



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

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

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

**Date of Review: 25-27 February 2018  
SG202-C3-R162**

## Introduction

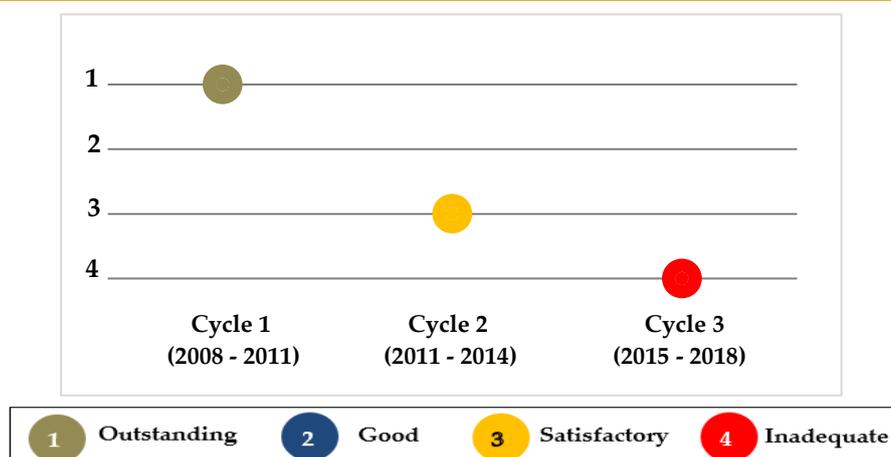
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	4	-	4
	Students' personal development	-	3	-	3
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	4	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

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



## School Summary Report

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### 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 'Inadequate'

#### Judgement justifications

- The school's overall effectiveness has regressed from satisfactory to inadequate. It is affected by the instability of the leadership and teaching staff and the lack of focus on improvement priorities in the strategic and action planning, particularly in the aspects of academic achievement and teaching and learning. The school has focused more on promoting positive behaviour through various guidance programmes.
- Students' pass rates in most core subjects have declined, as have their proficiency rates in most Grade 9 subjects and in Grade 7 science. Moreover, their basic skills are weak, particularly in the inadequate lessons which account for almost one-third of the lessons, most evidently in Grade 9 English and some Arabic and science lessons.
- Most teachers use ineffective teaching and learning strategies which are teacher-centred, resulting in less opportunities for students to assume leadership roles and bear responsibility for their learning. Moreover, most lessons are affected by the unproductive management of learning time and lack of use of assessment results in meeting

students' academic needs. The good support that the merged-class students receive in their respective programmes is the exception.

- Students and their parents are satisfied with the school's provision.

## Main positive features

- The support provided to merged-class students in the special education programmes.
- Most students' commitment to good behaviour, which is enhanced by the school's various guidance programmes.

## Recommendations

- Ensure the stability of the leadership and teaching staff in order to raise the school's overall performance.
- Benefit from the results of self-evaluation in developing the strategic and action plans, with a focus on improvement priorities including accurate performance indicators and clear monitoring mechanisms for their implementation.
- Raise students' academic achievement and develop their basic skills in all core subjects.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning, focussing on:
  - effective utilisation of teaching strategies
  - assessment for learning
  - organised and productive management of learning time
  - provision of academic support for all categories of students, particularly low achievers, in and out of lessons
  - students' assumption of leadership roles and responsibility in lessons.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school's overall effectiveness has regressed over the three review cycles, from outstanding to satisfactory and then to inadequate.
- The school is incapable of overcoming the challenges it faces, the most important being:
  - the constant changes in the leadership and teaching staff
  - the lack of middle leadership in most core academic departments in the previous period

- students' poor basic skills in core subjects and low proficiency rates, especially in Grade 9
  - school affiliates' inconsistent responses to change and development.
- Self-evaluation results are not sufficiently linked to improvement priorities identified in the strategic and action plans, as the latter include performance indicators with inconsistent accuracy, the monitoring of which focuses more on procedures than on measurement of the quality of implementation.
- The school's assessments provided in the Self-Evaluation Form (SEF) are inconsistent with the judgements reached by the review team in most aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الغربي الإعدادية للبنات													
Name of the school (English)	West Riffa Intermediate Girls													
Year of establishment	1987													
Address	Building 1140, Road 1028, Block 910													
Town / Village / Governorate	West Riffa/ Southern													
School's Contacts	17661234				Fax				17650501					
School's e-mail	wrifaa.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys		-		Girls		719		Total		719			
Students' social background	Most students are from average income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	7	8	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and 22 technical													
Number of teaching staff	75													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 weeks													
External assessment and examinations	<ul style="list-style-type: none"> <li>• MoE examinations.</li> <li>• BQA National Examinations.</li> </ul>													

<b>Accreditation (if applicable)</b>	<p style="text-align: center;">-</p>
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Changes in senior leadership in school year 2016-2017: <ul style="list-style-type: none"> <li>- retirement of school Principal in February 2017</li> <li>- retirement of Assistant Principal in January 2017, and appointment of replacement Assistant Principal in February 2017</li> </ul> </li> <li>• Major updates in current school year 2017-2018: <ul style="list-style-type: none"> <li>- appointment of the school Principal in September 2017 and her replacement in February 2018</li> <li>- an Assistant Principal left in September 2017 and a replacement Assistant Principal was appointed in the same month</li> <li>- appointment of senior teachers in core academic departments</li> <li>- appointment of new teachers in core academic departments, including 2 for English, 2 for mathematics, 1 for Arabic and 2 for science.</li> </ul> </li> </ul>