



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# Directorate of Government Schools Reviews

## Short Review Report

**Sanad Primary Girls School  
Sanad – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 November 2017  
SG110-C3-R142**

## Introduction

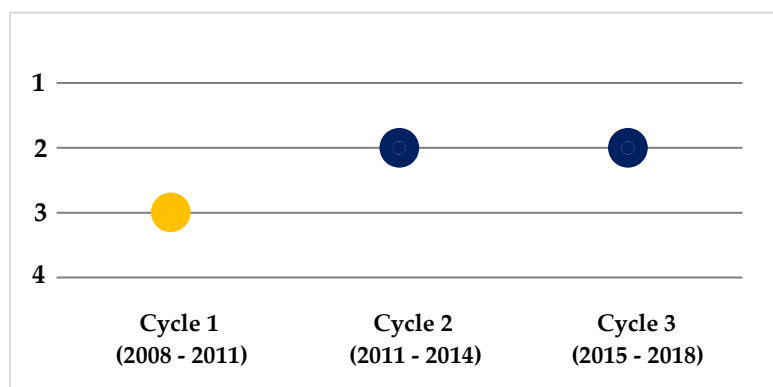
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	-	-	2
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	2	-	-	2
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		2			
The school's overall effectiveness		2			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



## School Summary Report

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### Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

### School's overall effectiveness 'Good'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school leadership is well aware of the schoolwork priorities because of the comprehensive and accurate self-evaluation. This is used in developing the school plans with clear implementation and monitoring mechanisms.</li> <li>• Students' standards in lessons and written work indicate their good acquisition of basic skills in general. However, their acquisition is to a lesser extent in some lessons, particularly in English due to inconsistencies in managing learning time, and using assessment results to support students, especially the low achievers. .</li> </ul> | <ul style="list-style-type: none"> <li>• Support and guidance programmes are effective and provided to all categories of students. This is very evident in the learning difficulties programme, though it is inconsistent in some remedial programmes offered to low-achievers.</li> <li>• Students confidently and enthusiastically participate in and enjoy curricular and extracurricular activities. They behave well and have a sense of psychological security. Students and their parents are satisfied with the school's provision</li> </ul> |
|---|---|

## Main positive features

- The school leadership's awareness and their ability to face challenges effectively.
- Students' standards and their progress in lessons, while learning difficulties students achieve outstanding progress through the programmes offered to them.
- Most students' confident and enthusiastic contribution to school life, their high awareness and good behaviour in and outside classrooms, and their feeling of being psychologically safe and secure.

## Recommendations

- Continue to monitor the impact of professional development programmes on improving teaching and learning, focussing further on:
  - developing students' skills in English
  - optimal utilisation of learning time
  - benefiting from assessment results to meet the needs of all students, especially low achievers, in lessons and written work.
- Further support all categories of students outside lessons, especially low achievers.
- Ensure the stability of teaching staff at school and address the shortfall in human resources represented by a senior teacher for science and a learning resources centre specialist, and in learning facilities represented by a gymnasium.

### □ Capacity to improve 'Good'

## Judgement justifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The strategic planning processes are based on a comprehensive self-evaluation of the school's current situation. This has a good impact on the school's overall effectiveness and enables it to maintain a 'Good' judgement in all the review aspects.</li><li>• There is consistency between the school's assessments, provided in the Self-Evaluation Form (SEF), and the good judgements reached by the review team, which shows the leadership's awareness of the school's reality and its strengths and areas for development.</li></ul> | <ul style="list-style-type: none"><li>• Improvements introduced by the school include:<ul style="list-style-type: none"><li>- The care provided to students with learning difficulties and their assumption of leadership roles.</li><li>- The implementation of innovative e-programmes to follow-up on the operational plans and analyse students' grades.</li><li>- Strengthening the relationships with parents and the local community, and forming the Mothers' Council.</li></ul></li></ul> |
|---|--|

- There is cooperation among the school members to overcome the challenges the school faces, namely:
  - The lack of a senior teacher for science and a learning resource centre specialist.

- The instability of the teaching staff, with frequent sick leave by some teachers who suffer from chronic health conditions.
- The lack of some educational facilities including a gymnasium.

## Appendix: Characteristics of the school

Name of the school (Arabic)	سند الابتدائية للبنات												
Name of the school (English)	Sanad Primary Girls												
Year of establishment	1996												
Address	Building 2418, Road 4378, Block 743												
Town / Village / Governorate	Sanad/ Capital												
School's Contacts	17624341			Fax			17623162						
School's e-mail	sanad.pr.g@moe.gov.bh												
School's website	-												
Age range of students	6-12 years												
Grades (e.g. 1 to 12)	Primary			Middle			High						
	1-6			-			-						
Number of students	Boys		-		Girls		330		Total		330		
Students' social background	Most students come from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	2	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	9 administrative and 9 technicians												
Number of teaching staff	39												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One year												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations in Cycle 2 for mathematics and Grade 6 English.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointment of a School Principal in 2016-2017.</li> <li>• New appointments in 2017-2018: <ul style="list-style-type: none"> <li>- Assistant School Principal and new teachers for core departments: four for class teaching, one for mathematics and one for English.</li> <li>- Senior teachers for Arabic, English and mathematics departments.</li> </ul> </li> </ul>