



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

Schools Review Unit Review Report

**Sanad Primary Boys School
Sanad – Central Governorate
Kingdom of Bahrain**

Date Reviewed: 16 – 18 November 2009

Table of Contents

The Schools Review Unit.....	1
Introduction	2
Characteristics of the school	2
Overall effectiveness	3
The school’s capacity to improve	5
The school’s main strengths and Areas of development	6
What the school needs to do to improve	7
Overall judgements.....	8

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: Boys

Number of students: 296

Age range: 6 -11 years

Characteristics of the school

Sanad Primary Boys School, founded in 1952, is one of the Central Governorate's schools. The age range in the school is from 6 to 11 years, and there are 296 students, of whom 98% are Bahrainis. Most of the students belong to families of average income and educational levels and enjoy social stability. The students are distributed among 10 classes; two classes for each educational cycle. The school categorises 36% of students as outstanding, 7% as having learning difficulties and three with physical disabilities. It is the Principal's second year in the school. There are 32 administrative and teaching staff, including a special education specialist. The school has recently joined 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 effectiveness of Sanad Primary Boys School is satisfactory. Parents and students find the school satisfactory.

The students' level of academic achievement is satisfactory. Students' high success rates in examinations, however, are not reflected in their levels in lessons, where variable teaching methods are employed. Students' success rates over a three-year period have risen slightly rise in Arabic and Science but fallen slightly in Mathematics. Students make progress appropriate to their abilities in those lessons where their varying abilities are taken into account. Some remedial programmes for students are also effective in helping students make appropriate progress, as is the participation of outstanding and talented students in internal and external competitions. In most lessons, however, students do not make the same level of progress because their individual differences are not taken into account.

Students' personal development is satisfactory. Most students are punctual. They are given opportunities to develop their self-confidence and take responsibility through participation in various school committees. The degree to which students participate in lessons is variable, however, students are seldom given opportunities in lessons to develop their higher thinking skills and personalities. The students show an adequate sense of responsibility and respect for their teachers and each other, although there is some childish behaviour.

The effectiveness of the teaching and learning process is satisfactory. In outstanding and good lessons, some teachers showed their good subject knowledge while using a range of educational strategies to help students acquire skills, understanding, and knowledge. In these lessons, students' abilities were challenged and achievement was measured with varied assessment methods; students contributed well and made progress in such lessons. Most lessons, however, are teacher-centred. Teachers focus on communicating knowledge without challenging students' abilities appropriately. Most assessment methods are limited to oral questions that do not allow students to show their level of progress, which in turn affects their achievement. Cooperative work is not appropriately used; planning of activities is ineffective and the roles assigned to students are vague. Students are assigned appropriate homework activities, but the homework is the same for all students regardless of their individual needs.

The provision and enrichment of the curriculum are satisfactory. Students' sense of citizenship and taking on responsibility are developed through their involvement in a number of events, festivals and school committees. Educational corners and displays in the school corridors are used effectively. Some students are assigned leadership roles in a few lessons, but such opportunities are not offered to a great extent, especially during lessons in the second cycle. The school seeks to enrich the curriculum through engaging students in some internal and external activities and competitions, as well as projects in the learning resources centre, but too few students take part in them. Although subjects are linked logically in most of the first cycle's lessons students' skills in basic subjects vary; while their proficiency in Mathematics and Arabic appears to be adequate, their proficiency in English appears to be inadequate.

The quality of support and guidance given to students is satisfactory. Appropriate induction programmes are organised for students who join the school to help them settle in but the programmes to prepare students for the next educational phase are less effective. Students' personal needs are identified and met adequately. The school also seeks to solve some students' personal problems and this is reflected in the improved behaviour of some students. Students' educational needs are not supported enough in lessons by the sometimes poor teaching methods. The school communicates regularly with parents through varied channels, which parents appreciate. The school also provides a safe and secure environment for everyone, although current procedures to monitor students in the wide school yards and on their departure from the back gate are insufficient.

The effectiveness of leadership and management is satisfactory. The school has set out a shared vision and mission statement and developed a strategic plan based on a SWOT analysis. It has not, however, established a regular and systemic mechanism to implement them, and they are not reflected in the performance of some teachers. The school evaluates most aspects of its work but does not make best use of the results to improve its performance, even though a number of the school's development plans are based on such results. The school develops good relationships and promotes cooperation among its staff. It applies rules transparently, which is reflected in better staff punctuality. The school uses most facilities and available resources adequately to serve the educational process despite its shortage like the Science Laboratory. It runs some programmes to raise teachers' professional competency, although the impact of such programmes is not reflected in some teachers' performance. The school encourages parents' participation through its Parents' Council and has responded appropriately to a number of their proposals.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to develop and improve. A new strategic planning team has been formed and has developed a strategic plan based on the school's self-assessment. The school's assessment of its own position is, however, inconsistent with the findings of this Review in all areas. The school applies rules and regulations properly and makes reasonable use of its facilities and resources. It promotes the role of parents and communicates with them appropriately. The school faces challenges to its development, such as the limited number of available staff, the lack of some necessary facilities, variable achievement in some lessons and students' lack of proficiency in some basic skills.

The school's main strengths and Areas of development

Main Strengths

- Success rates in final examinations
- Students' attendance and punctuality
- Induction programmes for new pupils
- Meeting students' personal needs
- Using the school's facilities
- Communication with parents

Areas for development

- Planning to take individual differences into account
- Developing analytical thinking skills
- Basic skills in English
- Follow-up of strategic planning
- Use of self-assessment results
- Collaborative work

What the school needs to do to improve

In order to improve, the school should:

- Use various educational strategies to:
 - Raise the students' proficiency in English
 - Take individual differences into account
 - Develop students' higher thinking skills and challenge students' abilities
 - Promote collaborative work
- Follow up on the strategic plan objectives by developing and monitoring accurate performance indicators
- Make use of the self-assessment results to raise the performance level, particularly during lessons.

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