



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

School Review Unit

Review Report

Khadija Al Kubra Intermediate Girls School

Muharraq - Muharraq Governorate

Kingdom of Bahrain

Date reviewed: 7-9 October 2008

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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 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

This Review was conducted over three days, by a team of four Reviewers led by a Lead Reviewer.

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: 293

Age range: 13-15 years

Characteristics of the school

Khadija Al Kubra Intermediate Girls School is a school in Muharraq Governorate, and was the first school for girls in Bahrain, founded in 1928. The age range in the school is from 13 to 15 years, and the number of students is 293 in total. The majority of them live in areas close to the school, and others come from neighbourhoods not included in the school's locality, by virtue of their parents' wishes. Most of the students belong to families of average prosperity. 57 of the students are categorised as having special educational needs, or as gifted and talented. The students were divided among nine classes, three within the first, second and third levels. There are 24 teachers in the school.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Khadija Al Kubra School is a satisfactory school. Students' achievement is satisfactory overall, they generally make the expected progress during their time at the school. However, whilst students gain high pass rates in their examinations, evidence from lesson observations and the scrutiny of students' notebooks suggests that student achievement is only satisfactory. This is largely down to traditional teaching which fails to meet the needs of learners of all abilities.

Students' personal development is satisfactory. The school provides an acceptable range of opportunities for students to take on responsibility and develop their maturity. However, too few opportunities are given to students in lessons to develop their self-confidence, work independently, practise taking on responsibility or use analytical thinking skills.

The quality of teaching and learning is satisfactory. However, the majority of teachers have a good knowledge of their subjects that has impact on their performance in the good lessons. In lessons below good, teachers do not give them enough activities which require them to participate actively. Some teachers assess students' performance by tests and correcting their written work to use their results in setting homework and planning for lessons. Some other teachers depend too much on asking superficial oral questions.

Most teachers rely solely on the textbook in lessons. This fails to provide students with additional activities and practical teaching resources to make lessons interesting for students. Classroom displays are limited and do little to enhance the curriculum and few teachers use the environment to support learning in lessons. Opportunities for students to develop a sense of patriotism, practise leadership roles and understand their rights and responsibilities are limited. Not enough attention is paid to linking subjects in a manner that leads to effective learning.

Guidance and support in the school is satisfactory. Students' personal and social needs are well catered for and students feel well looked after. However, a lack of formative assessment and planning for individual students' differences means that the most and least able do not always get the support they need to enable them to reach their potential.

The school informs parents of their daughters' progress but not on regular basis. It satisfactorily presents programmes to prepare students for the next educational phase. There are sufficient mechanisms in the school for assessing the risk to students' health and safety risks.

The leadership and management are satisfactory. The school principal has a clear vision and set of values which underpin the school's strategic plan. The strategic plan, whilst comprehensive does not accurately reflect the school's needs, largely because it was not based upon a thorough analysis of the school's current strengths and weaknesses. Therefore the priorities within the plan are not focussed closely enough on actual needs. Despite the implementation of professional development programmes for the school's staff, there is no monitoring and evaluation of the impact of the training on classroom performance. The school uses a variety of methods to assess its performance such as teacher appraisal, the evaluation of departmental plans and assessment of teachers' professional development needs. However, the outcomes of these assessments are not organised in a way that ensures that the school can use the results effectively.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve, despite weaknesses in some aspects of the schools provision such as the lack of differentiation in teaching. The leadership and management have put in place a detailed plan containing a variety of strategies to raise performance. Despite some reservations, in particular the lack of robust self evaluation, the limited improvements seen since the arrival of the principal suggest that the school does have a satisfactory capacity to improve further.

The school's main strengths and areas for development

Main Strengths:

- Students' attendance.
- Development of good citizenship.
- Induction programmes.
- Health and safety procedures.

Areas for development:

- Planning for differentiation.
- Self-evaluation.
- Basic skills in Arabic and English.
- Extracurricular activities.
- Analytical thinking skills
- Links across the curriculum.

What the school needs to do to improve

In order to improve further, the school should:

- Develop a comprehensive approach to self evaluation and establish rigorous procedures for monitoring and evaluating the school's performance
- Establish a whole school approach to formative assessment which involves regular teacher feedback to students and involves students in assessing their own work
- Improve teaching and learning by using a variety of ways to: increase students' enjoyment of learning; improve literacy skills; raise achievement and improve personal development
- Differentiate teaching to ensure that students of all abilities are fully challenged and supported

Overall judgement

Aspect	Grade
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	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory