



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

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

**East Riffaa Intermediate Girls School  
East Riffaa - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 5-7 November 2013  
SG085-C2-R130**

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## Directorate of Government Schools Reviews

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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:

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

<b>School's name</b>		East Rifaa Intermediate Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1996															
<b>Age range of students</b>		13-15 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		-				7-9				-							
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	688				<b>Total</b>	688							
<b>Students' social background</b>		Most students come from middle-income families															
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>				
	<b>Classes</b>	-	-	-	-	-	-	8	7	7	-	-	-				
<b>Town /Village</b>		East Rifaa															
<b>Governorate</b>		Central															
<b>Number of administrative staff</b>		21 administrative and 9 technicians															
<b>Number of teaching staff</b>		73															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		2 years															
<b>External assessment and examinations</b>		MoE Examinations and QQA National Examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		144				45				2				35			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Appointments during the academic year 2012-2013: <ul style="list-style-type: none"> <li>– 2 assistant principals</li> <li>– 4 social counsellors.</li> </ul> </li> </ul>															

## 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	-	3	-	3
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	3	-	3
The quality of support and guidance for students	-	3	-	3
The quality and effectiveness of leadership, management and governance	-	3	-	3

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

The school's overall satisfactory judgement matches that of the previous review in December 2009. However, performance has deteriorated in curriculum enrichment and leadership and management. The main causes are inadequate use of self-evaluation results in strategic planning and poor monitoring of the impact of professional development programmes on teaching and learning processes, with inconsistency in the use of assessment results. Development of students' skills in core subjects and supporting low achieving students reflects satisfactorily in achievement levels. Various learning experiences are provided which enrich the curriculum and enables the majority of students to develop their life skills and understand their rights and responsibilities satisfactorily. However, the school must provide more opportunities for students to assume leadership roles. The improvement in students' behaviour and the school environment are praised by students and parents.

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

#### Grade: 3 Satisfactory

The school's capacity to improve has changed from good to satisfactory. The results of rigorous self-evaluation are not used sufficiently in strategic planning. There is a well-constructed annual plan, but its implementation and monitoring mechanisms need to be used to greater effect. There are vacancies for some senior teachers, and the impact of teachers' development programmes varies. The school environment and some educational practices have improved, as has students' behaviour. However, students' competency levels vary in the majority of core subjects. Teachers' performance varies between departments, as does their ability to provide assistance to different categories of students. Challenges faced by the school in all aspects of work are therefore still greater than the required level of progress, especially teaching and learning and students' academic achievement.

## **The school's main strengths**

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- The induction programmes provided for students and the school's efforts to improve students' understanding of their rights and responsibilities
- Students' understanding of Bahrain's culture and heritage and respect for Islamic values, alongside the safe environment provided by the school
- Communication with the local community.

## Recommendations

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

- raise students' academic achievement and develop their skills in core subjects
- monitor the impact of professional development programmes, reflected in using effective teaching and learning strategies which consider the following:
  - benefiting from assessment results in lessons
  - supporting the different categories of students, especially low achieving students
  - providing more opportunities for students to assume leadership roles and learn independently
  - time management.
- use the results of self-evaluation to greater extent in the development of the strategic plan
- correct the shortage in human resources, represented in senior teachers for Arabic, French and mathematics.