



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Khadija Al-Kubra Intermediate Girls School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 27-29 April 2015

SG012-C3-R012

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 seven 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

Outstanding 1

Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	3	-	3
	Students' personal development	-	2	-	2
Quality of processes	Teaching and learning	-	3	-	3
	Students' support and guidance	-	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	2	-	2
Capacity to improve		2			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

School Summary Report

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 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's leadership is aware of its strengths and areas for improvement, which is reflected in its strategic planning. This has a clear impact on students' personal development. • Students are outstandingly committed to attending school regularly and punctually. Most of them act responsibly and behave well. • The school provides a variety of programmes and extra-curricular activities, which most students take part in with enthusiasm and self-confidence, resulting in developing their life skills. They work together in harmony. | <ul style="list-style-type: none"> • Students' acquisition of basic skills is inconsistent in lessons and written works, being best in mathematics and weakest in English. • Employing effective teaching strategies, time management and assessment for learning, to meet students' learning needs are inconsistent. Challenging students' abilities and developing their higher order thinking skills are varied. • Support provided to the different categories of students in and out of lessons is erratic, though support for outstanding students outside lessons is more effective. |
|---|--|

- Despite the presence of an emergency exit at the school, it is not useable at the moment.
- Students and parents are satisfied with the school's provision. However, there

is a low response from parents to the e-questionnaire.

Main positive features

- Students' exemplary attendance to the school, their acting responsibly and commitment to good behaviour, and their working together in harmony.
- The leadership's awareness of the school's strengths and areas for improvement.
- The diverse extra-curricular activities and their impact on developing students' life skills.

Recommendations

- Raise students' academic achievement in lessons and written works and develop their English skills.
- Support the different categories of students both in and outside lessons.
- Further monitor of the impact of professional development programmes in improving teaching and learning strategies so that they include:
 - making use of assessment results in meeting students' educational needs
 - productive time management
 - challenging students' abilities and developing their higher order thinking skills.
- Work on preparing the emergency exit gate to be in service when needed.
- Address the shortage in:
 - human resources, namely senior teachers in all core subjects and a resource centre specialist
 - the educational facilities, e.g. a gymnasium, a resource centre and an e-class.

□ Capacity to improve 'Good'

Judgement justifications

- The school leadership is aware of reality and carries out comprehensive and rigorous self-evaluation, using the

results in setting its strategic plan. This includes students' personal development and enhancement of their

experiences through a variety of activities and programmes. The school leadership awareness of reality is also clear in the its self-evaluation form, where the judgements are, to an extent, the same reached by the review team.

- The school's ability to overcome the difficulties and challenges that it faces, including:
 - the shortage of senior teachers in all core subjects and a resource centre specialist
 - a lack of space and educational facilities such as a resource centre, a gymnasium and an e-class.

- The leadership accurately monitors teachers' performance and provides numerous professional development programmes. However, the impact of these varies on the effectiveness of teaching and learning and on raising students' academic achievement.
- There are positive relations between the school community and the leadership, with delegation of authority to the most able staff.

Appendix: Characteristics of the school

Name of the school (Arabic)	خديجة الكبرى الإعدادية للبنات													
Name of the school (English)	Khadija Al-Kubra Intermediate Girls School													
Year of establishment	1928													
Address	Building 244 - Road 1111 - AlMuharraq 211													
Town /Village / Governorate	Al-Muharraq													
School's Contacts	17344213				Fax				17344130					
School's e-mail	khadija.in.g@moe.gov.bh													
School's website	-													
Age range of students	12-13 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-8				-					
Number of students	Boys		-		Girls		182		Total		182			
Students' social background	Most students come from middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	3	3	-	-	-	-	
Number of administrative staff	8 administrative and 11 technicians													
Number of teaching staff	24													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	7 months													
External assessment and examinations	MoE's examinations and QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Changes in 2014/2015: <ul style="list-style-type: none"> - school Principal - 4 teachers are appointed, 1 for each of the following departments (Arabic, mathematics, social studies and Islamic studies). - transfer of a social worker. • Establishing Khadija Training Center. 													