



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

Schools Review Unit Review Report

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

Date Reviewed: 7 – 9 December 2009

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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 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 six 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: Girls

Number of students: 278

Age range: 6 -12 years

Characteristics of the school

Sanad Primary Girls School, founded in 1995, is one of the Central Governorate's schools. The school caters for students from 6 to 12 years and has 278 students in total. The students are distributed among 12 classes; six classes for each educational cycle. The school categorises 83 students as outstanding, 25 as having learning difficulties and 23 as talented and gifted students. Students belong to good social and economic backgrounds. There are 39 administrative and teaching staff, as well as a special education specialist. The Principal of the school was appointed in the current academic year. The school has joined the fifth stage of 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 overall effectiveness of Sanad Primary Girls School is satisfactory and there are good aspects in students' personal development and the quality of support and guidance given to students. Parents and students are satisfied with the school.

The students' level of academic achievement is satisfactory. Students achieve high success rates in final examinations. Achievement in lessons, however, is variable and does not always reflect these high success rates. Students' progress in lessons and written work is generally satisfactory. The teaching methods used meet some students' educational needs in the classroom. Students with learning difficulties and talented and outstanding students make progress appropriate to their abilities; they benefit from appropriate activities in good lessons and suitable remedial programmes where needed.

Students' personal development is good. Most students are punctual both for school and lessons. Most students effectively and enthusiastically take part in school life, and are given sufficient opportunities to assume leadership roles and responsibility through participation in various school committees and extra-curricular activities. Students have good relationships with their teachers and with each other. Their enthusiasm in lessons varies according to the teaching methods used. Students' higher thinking skills are satisfactorily, as some opportunities are provided to students in good lessons to develop those skills. However, most lessons focus on developing lower thinking skills.

The overall effectiveness of teaching and learning processes is satisfactory. One third of the lessons observed were good. These lessons are well planned and students' abilities are challenged through some class activities; students interacted well and lesson objectives were achieved. Most lessons, however, are satisfactory or inadequate; they tend to be teacher-centred, students' abilities are insufficiently challenged and students' individual differences are not taken sufficiently into account. Students are not given enough opportunities for collaborative work, which affects their achievement in most lessons. Teachers manage lessons satisfactorily and use appropriate assessment methods to meet students' needs and point them to areas that need improvement.

The provision and enrichment of the curriculum is satisfactory. The school seeks to enrich and enhance the curriculum through extra-curricular activities, such as students taking part

in internal and external competitions, which assists their personal development. Students' sense of citizenship is appropriately developed. While subjects are linked logically in some of the second cycle's lessons, there is no linkage between subjects in most of the first cycle's lessons. The school works hard to make both the classroom and school environment attractive and stimulating, which also aids students' personal development. Students' basic skills are adequately developed, although English skills are less well developed.

The quality of support and guidance given to students is good. Induction programmes for new students who join the school help them easily settle. The programmes to prepare students for their next educational phases are less effective. The school adequately supports most students by monitoring their academic and personal progress and meeting the personal needs of low achieving and talented students, particularly outside lessons. The school also ensures that the school's staff and students are working in a safe and healthy environment.

The effectiveness of leadership and management is satisfactory. The school has a clear vision that focuses on achievement. It has prepared an annual business plan based on its self-evaluation results and the school's management considers it appropriate to implement this plan in the current academic year. The school works to improve the performance of its staff. However, the impact of programmes to raise the professional level is not reflected in the satisfactory and inadequate lessons. Since the Principal was employed, she has managed to build strong relationships between herself and the school's staff from which a spirit of enthusiasm and motivation has emerged. The school effectively uses its buildings and financial and educational resources to serve the educational process.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to develop and improve. Its leaders have played a critical role in recent school improvement and are developing a strategic planning process based on information from self-evaluation. The school Principal has started to build a team to develop a strategic plan to bring about further improvement and raise standards. Within a short period of time, the school has enhanced working relationships among school staff and created an environment of cooperation and mutual respect. It has also improved the school environment, making it attractive to students and stimulating learning. The school's most significant challenge to improvement is its lack of sufficient human and physical resources, although the school manages this problem effectively.

The school's main strengths and Areas of development

Main Strengths

- Students' behaviour
- Induction programmes at the beginning of academic year
- Relationships among students
- Use of school's environment
- Promoting a sense of citizenship
- Students' personal support

Areas for development

- Strategic planning
- Teaching and learning strategies
- Raising of professional competency programmes
- Students' standard in lessons
- Taking individual differences into account in lessons and homework
- Developing analytical thinking skills
- Collaborative learning
- Basic skills in English
- Links between subjects in the first cycle
- Induction programmes to prepare students for the next educational phases

What the school needs to do to improve

In order to improve, the school should:

- Set up a strategic plan with specific objectives and procedures that is based on the self-evaluation results and clear and accurate indicators focusing on the students' academic achievement.
- Develop teaching and learning strategies that take the following into account:
 - Improving students' basic skills in English
 - Developing students' higher thinking skills
 - Using collaborative learning
 - Providing students with more opportunities to challenge their abilities
 - Taking individual differences into account in planning lessons and homework
 - Linking between subjects in the first cycle
- Developing professional competency programmes and measuring their impact on raising students' academic achievement.

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	2: Good
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	2: Good
The quality and effectiveness of leadership and management	3: Satisfactory