



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

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

**Khawlah Secondary Girls School
Manama - Capital Governorate
Kingdom of Bahrain**

Date of Review: 13 October 2015

SG036-C3-R026

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 special review over one day by a team of eight reviewers in accordance with the review procedures of schools with “outstanding” performance in the last review cycle. 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 | - | - | 1 | 1 |
| | Students’ personal development | - | - | 1 | 1 |
| Quality of processes | Teaching and learning | - | - | 1 | 1 |
| | Students’ support and guidance | - | - | 1 | 1 |
| 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 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 'Outstanding'

Justifications for sustaining "Outstanding" Judgement

- The school has an ambitious participatory vision remarkably implemented by school staff and students in reality characterised by excellence in all aspects. The school constantly conducts accurate and comprehensive self-evaluation with the participation of all staff, students and parents. Self-assessment results are actively used to set schoolwork priorities and develop various school plans to ensure the quality and excellence of all school practices. These are built on the recommendations of the previous review and the Outstanding Bahraini School Standards.
- The school implements its strategic plan through structured institutional work standards which – using its own words - put it in a leading position ahead of its counterparts. The combined efforts of the staff, students, and stakeholders, and their dedication in carrying out educational projects, that positively impacts all aspects of schoolwork.
- Pass rates and proficiency levels are high in the vast majority of subjects in the school year 2014-2015, particularly in the scientific stream with a 92% proficiency level in Bio 215, 91% in Phys 312 and 84% in Chem 216. They are high in most subjects in the literary stream, with 100% proficiency level in

Eng 219 and Eng 311. On the other hand, proficiency levels are low in Arab 221 and Eng 217. Proficiency levels in commercial stream subjects were 100% and 68% in Skills 313 and Accounting 212 respectively.

- Students achieve outstanding progress that matches their abilities in most lessons, particularly in science, mathematics, Arabic, English and French, as well as good progress in the remaining subjects. The school plays a key role in diagnosing students' educational needs with great accuracy, and works efficiently to meet them by means of activities and projects such as the "Success and Proficiency Tables" project, which aims at improving students' academic achievement.
- Students effectively and enthusiastically demonstrate leadership characteristics, providing role models to look up to in the various aspects of school life.
- Students enthusiastically, eagerly and with high confidence participate in internal activities, competitions and projects. These include "Activating Values", "Behaviour Controllers" and "Herbal Pharmacy". External competitions include "Mathematics Olympics" in the State of Kuwait and the "Robotics" contest organised in the USA under the VEX project, in which the school achieved high ranking. Students also participate in religious contests such as the "Noble Quran Recitation" contest of Aisha Kanno Mosque, in which they ranked fourth and seventh, and Section 1 of the "Sunnah Contest" in which they ranked third.

- Students are characterised by good behaviour and high ethical standards, and observe Islamic values. This provides them with a sense of psychological security, reflected in their high level of awareness as demonstrated in their respectful and dignified treatment of their teachers and fellow students, their total preservation of school corridors and property, and their orderly movement between classrooms and other school facilities.
- Students work together in great harmony and demonstrate outstanding communication skills in exchanging views and ideas and mastering the art of dialogue. They also demonstrate self-learning and abilities to work independently as in their aptitude in preparing research papers, manuals and magazines on core subjects such as the "Genetic Diseases" manual and "Chemistry & Physics Magazine". They also play characters of their own invention and prepare e-lessons, which contributes to expanding their scientific knowledge.
- The school's professional competency improvement committee makes great efforts to improve the performance of the school staff by offering targeted programmes and workshops such as: "Higher Order Thinking Skills" and "Classroom Management" They also facilitate learning communities, twinning of departments, and internal and external exchange visits. This positively contributes to enhancing outstanding educational classroom practices and improving overall performance.

- Teachers manage their lessons in a productive and organised manner in terms of active planning of various learning situations and creating a motivational learning atmosphere that ensures interest and fun. This is achieved by means of diversified and attractive learning activities in which time is perfectly utilised, learning patterns considered and students' abilities challenged. Teachers also apply effective teaching and learning strategies and methods such as role-playing, brainstorming, student-teacher, questioning for learning and dialogue and discussion, these help substantially in students' acquisition of skills, concepts and knowledge.
- Teachers employ various assessment methods, such as oral, written, individual, group and peer assessments, and provide direct feedback. Assessment results are used to meet the educational needs of the vast majority of students of all categories.
- Teachers substantially develop students' higher order thinking skills such as analysis, construction, comparison, prediction, deduction, categorisation and problem solving in both scientific and literary subjects.
- The school develops most students' life skills. This helps build their characters, enhances their self-confidence and enables them to efficiently write research papers, prepare projects, carry out e-learning activities, solve problems, prepare resumes and handle various situations.
- The school periodically and regularly maintains school buildings, carries out evacuation and sheltering drills, and provides fire extinguishers and First Aid kits throughout the school. It also carries out some outstanding health projects, such as the "Khawlah Paramedics" project in which students are trained in First Aid fundamentals. The school was awarded the "Certificate of Excellence" for the scientific laboratories' safety, which contributed to creating a hazard-free school environment.
- The school's senior leadership provides inspiration and financial and moral encouragement to the administrative and teaching staff by celebrating their achievements and embracing their projects. It also delegates authority to competent and experienced staff, as in appointing coordinators for most core departments of the school and training them, as secondary leaders, to lead development projects. This creates a positive working environment and substantially increases staffs' job satisfaction levels.

