



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

# **Directorate of Government Schools Reviews**

## **Short Review Report**

**Al-Sanabis Primary Girls School  
Al-Sanabis – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 23-25 November 2015**

**SG065-C3-R037**

## Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six 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	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

#### Judgement justifications

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| <ul style="list-style-type: none"><li>Students' academic attainment at school and (MoE) examinations is of good quality and, their standards in most lessons are outstanding.</li><li>The vast majority of students participate in school life with confidence and enthusiasm. They have good ethics and proper conduct, and are able to assume leadership roles and propose initiatives.</li><li>Teachers apply effective teaching and learning strategies and effectively utilise learning resources in most lessons; particularly the outstanding and the good ones, which account for almost three quarters of the lessons</li></ul> | <p>observed; the best of which was in class-teaching and most Cycle 2 subjects. Whereas their employment of these strategies and resources in some English lessons is relatively less effective.</p> <ul style="list-style-type: none"><li>Active assessment techniques are various and their results are used to support all categories of students in most lessons; with the exception of some lessons, that are affected by time management when offering activities. This lessens students' progress; particularly low-achieving ones.</li><li>The school's leadership offers students of different categories outstanding</li></ul> |
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support programmes outside lessons; such as enrichment programmes and weekly lessons for outstanding and talented students. It also supports integration class students and providing them with various opportunities to expand their experiences and knowledge through various effective activities carried out by school and groups' committees.

- Differences among students, challenging their abilities and learning patterns are considered when offering learning activities and assignments. This is also utilised to meet most

students' educational needs. However, the least impact is evident in some English and science lessons.

- The school leadership has a clear awareness of schoolwork priorities and knows well how to improve performance. The strategic planning process is comprehensive and based on an accurate comprehensive self-evaluation. The school educational programmes and activities are outstanding. Students and parents are well satisfied with the school's provision.

## Main positive features

- The school leadership's awareness of work priorities and its comprehensive strategic planning process that based on an accurate comprehensive self-evaluation.
- Participation of the vast majority of students in school life with confidence and enthusiasm, their awareness and sense of responsibility, proper conduct and their sense of security; which is enhanced by the school through various programmes and projects including:
  - "Mayadeen AlSolook" project to promote ethical values and positive behavior
  - "Cooperative Work Leaders" programme, which provides students with the opportunity to assume leadership roles in lessons and at school committees
  - "Instilling Universal Knowledge" and "UNESCO" projects, which promote respect for different cultures and co-existence.
- Quality of teaching and learning strategies, which contributed to students' mastery of basic skills and helped them maintain high levels of performance in all core subjects.
- Effectiveness of support programmes provided to all categories of students and diversity of experience-enhancing extracurricular activities, including:
  - "Take my Hand" and "My Peer Helps Me" projects, which proved to be of high quality in supporting low-achieving students
  - Weekly activity programmes and school committees for Cycle 2 students; which enhance their experiences, particularly the outstanding and talented ones.
- The school leadership's outstanding relations with its stakeholders, its active communication with the local community institutions and effective utilization of available resources and facilities.

## Recommendations

- Evaluate the school building by specialist technicians in order to determine its validity and integrity; being an old building increases the likelihood of risks that may affect the safety and security of the school's stakeholders.
- Spread outstanding and good practices to develop teaching and learning strategies, to include:
  - optimal use of time
  - challenging students' abilities and considering differences among students during learning activities.
- Address the shortage in human resources represented by the senior teachers of Arabic and English.

## □ Capacity to improve 'Outstanding'

### Judgement justifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The shift made by the school in most aspects of schoolwork leading to outstanding performance; particularly in academic achievement and effectiveness of teaching and learning processes.</li><li>• Comprehensiveness of self-evaluation and utilization of its results in developing the strategic and action plans; which significantly contributed in achieving the school's general goals and improving its performance.</li><li>• The school's outstanding efforts in developing teachers' professional competency, through training programmes that meet their professional needs; particularly newly-appointed teachers. The impact of these programmes on teachers' performance is monitored. Teachers actively employ teaching strategies and resources, which helped the vast majority of students to acquire the basic skills.</li></ul> | <ul style="list-style-type: none"><li>• The school leadership's establishment of positive social relations with administrative and teaching staff members, and its active communication programmes with local community.</li><li>• The School's vigorous efforts to overcome challenges represented by shortage of senior teachers of Arabic and English, old school building and small-size facilities.</li><li>• The consistency between the school's judgements of most aspects of the review in the self-evaluation form and the judgments taken by the review team; which indicates the school leadership's awareness and understanding of the general framework of the review.</li></ul> |
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## Appendix: Characteristics of the school

Name of the school (Arabic)	السنايس الابتدائية للبنات												
Name of the school (English)	Al-Sanabis Primary Girls												
Year of establishment	1968												
Address	Building 28 – Road 6 – Block 406												
Town /Village / Governorate	Al-Sanabis - Capital												
School’s Contacts	17550452			17556450			Fax		17553830				
School’s e-mail	sanabis.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	509		Total	509					
Students’ social background	Most students come from limited-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	3	3	-	-	-	-	-	-
Number of administrative staff	7 administrators and 5 technicians												
Number of teaching staff	53												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal’s tenure in the school	3 years												
External assessment and examinations	MoE examinations for Cycle 2 students in mathematics and for Grade 6 in English - QQA National Examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	• Appointment of 3 new teachers in 2015-2016: (1 for Classroom-teaching, 1 for science and 1 for home economy).												