



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

School Review Unit

Review Report

Khawla Secondary Girls School

Manama / Capital Governorate

Kingdom of Bahrain

Date reviewed: 10- 12 March 2009

Contents

The School Review Unit	3
Introduction	4
Characteristics of the school.....	4
Overall effectiveness	5
The school’s capacity to improve	6
The school’s main strengths and areas for development	7
What the school needs to do to improve	8
Overall judgement	9

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 six 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: 917

Age range: 16-18 years

Characteristics of the school

Khawla Secondary School for Girls is located in the city of Manama, Capital Governorate, Kingdom of Bahrain. It was established in 1982. It serves the surrounding residential compounds and it attracts female students from all over the Kingdom. The number of students is 917 distributed across 27 classes, majoring in scientific and commercial streams. Most students come from a good economic and social background, and enjoy good support from their parents as regards their academic achievement. The school has won top positions for the outstanding students for the last three years. The school has 83 teachers.

Overall effectiveness

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

Grade: 2 (Good)

Khawla Secondary School for Girls is a good school with which parents and students are highly satisfied.

Students achieve well in their academic studies and make good progress throughout their time at the school. Good teaching is a key reason for this. The students' effective participation in lessons and the quality of their written work confirms this good progress. Outstanding and talented students contribute to a wide range of programmes, activities, and internal and external contests as well as their international contributions. In addition, low achievers are usually well supported in lessons.

The students' personal development is good. This is obvious through the ability of students to express their point of views confidently in different situations and their confidence when taking the lead in collaborative activities and group work. Students respect each other's point of view; have good listening and evaluation skills. Students' positive learning attitude is further evidenced by the effective contribution made in both internal and external activities and international events.

The quality of teaching and learning is good. The very high ranking the school enjoys within the Kingdom is a reflection of the quality of teaching students receive. In many lessons, teachers use a variety of teaching and learning strategies and apply paired and group work. It is this active approach to teaching that engages students' attention and motivates them towards learning which consolidates the achievement of lessons objectives. Not all lessons are like this and more needs to be done to raise the level of the weaker teachers to that of the best.

The quality of the curriculum presentation and enrichment is good. The school has exerted significant effort to enrich and beautify the school and create a stimulating learning environment. In addition to that, many internal and external extracurricular activities give students' opportunities and provide them with the basic and life skills needed for personal and academic success.

The quality of support and guidance is good. The school regularly follows up on the students, supports them when they are facing academic and personal problems, and gives effective advice and guidance both inside and outside the classrooms.

The quality of leadership and management is good and is reflected in the school's good performance. The students and parents praised the management's efforts, and the senior teachers commended the leadership and management in inspiring, encouraging and supporting them in the teaching process that made them work together as a team. The school utilization and activation of the resources and buildings is good. The school has benefited from its inclusion in Bahrain's school improvement programme by reconsidering

its vision and mission, by involving the parents and school staff, and has set up a new strategic plan based on the self-assessment results which comprised all education aspects.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school is well placed to continue to improve and develop. The school has a new strategic plan focused on the students' academic achievement and personal development. It also focuses on learning to improve performance. In addition, the school continues to hold the position of highest academic performing school in the Kingdom. The school has a leadership and management determined to achieve the best. Moreover, the middle leadership of the senior teachers have good experience and work effectively as team. In all, these factors help the school overcome obstacles and contribute to its capacity to improve.

The school's main strengths and areas for development

Main Strengths

- Leadership and management.
- Standards in Ministry exams and in lessons.
- Basic skills in Arabic, English, Mathematics and ICT.
- Attendance and punctuality.
- Behaviour and relationship between students.
- Induction programmes.
- Use of school environment.
- Communication with parents.
- Motivating staff.
- Development of citizenship.
- Extracurricular activities.
- Meeting students' personal and educational needs.

Areas for development

- Planning for differentiation.
- Higher order thinking skills.
- Cross curriculum links.

What the school needs to do to improve

In order to improve further, the school should:

- Improve teaching and learning by:
 - Differentiating work so that it matches the learning needs of students.
 - Providing more opportunities to develop students' higher order thinking skills.
 - Identifying the best teaching practices and spread these practices to other teachers.

- Integrate subjects more in order to enhance learning and develop cross curricular skills.

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