



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

School Review Unit

Review Report

Summaiya Primary Girls School
Manama - Central Governorate
Kingdom of Bahrain

Date Reviewed: 5 - 7 May 2009

Table of Contents

The School Review Unit	1
Introduction.....	2
Characteristics of the school	2
Overall effectiveness	3
The school’s capacity to improve.....	4
The school’s main strengths and areas for development	5
What the school needs to do to improve.....	6
Overall judgement	7

The School Review Unit

The School 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 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 drive up 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 students.

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 and other 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: 436

Age range: 6-12

Characteristics of the school

Summaiya Primary Girls' School was established in 1969 and is located in the Capital Governorate. The school has 436 students enrolled, ranging in ages between 6–12 years old. Most students are from a good economic and social background. The students are distributed among 17 classes with 9 classes in the first cycle and 8 in the second. In addition, there is an integrated class which caters for 10 students with special needs. 40 students are categorized as talented in acting, writing and public speaking, and 124 as outstanding students. The school has 40 teachers and 9 administrative staff. The school is implementing the experimental English Curriculum for first grade classes on a national level.

Overall effectiveness

- *How effective is the school in meeting the needs of students and their parents?*

Grade: 2 (Good)

Summaiya Primary Girls School has good effectiveness. The school also has a good level of satisfaction from parents and students.

Students achieve good levels in their academic attainment. The percentage of their success rates is in proportion to their level of proficiency in most subjects and the pass rates reflect the students' level of knowledge and understanding. In addition, students make progress in their lessons and academic work; this is reflected in the fact that most students achieve standards that suit their abilities.

The students' personal development is good; students show a sense of awareness and responsibility through their behaviour inside and outside the classroom and their commitment to attendance. In addition, students eagerly contribute in the classroom and in various activities. They have self confidence, an ability to work independently and a sense of responsibility which was established through taking over leadership roles. They also feel safe and secure. However, opportunities to develop students' analytical thinking skills were insufficient.

The quality of the teaching and learning process is good. Teachers have good subject knowledge and they employ a variety of teaching strategies that contributed to an atmosphere of fun, excitement and stimulating students' motivation to learn. This was reflected in the level of students' interest in the lessons and their effective engagement. Homework was assigned to students but did not always take into account students' individual differences. Assessment is employed in order to ensure that students achieve the objectives of the lessons. The results of the assessment are used to identify areas of strengths and areas for improvement. These are then met through a variety of activities.

The quality of curricular presentation and enhancement is good. This is a result of many curricular and extra-curricular activities that enhance the students' experience, meet their different interests and develop their sense of citizenship and loyalty. Moreover, the school and classroom environments are employed successfully by celebrating the work of students in a

way that enriches the curriculum, motivates students and enhances their learning. Cross curricular links are also made but only in some learning situations.

Students are supported and guided well. The school has induction programmes that prepare the students in grades 1, 3 and 6 for the next phase of education. It also diagnoses their personal and learning needs as well as provides support to solve their psychological and behavioural problems according to resources available to the school. Additionally, the school provides support for students in the classroom, opens channels of communication with parents and conducts assessments of health and security risks. This helped in creating a generally healthy and safe environment for students, although the school gate needs attention.

The leadership and management is good overall. The school has a vision and mission statement that is shared with staff and parents. They also have a clear development plan that focuses on achievement and improvement. The school has conducted a good self-evaluation for most aspects of its work and built good communication channels with parents and the local community. This has reflected positively in the performance of the school.

□ *Does the school have the capacity to improve?*

Grade: 2(Good)

The school has a good capacity to improve and develop. This is due to the focussed leadership team that possesses the conviction and determination to improve. They are fully aware of the school's strengths and areas for improvement. This fact enables the leadership to set priorities and plan a variety of strategies and programmes to improve performance. Additionally, the leadership team has introduced improvements to the learning environment of the school to make it stimulating. They have also utilised the school facilities, such as, the Design and Technology lab, Science lab, and the Drawing Room. Moreover, the Educational Support Centre is supplied with new computers. All these improvements have had a positive impact on the students' achievement.

The school's main strengths and areas for development

Main strengths

- Use of school environment.
- Range of teaching and learning strategies.
- Extracurricular activities.
- Healthy and safe environment.
- Self evaluation.
- Strategic planning.
- Transition programmes.
- Class management.
- Basic skills in English and Arabic language.

Areas for development

- High order thinking skills.
- Differentiation in homework and other activities.
- Cross curricular links.

What the school needs to do to improve

In order to improve, the school should:

- Ensure a systematic and unified mechanism is in place to follow up on academic achievement of students from different groups.
- Develop teaching and learning strategies by:
 - Taking individual differences into account during the planning stage for activities and homework
 - Providing more opportunities to develop higher order thinking skills.
 - Spreading the best practices across the school.

Overall judgements

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good