Main Strengths

- The ability and high efficiency of the school community – leaders and staff – in achieving the schools educational outcomes, with the highest levels of academic excellence and achievement and personal development.

- The students' very high proficiency levels in mathematics, science, Arabic, English and French, as well as some subjects of the commercial stream, social studies, humanities and, Islamic education.
- The students' observance of good behaviour, outstanding self-discipline, respectful treatment of other students and teachers and maintenance of the school environment.
- Implementation of effective teaching and learning strategies in the vast majority of lessons, and utilisation of e-lessons and learning resources, which attract students towards learning.
- The students' outstanding participation in internal and external competitions, achieving high positions in some of them such as the Robotics contest (VEX) in the USA.
- Comprehensiveness of the self-assessment form, with its sufficient and accurate description of the justifications of the judgments related to the review standards and aspects, which largely match the judgments made by the review team.

The most Outstanding/Pioneer Projects

- "I am Ambitious" is a project aimed at improving academic achievement of all students. This is achieved through thorough monitoring of procedures implemented by academic departments in the area of achievement, while conducting performance dialogues with students and preparing various assessment forms to assess their benefit from those dialogues. This has a positive impact on students' levels of achievement.
- "Learning Patterns" is a project aimed at categorising all students according to the learning patterns which fit their levels. Diagnostic tests are used to determine the best pattern for every student (auditory, visual, sensory and kinesthetic). Once analysed, results are presented to teachers and distributed to classes to inform teaching methods. This results in diversified teaching and learning strategies and methods to enable each student to receive information in accordance with her own learning pattern.
- "School Values" is a project aimed at developing students' personalities, enhance their values and promote their good ethical values such as honesty, truthfulness and respect. Morning assemblies and school breaks are enriched with various programmes and features. These create harmony between students and contribute to their maintenance of the school environment and their good behaviour.
- "Science Fair" is a fair for scientific subjects, prepared and coordinated by students. In this, students demonstrate creativity in designing and creating aids and models for scientific subjects (physics, biology and chemistry), which in turn improve their achievement and willingness to learn with high passion, interest and motivation.
- "My Creativity Springs from Khawlah" is a program through which creative work is carried out in creativity lessons and displayed in a mini fair. This enhances students' values of creativity, sense of giving and responsibility.

- “My Steps Towards the Future” is a project designed to raise students’ awareness of labour market requirements and teach them about available careers which match their specialisations, abilities and preferences.

Recommendations

- To continue promoting effective educational practices and exceptional initiatives as broadly as possible within the school, in order to ensure the continuity of excellence in all aspects of schoolwork, and externally so that all schools in the Kingdom can benefit from them.
- To continue improving students’ performance in achieving academic excellence, particularly in the literary stream.
- To fill the shortage in human resources in terms of senior teachers of core subjects.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | |
|--------------------------------------|---|--|---|---|--------|-----|-----|---|----------|---|-----|----|----|
| Name of the school (Arabic) | خوله الثانوية للبنات | | | | | | | | | | | | |
| Name of the school (English) | Khawlah Secondary Girls School | | | | | | | | | | | | |
| Year of establishment | 1982 | | | | | | | | | | | | |
| Address | Building 302 - Road 2510 - Block 325 | | | | | | | | | | | | |
| Town /Village / Governorate | Manama / Capital | | | | | | | | | | | | |
| School's Contacts | 17742942 | | | | | Fax | | | 17742922 | | | | |
| School's e-mail | khowlah.se.g@moe.gov.bh | | | | | | | | | | | | |
| School's website | - | | | | | | | | | | | | |
| Age range of students | 16-18 | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | |
| | - | | | | - | | | | 10-12 | | | | |
| Number of students | Boys | | - | | Girls | | 869 | | Total | | 869 | | |
| Students' social background | Most students belong to middle and good income families | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | - | - | - | - | - | - | - | - | - | 9 | 9 | 11 |
| Tracks | Grades | Distribution of classes on Tracks | | | | | | | | | | | |
| | Grade 10 | 5 classes in the standard system, 4 classes that include teaching French. | | | | | | | | | | | |
| | Grade 11 | 4 first option science and mathematics classes, 1 class for second option science and mathematics and languages, 2 humanitarian science classes, and 3 commercial science classes. | | | | | | | | | | | |
| | Grade 12 | 3 first option science and mathematics classes, 1 class for second option science and mathematics, humanities and languages classes, and 3 commercial science classes. | | | | | | | | | | | |
| Number of administrative staff | 37 | | | | | | | | | | | | |
| Number of teaching staff | 97 | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | |
| Principal's tenure in the school | 1 year | | | | | | | | | | | | |
| External assessment and examinations | MoE and QQA National Examination | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> Appointing a new Principal in school year 2014-2015. Appointing two Assistant Principals in school year 2015-2016. | | | | | | | | | | | | |