



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 Girls School
Sanad - Central Governorate
Kingdom of Bahrain**

**Date of Review: 23-25 September 2013
SG110-C2-R117**

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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 seven 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 Girls School											
School's type		Government											
Year of establishment		1996											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys		Girls		278		Total		278			
Students' social background		Students come from average and good 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	-	-	-	-	-	-
Town /Village		Sanad											
Governorate		Central											
Number of administrative staff		8 administrative and 4 technicians											
Number of teaching staff		29											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 years											
External assessment and examinations		MoE Grade 6 English language examination and 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			
		92				20		1		20			
Major recent changes in the school		<ul style="list-style-type: none"> Appointment of 2 social workers during the school year 2012-2013. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

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: 2 Good

Overall effectiveness is good in all aspects, up from satisfactory in the previous review in December 2009. This is due to working according to school development priorities, reflected in improvement of the teaching and learning processes. Most teachers employ effective teaching strategies and various assessment methods contributing to good students' achievement in most lessons, though English language lessons are not to this level. In the national examinations, Grade 6 students achieve results that are above and well above national average in Arabic and mathematics. Students contribute well to school life and demonstrate high awareness and self-confidence. Curriculum development, provision of support for various categories of students, enhancement of students' positive values and supporting most students in acquiring basic skills is received with appreciation and satisfaction from both parents and students.

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

Grade: 2 Good

The school's capacity to improve has changed since the last review from satisfactory to good. This is due to the leadership's awareness of the school's strengths and areas for improvement, in addition to creating a strategic plan based on comprehensive self-evaluation using the QQA's recommendations in the previous review with regard to determining improvement priorities. The school staff work hard and most teachers cooperate enthusiastically in improving teaching and learning processes, developing students' personalities through the provision of programmes, and overcoming some of the challenges. Challenges include the reduced effectiveness of English lessons when compared to other core subjects, particularly as the school has no senior English teacher.

The school's main strengths

- Students generally achieve results above and well above the national average, especially in Arabic and mathematics in Grade 6
- Implementation of effective teaching and learning strategies and varying assessment methods to meet the educational needs of students
- Students' awareness and self-confidence, ability to assume responsibility and contribute enthusiastically to school life
- The quality of support and guidance programmes provided to students when facing problems, and enhancing the positive values of students.

Recommendations

In order to improve, the school should:

- raise the students' academic achievement through continuously improving teaching and learning processes to include:
 - development of students' basic skills in English
 - ensuring the participation and support of low achievers
 - use links between core subjects in a more effective way.
- follow up the impact of professional development programmes on the performance of teachers to ensure students' academic achievement in lessons
- meet shortages in human resources, particularly the English language senior teacher.