



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

# **Schools Review Unit**

## **Review Report**

**West Riffa Intermediate Girls School**  
**West Riffa - South Governorate**  
**Kingdom of Bahrain**

**Date Reviewed: 6 - 9 December 2010**

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## The Schools Review Unit

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The Schools 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 raise standards.

Review grades are awarded on a four point scale:

<b>Grade description</b>	<b>Interpretation</b>
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**

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### **Scope of the Review**

This Review was conducted over three days, by a team of seven 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: 447

Age range: 13 – 15 years

### **Characteristics of the school**

West Riffa Intermediate Girls School is one of the South Governorate schools. It was founded in 1987. The age range in the school is from 13 to 15 years. Most of the 447 students come from higher-income families. Students are distributed across 15 classes: six classes for the first intermediate level, four for the second intermediate level and five for the third intermediate level. The school categorises 126 of its students as outstanding, 43 as talented and 24 as having learning difficulties; eight students are in the merged class. The number of administrative and teaching staff is 64, of whom eight are new teachers. The principal is in her fifth year at the school. The school is implementing King Hamad's Schools of the Future and the School Performance Improvement projects.

## Overall effectiveness

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

### **Grade: 1 (Outstanding)**

The overall effectiveness of West Riffa Intermediate Girls School is outstanding. Students and their parents are exceptionally satisfied with the school.

The students' academic achievement is outstanding. Most students achieve high pass rates that mirror their proficiency rates in most core subjects. Students learn basic concepts and skills to a high level. They also make significant progress in gaining more advanced skills, such as maximization, symmetry and graphical representation in mathematics; the ability to read aloud and write stories in Arabic and English; to speak standard Arabic; to apply the laws of labour and power in science; and to use new technology. Most students make progress in most subjects, whether in written work or lessons; their individual differences are considered in all activities. Most students reach levels in line with their abilities; their abilities are accurately assessed and they are offered effective remedial or enrichment programmes accordingly, such as a programme of intensive lessons for lower-achieving students. The school's excellence specialist runs an effective mental training programme that helps talented and outstanding students to make significant progress. Students of the merged class, those with learning disabilities and those whose mother language is not Arabic achieve excellent progress; they are offered exciting and effective computer-based programmes that help them to master the basic skills of Arabic. They also make excellent progress in the classroom, according to their levels; they benefit from the varied teaching strategies and extracurricular activities, all of which take into account their different abilities.

Students' personal development is outstanding. Most students attend school and lessons regularly. They show a strong sense of awareness and responsibility. They participate enthusiastically in school life, especially in lessons, in the varied programmes they choose and in morning assembly, which students themselves manage. The students of the merged class join their classmates in presenting projects, such as plays about good diet and behavioural values, which helps to strengthen their relationship with the school. All students benefit from the many opportunities they are given, in and out of classes, to learn together, take leadership roles, work on their own, take responsibility and express their opinions confidently. Students play a full part in a variety of school committees such as 'The Young Supervisors', the careers guidance committee, the consulting committee and the Students' Council. Students are given good opportunities to develop their analytical thinking skills; they demonstrate these skills in their ability to solve problems, justify their answers and criticise constructively. The merged class students take responsibility by

helping their classmates with personal or study support. An atmosphere of good relations and mutual respect prevails at the school; students mix together very well. Most students follow the school's rules on cleanliness, order and respect. Students feel safe and secure in the school.

The effectiveness of the teaching and learning processes is outstanding. Most teachers know the study materials well and reflect this in their varied and exciting teaching and learning methods. Their strategies include discussion, brainstorming, storytelling, and role playing, and students were at the centre of the educational process in most of the observed lessons. The teachers manage lessons effectively; this has a positive effect on students' conduct and encourages them to participate effectively in achieving the lesson objectives planned by the teacher. The teachers use many and varied class activities in most of the lessons. They consider students' individual needs and help develop their analytical thinking skills. The quality of teaching helps students to become more mature and independent; they are able to explore things on their own by learning through inquiry in science and mathematics and to work with each other in most lessons. Teachers use varied educational resources in an exciting and motivating way that helps students to enjoy their lessons and participate with enthusiasm. All students are given homework that considers their individual differences; homework for different school subjects is planned and coordinated effectively; all homework is marked and teachers give students feedback on it. A variety of effective assessment methods are used in lessons to ensure students absorb and understand the lesson objectives and to provide them with direct feedback. The school uses assessment results particularly effectively to develop plans and programmes that have contributed to students' progress in pass and proficiency rates.

The quality of curriculum enrichment and presentation is outstanding. The school organises many activities, programmes and committees that broaden students' experiences and interests, such as the literary, scientific and social programmes; it also holds competitions such as 'Writing a Book Review' and 'What I like best about Bahrain'. Students have achieved high competition placings in activities such as chess. Student clubs, such as the English and mathematics clubs, run a variety of activities that allow students to choose according to their interests. The school is implementing many educational projects that contribute to students' personal development. Most students show excellent skills in reading and writing in Arabic and English, as well as excellent skills in mathematics and information and communications technology (ICT). The students celebrate their achievements and work across the school's educational facilities, which helps to promote their spirit of citizenship. The students are aware of their rights and duties towards the school and put forward suggestions for improvement through many channels, such as the elected Students' Council and the consulting committee.

The quality of guidance and support programmes for students is outstanding. The school runs very effective guidance programmes at the beginning of a study year, which help

students to settle into school life easily. Students are introduced to the schools' systems and rules, the assessment system and the student committees and activities they can join based on their abilities and interests. The school inducts students well into the secondary stage by arranging field visits to secondary schools, guiding them to possible routes and giving them introduction brochures for the available subjects; teachers also make sure that the students acquire the skills they need for the secondary stage. The school has a clear and identified policy for diagnosing students' educational needs. It places great importance on careful evaluation, using diagnostic examinations, categorising students according to their levels and arranging activities and programmes that meet students' educational and personal needs. These programmes help students take responsibility, provide opportunities for working alone and contribute to students' acquisition of independent learning skills. The school provides excellent support in lessons through using varied teaching methods and class activities that cater for individual differences. The students have good relations with their teachers, who understand students of this age well. The school informs parents of their daughters' academic and personal progress through a good range of communication channels such as educational meetings and open days. Staff and students work in a healthy and secure environment; the school's health and safety committee monitors closely all safety and security aspects and operates effective procedures.

The effectiveness and quality of the school's leadership and management are outstanding. The school has a clear shared vision and mission that focuses on raising teaching quality, which is reflected in all its educational practices. The school has an exceptional strategic plan that includes measurable success indicators, which was prepared after an accurate diagnosis of the school's situation. The school uses results from its self-evaluation to build action plans for each department and includes appropriate improvement priorities in these plans. It also draws up agreements between all school staff to achieve agreed performance indicators, which has a significant impact on the quality of the school's educational practices. The school gauges and identifies staff training needs regularly, uses accurate tools to measure the impact of the training programmes and runs an in-house training project to raise the quality of the teaching and learning processes; the effects of this system are reflected clearly in the varied and effective teaching strategies used and teachers' outstanding performance in lessons. All of the teachers participate effectively in the overall performance development process to achieve the school's objectives and vision; they are offered considerable incentives and inspiration by the school's senior leadership. The school's leadership distributes tasks and delegates authority effectively. The assistant principal and the coordinator of the mathematics department benefited from a 'Training for Leadership' programme. The school uses its resources and educational facilities very well. The school gathers parents' and students' opinions through different channels and responds to many of them; for example by organising a new system for homework and introducing English teaching for the merged class.

**□ Does the school have the capacity to improve?**

**Grade: 1 (Outstanding)**

The school's capacity to develop and improve is outstanding. The school's leaders and administration are forward thinking and their attitude enriches the school's work. This attitude is reflected in all of the educational practices at the school. The school has a complete strategic planning process and carries out comprehensive self-evaluation, based on an accurate diagnosis of its situation. Most teachers are exceptionally competent and have a desire to change and improve. The school's many improvements have had an impact on the teaching and learning processes. It operates high-quality projects and programmes that improve teachers' performance and meet students' needs: these include the variety of committees and programmes for students that match their interests and abilities and the in-house training that has benefited most teachers' performance. The school has successfully raised students' levels of achievement and personal development.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Leadership and management
- The programmes to raise the professional competency of teachers and other staff
- Strategic planning
- Self-evaluation
- Students' basic skills in Arabic, English, science. Mathematics and ICT
- The teaching and learning strategies
- Consideration of individual differences in classroom activities and homework
- Students feeling of security and stability in the school
- The variety of programmes and committees and their suitability for different student groups
- Students' self-confidence, awareness and sense of responsibility
- The educational environment that motivates learning
- The approval of students and their parents.

### **Areas of development**

- Continue to enhance quality of provision.

## **What the school needs to do to improve**

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### **In order to improve further, the school should:**

- Spread the excellent practices that already exist in the school's work system.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>1: Outstanding</b>
The school's capacity to improve	1: Outstanding
Students' academic achievement	1: Outstanding
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	1: Outstanding
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding