



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Private Schools & Kindergartens Reviews Review Report

**Shaikha Hessa Girls' School
West Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 30 Oct–1 Nov 2017
SP050-C2-R043**

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), 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 school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

Outstanding 1

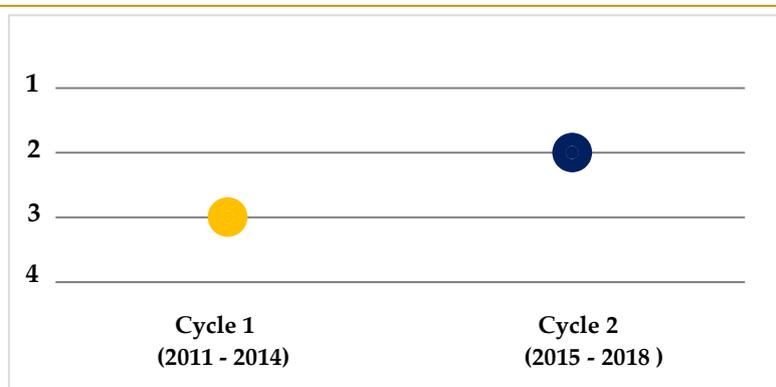
Good 2

Satisfactory 3

Inadequate 4

Aspect	Grade				
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall	
Quality of outcomes	Students' academic achievement	2	3	2	2
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	2	3	2	2
	Students' support and guidance	1	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	3	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

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 'Good'

Judgement justifications

- Students achieved high pass rates in the 2016-2017 internal examination in most subjects. Proficiency rates are high and very high in most subjects in High School and in the majority of the subjects in Elementary School; however, they are inconsistent in Middle School, particularly in Arabic and mathematics.
- The standards of most students are good and they make progress in more than half of the lessons observed as well as in their written work. However, standards and progress in Middle School is only at the satisfactory level.
- Students' results in the International Baccalaureate Diploma Programme (IBDP) in 2017 were high in the majority of subjects.
- The school's leadership, along with the teaching staff, are focused on achieving strategic goals. They work in harmony, with a theme of 'Achieving Quality Together'. Self-evaluation is systematic, rigorous and comprehensive.
- Students' participation in school life is highly effective, demonstrating a notable confidence which shows in their conduct in and outside classrooms.
- Teachers adopt effective teaching strategies and use a variety of educational resources which lead to effective learning in the Elementary and High Schools.

However, further attention is required in Middle School, particularly in managing learning time and using assessment results to provide informative feedback, support and challenge for all students.

- The school provides effective support to students facing learning difficulties in Elementary School. However, further academic support is required in the Middle and High Schools to improve students' progress.

- Students are encouraged towards learning. This shows in their active participation in lessons, resulting in self-driven and motivated students.
- The school focuses well on maintaining a clean and attractive environment which is conducive to learning.
- Parents and students are highly satisfied with the school.

Main positive features

- Self-driven and motivated students.
- Secure and well-maintained school environment which is conducive to learning.
- Effective leadership and management, backed by a visionary Board of Directors.
- The support provided to students with learning difficulties in Elementary School.

Recommendations

- Raise students' academic achievement, particularly in Middle School.
- Further improve teaching and learning strategies, particularly in Middle School, by:
 - managing learning time
 - using assessment results to provide constructive feedback and challenge students of all abilities.
- Provide more effective academic support to all students, particularly in Middle and High School so that they progress better.

Capacity to improve 'Good'

Judgement justifications

- There is a clear and well-focused strategic and development plan which focuses on continuous improvement in all school aspects.
- The school leadership has in-depth knowledge of the school's development priorities, due to rigorous self-evaluation. The leaders are backed by a visionary Board of Directors who contribute to the

strategic direction, with a clear focus on supporting learning, and holding the school's leadership accountable for performance.

- The school has highly effective links with the local community and society as a whole, with the collaboration and expertise of the Parent Teacher Association (PTA).
- Relationships among the school's staff are harmonious, generating enthusiasm for development across the school.

