However, some of the assignments lack accurate marking, for example in some Cycle 2 English and Arabic notebooks. Proper feedback that is considered crucial for the development of the students' performance is lacking, which has caused a decline in some students' expected academic achievement. Oral and written assessment and note-taking are employed in order to monitor progress and achievement. Conversely, some of the assessment strategies used in a few English and Arabic lessons do not take individual differences in consideration, and fail to offer enough opportunities to challenge students' abilities and skills as the result of teachers' speed in providing the textbook content .

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 2 Good

The school offers a wide range of programmes that enrich the curriculum, for example organising a number of scientific competitions and extra-curricular activities, such as media committee, and learning resources activities. It celebrates students' work and their high participation. The school deploys its facilities well, such as the e-learning classroom and the agricultural section, and organises field trips, which contribute to expanding the students' knowledge and promotes their general education.

The academic curriculum, especially for mathematics and science, are subject to text book review so as to meet the students' educational needs well. Teachers assign projects to promote the concepts included in the curriculum and trigger good linkages among subjects in most lessons. The curriculum and its enriching programmes contribute well to the development of students' basic skills but less in Cycle 2 than Cycle 1. Development of life skills that qualify students for the next stage of education, such as their good skills in Information Technology is well focused.

The school promotes students' understanding of their rights and duties through flyers, , awareness murals, such as 'The Student's Duties and Rights' and 'The Tree of Values and Principles', in addition to organising dialogue sessions between students to instil these values. All have a positive impact on their sense of belonging to the school.

□ How well are students guided and supported?

Grade: 2 Good

The school organises an exceptional induction programme for new students, where they and their parents are introduced to the school's rules, and facilities. This results in the students' easy settlement. It prepares Grades 3 and 6 students for the next stage of education well, through organising guidance sessions, meetings and field trips.

Students' personal needs are assessed and met through offering financial aid. Educational needs are checked through diagnostic and formative tests and met through suitable enrichment and remedial programmes. However, the support is inconsistent in Cycle 2 especially in English. Outstanding and talented students are encouraged to participate in school committees and competitions, such as the knowledge competition In addition to

providing them with training manuals, and bulletins These have good impact on developing students' higher order thinking skills and improving their personal and academic achievement. Low-achieving students are given good support, but less so in Cycle 2, due to the inconsistent quality of remedial provision.

Students' problems are wisely tackled. Guidance, programmes are organised in ways that motivate and develop good behaviour such as the implementation of the development values project. Parents are regularly informed of their children's progress through different communication channels, which are acknowledged and appreciated.

Dangers are regularly evaluated. Fire extinguishers and fire drills are checked regularly ,brochures are distributed and programmes that promote good health are organised, for example the breakfast programme. These contribute to raising awareness and provide a healthy and safe environment.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

Grade: 2 Good

The school's vision and mission has been collectively drafted with the collaboration of members of the community and are put into practice. They focus on the quality of outcomes that serve students, religion and the community. The school has a new strategic plan with clear performance indicators that have been developed in accordance with an accurate school self-assessment. It includes a comprehensive analysis of the school's situation. This strategy has helped in improving several aspects of school work, especially those related to the students' personal development, support and guidance programmes, developing the curriculum and employing most of the educational facilities well, such as the learning resources centre and the electronic classroom. These support and enhance students' expertise. This is in spite of the old building and the lack of some basic facilities such as science laboratories, and a gymnasium. There is also a lack of middle management in some departments, such as in English and the science.

The school adopts effective motivational strategies when dealing with its members, for example by honouring outstanding teachers and students, delegating authorities, involving staff in decision-making and promoting a spirit of team

work. All has contributed effectively to increasing staff's motivation towards work. The school gives a great amount of attention to developing the teachers' professionalism by organising workshops such as those on 'Cooperative Learning' and the 'Outstanding Teaching' sessions. The administrative and self-assessment teams are responsible for monitoring the impact of these programmes which they highly do well in most educational practices in Cycle 1 lessons..

The school seeks the students' and their parents' opinions regularly through questionnaires at both Students' and Parents' Councils and responds to their suggestions. These include improving the school environment and changing the schedule of examinations. The school communicates with the local community such as with the Sanabis Cultural Centre to organise competitions which enrich the students' experiences and knowledge.

The school has praised the excellent support it receives from the schools' president and the improvement partner and acknowledged their major role in following up the work of different departments and implementing improvement projects. Moreover, the school makes sure to discuss the important instructions and issues during the management and the technical committee meetings, which has contributed in improving most aspects of the school's work.

The school's main strengths

- Promoting leadership among its members and having a comprehensive strategic plan that focuses on improvement and development of correct priorities
- Students' awareness and their strong sense of belonging to the school, their self-confidence and their effective engagement in school life
- Effectiveness and diversity of teaching methods in Cycle 1
- The good induction programmes offered to new students in order to help them adjust easily and quickly into a healthy safe environment.

Recommendations

In order to improve, the school should:

- raise the level of academic achievement for students in Cycle 2, especially in English
- continue to develop teaching and learning strategies, to include:
 - supporting low-achieving students in lessons
 - managing time more effectively in lessons in order to ensure the highest level of productivity, especially in Cycle 2 lessons
 - paying more attention to students' individual differences and challenging their abilities
- address the shortage in staffing and material resources, mainly represented in:
 - senior teachers in the English and science departments
 - a gymnasium and a science laboratory
 - the e-learning classroom equipment.