



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 23-25 September 2013

SG111-C2-R116

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school 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 government schools 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 five 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		Sanad Primary Boys School											
School's type		Government											
Year of establishment		1952											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	285	Girls	-				Total	285			
Students' social background		Majority of students come from average income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	-	-	-	-	-	-	-
Town /Village		Sanad											
Governorate		Central											
Number of administrative staff		7 administrative and 8 technicians											
Number of teaching staff		37											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		4 years											
External assessment and examinations		QQA 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		
		68			9			-			36		
Major recent changes in the school		<ul style="list-style-type: none"> • Construction of a new school building in 2012-2013 • Appointment of an assistant principal in 2013-2014. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

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: 4 Inadequate

Overall effectiveness is inadequate, down from satisfactory in the November 2009 review. Self-evaluation results are not used in formulating the strategic plan or identifying priorities. Leadership fails to follow up on professional development programmes for teachers, reflecting in inconsistent teaching strategies across different groups of students, non-diversity of assessment techniques, and poor use of assessment results in meeting students' education needs. Ineffective classroom management affects students' acquisition of English basic skills and mathematics in particular. Students are offered limited opportunity to participate in lessons and extracurricular activities, failing to help them enrich different experiences or address interests. These factors impact negatively on self-confidence, but the school tries to support students when they face problems, helping to improve behaviour. Parents and students are satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to improve has changed since the last review from satisfactory to inadequate in this current review. This is due to inability to put its vision into essential tangible practices and improvements which would otherwise help raise overall effectiveness. The school's strategic plan does not focus on the improvement priorities that are identified in the self-evaluation process. It lacks accurate performance indicators. Poor implementation of the plan and lack of follow-up mechanisms impacts on the professional development. The school tries to modify students behaviour and organise some ineffective training workshops to raise teachers' performance. Students' failure to acquire basic skills in core subjects, particularly English and mathematics, is a major challenge that affects the school's capacity to improve.

The school's main strengths

- Support and guidance offered to students when they face problems
- Students' regular record of attendance and their mutual respect for classmates and teachers.

Recommendations

In order to improve, the school should:

- obtain external support and guidance to raise the school's overall effectiveness
- make use of the self-evaluation results in setting up a strategic plan based on school work priorities, with clear and accurate performance indicators identifying regular follow-up mechanisms
- raise students' academic achievement and develop their basic skills, particularly in mathematics and English
- develop teaching and learning strategies to include:
 - effective class management to achieve lessons' objectives
 - diversity of assessment techniques, using the results to meet students' educational needs
 - providing students with sufficient opportunities for self-learning, assuming leadership roles and developing their self-confidence.
- enrich students' different experiences, address their interests and involve them in class and extracurricular activities
- follow up the impact of professional development programmes on the educational practices in lessons.