- Students have sustained their high pass rates over previous years in the vast majority of subjects. They are progressing well in Elementary and High Schools, though their progress in Middle School is still inconsistent.
- Students' personal development programmes have a noticeable effect on their drive and motivation to learn, showing enthusiasm in lessons and in school life.

Quality of outcomes

□ Students' academic achievement 'Good'

Judgement justifications

- In the 2016-2017 school internal examinations, pass rates were high in most subjects across the school ranging between 85% and 100%. However, Grade 12 students achieved average pass rate of 77% in mathematics and Grade 9 pass rates in science were 78%.
- Proficiency rates are high and very high in most subjects in High School in the School Certificate, which most students are sitting. Rates range between 42% in mathematics and science in Grade 9 and 100% in English in Grade 12. Likewise, proficiency rate in Elementary School are high in most subjects. However, they are inconsistent in Middle School, particularly in Arabic and mathematics.
- Across the school, in more than half of the lessons observed, students show good standards and make noticeable progress, particularly in English. However, low achievers' progress is inconsistent in the less effective lessons.
- Tracking students' progress for the past three years shows students sustain high pass rates in the vast majority of core subjects.
- In the International Baccalaureate Diploma Programme (IBDP) in 2017, students' results were generally high, with students scoring 5 points and above in the majority of the subjects. For example, students' performance in Arabic B HL, English B HL, and business management is very high, with all students who attempted these achieving a score of 5 and above.
- In the BQA National Examinations, Grades 3 and 6 students achieved above and well above national average in Arabic and English in 2015 and 2016 respectively.
- In the 2017 Preliminary Scholastic Aptitude Test (PSAT), students performed above international benchmark in English, but just below the benchmark in mathematics.
- The attainment of Grade 10 students in the 2017 Edexcel International General Certificate of Secondary Education (IGCSE) examinations was inconsistent. The proportion of students achieving A* to B ranged between 57% and 38%, in Arabic and English literature respectively.
- Across the school, most students' acquisition of English linguistic skills is above average in reading, verbal expression and text analysis. Arabic skills are strong except for variations in grammar and extended writing skills.
- In science, the standards of the majority of students is in line with their age-related expectations, for example by recognising food groups in Elementary School and circulatory systems in Middle School.
- In mathematics, most students acquire secure basic arithmetic and geometry skills in Elementary and Middle Schools. High School students make good progress in statistics and solving word problems.

- Most students achieve good and outstanding progress in most lessons, particularly in Elementary and High

Schools, though their progress is inconsistent in Middle School.

Areas for improvement

- Students' standards, particularly in Middle School.
- Progress of low achieving students in the less effective lessons.

□ Students' personal development 'Outstanding'

Judgement justifications

- The vast majority of students exhibit remarkable attitudes to learning, being self-driven and highly motivated to engage in discussions and presentations. They show great confidence and enthusiasm when participating in the diverse student-centred lesson activities.
- Students show exceptional confidence and drive in external activities, as in their participation in Students' Council, 'Reading Week' and in various internal and external activities, winning awards such as 'The Sovereign Art Foundation School Prize' and the 'Bahrain Holy Quran Award' in 2016.
- Students are respectful, cooperative, and self-disciplined, which shows clearly in their actions and behaviour towards their peers and teachers. This reflects the ethos prevailing among these students of a fully interwoven school community.
- Students have a deep understanding of Bahraini heritage and Islamic values. They demonstrate great pride in their Bahraini identity and language, and

- celebrate different local and national events like charity and voluntary events such as 'Think Pink'.
- Students are positively and actively involved in national and international events. They show excellent awareness of local and global values and cultures through their positive collaboration in extracurricular activities such as Creativity, Activity, Service (CAS), Model United Nations (MUN), and 'INJAZ'.
- Students attend school regularly and punctually with minimal tardiness. Late comers are recorded using the 'OLIVE System' and the Tardy System.
- Students show a good ability to learn independently, particularly in the better lessons, participating well in problem solving, critical thinking, expressing their opinion, using dictionaries, and self-assessment. They demonstrate their skills in school activities such as designing charts and brochures and map making, as well as in writing projects and making presentations.

- Students have exceptional communication skills when working together in terms of managing discussions | in group work and leading groups in lessons.

Areas for improvement

- Further development of independent learning skills.

Quality of processes

□ Teaching and learning 'Good'

Judgement justifications

- Most teachers are highly effective in their use of a wide variety of student-centred teaching strategies. These include discussion, pair and group work, experiential learning and hands-on activities. These strategies are complemented by the excellent use of resources employed in the good and outstanding lessons observed, including video clips, interactive boards, charts and posters. All of these contribute effectively in encouraging students to be active learners in the Elementary and High Schools.
- Students are exceptionally encouraged and motivated through tailoring most lessons to their interests and life experiences, which led to active participation. Teachers also motivate students through praise and by providing them with opportunities to present their work and share it with their peers.
- Most lessons are planned and managed effectively, particularly in terms of activities provided. Teachers' clear instructions ensure the students' engagement in their learning, which leads to high levels of productivity. However, allocated task times are occasionally exceeded in a few lessons, affecting the productivity of these lessons.
- In most lessons, ongoing verbal and written assessment tools are used effectively to measure groups and individual students' understanding. However, results are not consistently used to support students, especially the low achievers. Feedback is constructive and immediate, helping to build students' understanding in most lessons, but this is less effective in Middle School.
- Students' written work and homework are regularly marked. However, constructive and accurate feedback to improve and guide students' performance is not always evident.
- In the most effective lessons, students' abilities are challenged through asking questions that develop their higher order thinking skills, such as reasoning, analysis and construction. Examples are in mathematics and English lessons in the Elementary and High Schools, where students take part in brainstorming, think critically, and fluently express their thoughts.
- Teachers consider students' different abilities in most lessons, by providing differentiated teaching by task, process, outcomes and through roles that lead to meeting the learning needs of students of all abilities. Nevertheless, the activities provided in a few lessons do not sufficiently suit students' different abilities, affecting their progress.

Areas for improvement

- The use of assessment to provide constructive feedback in lessons and in students' written work to enhance their academic achievement.
- Further challenge of student's different abilities and supporting their needs, particularly in Middle School.
- Use of learning time more effectively.

□ Students' support and guidance 'Good'

Judgement justifications

- The school has effective academic support procedures that include tracking students' progress through the 'OLIVE System' identifying students who are underperforming and implementing pull-out and in-class support plans through the Learning Support Unit (LSU) and the reading support programmes.
- Learning activities are effectively modified to match the needs of students with learning difficulties. The effectiveness and impact of these programmes is more evident in meeting students' learning needs in Elementary School, while implementation is inconsistent in the Middle and High Schools, where support for low achievers needs further attention.
- Gifted and talented students are identified and are followed up by providing opportunities to participate in the programmes offered by the Gifted Students' Centre of the Ministry of Education.
- The school rigorously tracks and monitors students' personal development and deals with their personal problems with high levels of care and sensitivity. Behaviour management programmes such as 'Anti-bullying' and 'Traffic Light' are used effectively.
- The school broadens students' experiences and interests effectively by providing a very rich range of extracurricular activities including sports, music and arts. Students take pride participating in the Scouts and CAS programmes. Planned activities including UNESCO events are successfully used to promote global citizenship, which has a significant positive impact on enhancing students' personal attributes and attitudes towards learning.
- The school conducts rigorous risk assessment by the designated committee. The health and safety of students are ensured through excellent supervision of students, well-rehearsed evacuation procedures and health awareness lectures. An inspiring learning environment is provided which is highly conducive to students' learning.
- Effective induction and transition procedures provided at different levels enable students to settle in easily. Most students are equipped with the skills necessary for the next stage of their education. High School students are given guidance on university requirements.

However, the support provided to help them pursue their educational track and career path is less structured.

- The school promotes students' life skills effectively. This is achieved through the

life skills courses in school, organising 'Science, Technology, Engineering, Art and Mathematics' (STEAM) week and INJAZ entrepreneur programme.

Areas for improvement

- More effective academic support to the Middle and High School students to help them pursue their educational track and career path.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The school's leadership shows professional and strategic direction, which encourages the teaching staff to work in harmony throughout the school and upholds the theme of 'Achieving Quality Together'.
- Self-evaluation is systematic and involves all stakeholders, providing the leadership with excellent awareness of development priorities. SWOT analyses are regularly carried out, with areas for development clearly identified and incorporated in prioritising the strategic goals and planning for improvement at all levels.
- Monitoring the implementation of set plans is regular, with an evident impact on classroom practices in the Elementary and High Schools though this impact is inconsistent in Middle School.
- The Senior Leadership Team, along with the Heads of Departments, systematically observe teaching and learning and accurately identify the required areas for development among the teaching staff. The school successfully provides a range of internal and external professional development opportunities, including '21st Century Teaching and Learning Skills', 'Behaviour for Learning' and 'Differentiation'. Although the impact of these programmes clearly shows in the outstanding and good lessons in the Elementary and High Schools, the impact on performance is inconsistent in Middle School.
- The open door policy throughout the school fosters open communication and transparency between all stakeholders, with teachers becoming 'Young Leader Trainer' on Tuesdays. The confidence, trust and support of the school leaders contributes exceptionally to the positive social, professional and harmonious relations among leaders and staff. Consequently, the school is very successful in developing teachers' enthusiasm for development and minimising their turnover rates.
- The school leadership is effective in ensuring the availability of resources and the necessary cadres such as a speech therapist, Learning Support Unit (LSU) for Elementary School, outdoor sports facility, and the 'OLIVE' data management system.
- The highly effective local and international links of the school, such as with Al Sanabil Welfare Association, Royal Charity Organisation, Bahrain Anti-Cancer Organisation and Saudi Blind Association, contribute well to the outstanding personal development of students.
- The Parent Teacher Association (PTA) collaborates with the school effectively to enrich students' and the school's community through its wide expertise.

- The highly visionary and active Board of Directors play a remarkable role in holding the school leaders accountable for the school's performance and in supporting learning. Their highly

effective strategic contribution through the educational and financial committees successfully enables the school to fulfil its commitment to parents.

Areas for improvement

- Monitoring the implementation of planning and its impact on classroom practices in Middle School.
- Monitoring the impact of professional development programmes on performance.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الشبيخة حصة للبنات												
Name of the school (English)	Shaikha Hessa Girls' School												
Type of school (Private, Religious, MoE, etc.)	Private												
Year of establishment	2001												
Address	Building 1535, Road 4226, Block 942												
Town / Village / Governorate	West Riffa / Southern												
School's telephone	17756111			Fax			17750700						
School's e-mail	admin@shgs.edu.bh												
School's website	www.shgs.edu.bh												
Age range of students	6-18 years												
Grades (e.g. 1 to 12)	Primary			Middle			High						
	1-5			6-8			9-12						
Number of students	Boys	-	Girls	452			Total		452				
Students' social background	Students come from middle and upper-class families												
Classes per grade in primary and intermediate stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	2	2	2	2	2	1	1
Number of administrative staff	15												
Number of teaching staff	48												
Curriculum	Ministry of Education National curriculum for Arabic, Islamic, social studies and citizenship Cambridge curriculum for Core subjects for Grades 1-8 Edexcel International General Certificate of Secondary Education (IGCSE) for Grades 9-10 IBDP – International Baccalaureate Diploma Programme for Grades 11-12												
Main language(s) of instruction	English / Arabic												
Principal's tenure in the school	8 years												

External assessment and examinations	IGCSE, IBDP, Preliminary Scholastic Assessment Test (PSAT), Australian Council for Educational Research (ACER), BQA National Examination, Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS)
Accreditation (if applicable)	MSA (Middle States Association), CIS (Council of International Schools), IGCSE Authorisation, IBDP Authorisation
Major recent changes in the school	<ul style="list-style-type: none"> • Appointment of a new Assistant Principal in 2016. • Implementation of Microsoft 365 E3 for e-learning.