



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

School Review Unit

Review Report

Sanabis Primary Boys School
Sanabis - Capital Governorate
Kingdom of Bahrain

Date Reviewed: 4 – 6 May 2009

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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 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: Boys

Number of students: 538

Age range: 6 – 12 years

Characteristics of the school

Sanabis Primary Boys School is located in the Capital Governorate. The school was founded in 1965. The school has 538 students enrolled ranging in age between 6-12 years old, and they are distributed among 18 classes. Most of the students come from families with limited economic backgrounds. 7% of students are talented and 23% have learning difficulties. There are 45 teachers currently employed at the school. The school does not have some facilities such as gymnasium hall, and science laboratory.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The effectiveness of Sanabis Primary Boys School is satisfactory, and gained good satisfaction levels from both the students and parents.

Students' level of academic achievement is satisfactory. The students' high success rates and level of proficiency in exams do not reflect the students' actual levels of understanding and knowledge inside the classrooms. This is despite them having the expected level of progress when comparing their level of progress over a three year period in most of the core subjects. In addition, lower ability and gifted and talented students did not always make progress that is appropriate to their abilities due to the lack of differentiation in presentation of the subject material, especially in the second cycle. Students' reading skills are satisfactory in Arabic and less than satisfactory in English.

Students' personal development is satisfactory. Most students are committed and attend classes regularly. Opportunities were given to some students to take on responsibilities and develop their self-confidence. The students' enthusiasm towards such activities has been reflected in their performance in class in most of the first cycle lessons, in contrast to the second cycle lessons.

The effectiveness of the teaching and learning process is satisfactory. The teachers displayed good subject knowledge which is clearly shown in their use of varied teaching strategies such as learning through games and cooperative learning. This was clearly reflected by the first cycle's outstanding and good lessons and in some of the second cycle lessons. However, assessment is not used effectively enough to meet individual needs. Students' abilities are not challenged enough and higher level thinking skills are not sufficiently developed.

The presentation and enrichment of the curriculum is satisfactory. The school seeks to develop the students' understanding of their rights, duties and responsibilities through the development of citizenship. Students also take part in extra curricular activities which aim to develop and enhance their talents. Cross curricular links between subjects are not developed but using the curriculum to help the students acquire basic skills is satisfactory.

Support and guidance for students is satisfactory. The integrated induction programme set up by the school helps ease the transition of new students into the school, and grade 6 students on to the next level. The school identifies the students' personal needs and provides

support to the students who need it. Students' behaviour is also monitored, and students are offered support and guidance. Parents are contacted in some cases as necessary. However, students are not provided with sufficient support within the classroom to help them achieve the objectives of lessons based on their academic level.

The effectiveness of leadership and management is satisfactory. The school has a clear shared vision. The school has developed a comprehensive strategic plan based on self-evaluation results. However, the impact of this plan has not been clearly translated into practices within the classrooms, or in the students' level of performance. The school's leadership encourages its administrative and teaching staff, and promotes a spirit of enthusiasm. The school has also identified the professional needs of its staff and has organised an ongoing programme of professional development. However, the school has not met all their professional needs.

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

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. This is due to the development of a self-assessment-based strategic plan, in addition to the school leadership's ability to develop and improve the school. The management has carried out much needed improvement to the school environment. This has encouraged in students, the desire to learn. The school is involved in new projects that have contributed towards improving the students' behaviour and raising their levels of academic achievement. The impact of the strategic plan has not yet made enough difference to standards and teaching and learning although it has made a difference in other areas.

The school's main strengths and areas for development

Main strengths

- Support and guidance within first cycle classes.
- Induction programmes.
- Shared vision and mission.
- Communication with parents.

Areas for development

- Differentiation for teaching and learning.
- Cross curricular links.
- Professional development programmes.
- Basic skills with the second cycle students, especially in the English language.
- Homework.

What the school needs to do to improve

In order to improve further, the school should:

- Develop effective teaching and learning strategies through:
 - Using assessment to plan learning for differentiation of teaching and learning according to ability groups.
 - Developing higher level thinking skills.
 - Planning homework and following up on the impact of work assigned according to students' levels of achievement

- Develop teachers' professional competencies and monitor the impact on the teaching and learning process.

- Develop basic skills including Arabic and English language reading and writing skills.

Overall judgements

Aspect	Grade
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	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory