



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

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

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

**Date of Review: 12-14 May 2014
SG202-C2-R185**

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

| Grade description | Interpretation |
|-------------------|--|
| Outstanding (1) | Outcomes or provision are at least good in all areas and outstanding in the majority. |
| Good (2) | Outcomes or provision are at least satisfactory in all areas and good in the majority. |
| Satisfactory (3) | A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good. |
| Inadequate (4) | There are major weaknesses or the majority of areas are inadequate. |

Introduction

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 data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

| | | | | | | | | | | | | | |
|--|----------------|---|----------|--------------|----------|------------------------------|----------|----------|------------------------------|-------------|-----------|------------------------------|-----------|
| School's name | | West Riffa Intermediate Girls School | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | |
| Year of establishment | | 1987 | | | | | | | | | | | |
| Age range of students | | 13-15 years | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | |
| | | - | | | | 7-9 | | | | - | | | |
| Number of students | | Boys | - | Girls | 643 | | | | Total | 643 | | | |
| Students' social background | | Most students come from limited income families | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | - | - | - | - | - | - | 7 | 6 | 7 | - | - | - |
| Town /Village | | West Riffa | | | | | | | | | | | |
| Governorate | | Southern | | | | | | | | | | | |
| Number of administrative staff | | 8 administrative, 20 technicians | | | | | | | | | | | |
| Number of teaching staff | | 73 | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | |
| Principal's tenure | | 2 years | | | | | | | | | | | |
| External assessment and examinations | | MoE examinations and QQA national examinations. | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | | | | Gifted & Talented | | | Physical Disabilities | | | Learning Difficulties | |
| | | 61 | | | | 127 | | | 1 | | | 64 + 9 integrated | |
| Major recent changes in the school | | <ul style="list-style-type: none"> Newly appointed teachers in all core subjects in 2013-2014. | | | | | | | | | | | |

Table of review judgements awarded

| Aspect | Grade: Description | | | |
|--|-------------------------|--------------------------|---------------------|---------|
| The school's overall effectiveness | 3: Satisfactory | | | |
| The school's capacity to improve | 3: Satisfactory | | | |
| | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Students' academic achievement | - | 3 | - | 3 |
| Students' personal development | - | 2 | - | 2 |
| The quality and effectiveness of teaching and learning | - | 3 | - | 3 |
| The quality of the curriculum implementation | - | 2 | - | 2 |
| The quality of support and guidance for students | - | 2 | - | 2 |
| The quality and effectiveness of leadership, management and governance | - | 3 | - | 3 |

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Overall performance has changed from 'Outstanding' in the December 2010 review to 'Satisfactory' this time. This is mainly due to inconsistencies in self-evaluation, implementation and follow up of the strategic plan and in teaching and learning practices. Assessment results are not always utilised to meet students' different learning needs, especially for low achievers. This negatively affects their academic achievement and acquisition of basic skills, especially in English and mathematics, with insufficient challenge of their abilities or development of independent learning skills. Induction and transition programmes are effective, as are the many extra-curricular activities and curriculum enrichment programmes which develop students' experiences and meet their different interests. This leads to students' effective participation in school life and good behaviour. Parents and students are satisfied with the school's provision.

- How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school's capacity to improve has changed from 'Outstanding' in the previous review to 'Satisfactory' this time. The strategic plan includes work priorities such as raising students' academic achievement, teachers' professional development, particularly for new teachers, workshops, and departmental delegation of responsibility to competent teachers. However, the impact on educational processes, especially on students' academic achievement, is inconsistent. Implementation of the action plan is inconsistent, particularly in supporting students according to their different educational needs. Departments' action plans are not consistently linked to the overall plan. Some challenges face the school, including staff instability and shortage of senior teachers in all core subjects except English. This affects the school's capacity to improve, and prevented it from maintaining its outstanding performance.

The school's main strengths

- Good induction for students on joining the school, and the effective transition programmes that prepare graduates for the next stage of their education
- Students' effective participation in school life, working in harmony and with good behaviour
- Developing students' experiences, meeting their various interests through extra-curricular activities that enrich the curriculum.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their skills in core subjects, especially English and mathematics
- develop teaching and learning, to include:
 - using assessment results to meet students' learning needs in lessons and on assigning homework, especially for low achievers
 - challenging students' abilities in lessons
 - further development of students' independent learning skills.
- implement accurate self-evaluation, utilising its results in developing and following up the strategic plan with a focus on improving academic achievement and teaching and learning
- address the shortage in human resources, mainly senior teachers of Arabic, mathematics, science and social studies.