



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 Riffa Primary Girls School
East Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 11-13 May 2015
SG033-C3-R015**

Introduction

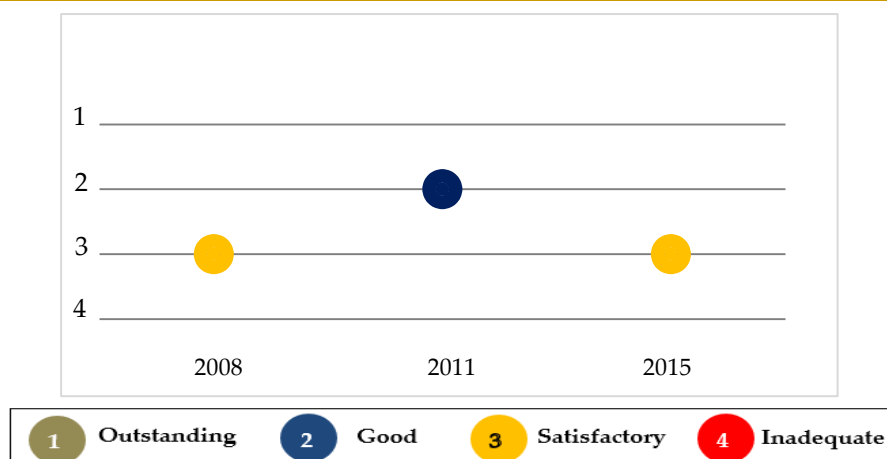
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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

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

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



School Summary 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 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • The school achieves appropriate performance in students' academic achievement and in the standard of educational practices in lessons • Students' standards in acquiring skills in core subjects are inconsistent because of erratic time management in lessons, employment of teaching and learning strategies and the use of assessment techniques, particularly in English. Use of assessment results in providing support for low achievers and those whose mother tongue is not Arabic is also inconsistent. • The school leadership is very aware of the school's strengths and areas for | <ul style="list-style-type: none"> development, based on accurate and comprehensive self-evaluation. • Students of different cultural and social backgrounds work together in harmony and exhibit exemplary behaviour. They participate effectively in school life with enthusiasm and self-confidence outside lessons. • Effective support and guidance programmes are provided for students of all categories, particularly for the gifted and talented, physically disabled and those whose mother tongue is not Arabic. • The school continuously pursues the aim of providing healthy and safe |
|---|---|

conditions in the school environment, especially students' arrival and departure.

- The partnership with parents and the local community is diverse, having a

prominent role in supporting and enriching students' experiences.

- Students' and parents' satisfaction with the school's provision is high, despite the low participation of parents in the electronic questionnaire.

Main positive features

- The awareness of the senior leadership and its ability to face school challenges effectively.
- Students' exemplary behaviour, working together in harmony and their enthusiastic participation in school life outside classes, despite their diverse cultural backgrounds.
- Support provided to students in the offered programmes outside lessons, especially for the physically disabled and those whose mother tongue is not Arabic.

Recommendations

- Raise student' academic achievement and develop their acquisition of basic skills in core subjects, especially in English.
- Further monitor of the impact of professional development programmes, to develop teaching and learning processes, to include:
 - using assessment results effectively in supporting students and meeting their various educational needs
 - providing sufficient opportunities for students to participate in lessons' activities
 - effective time management of lessons.
- Take into account the school's capacity, and the density of students in the portable-cabin classes.
- Address the shortages represented in:
 - human resources: senior teachers of class teaching, mathematics and science, and specialists for outstanding and talented students and those with learning difficulties
 - physical resources: a second computer laboratory to comply with the high number of students.

□ Capacity to improve 'Good'

Judgement justifications

- Strategic planning is based on accurate and comprehensive self-evaluation, the results of which are used effectively. This contributes to a rise in students' personal development that is well above expectations, while maintaining good performance in support and guidance, and leadership and management. This generally complies with the perceptions in the school's self-evaluation form.
- Students behave well, showing in their interaction with each other and with their teachers. This is the result of the effective induction and personal support programmes provided to them, which contribute to their quick integration into the school community.
- The school leadership is conscious and effectively handles the challenges represented in:
 - the shortage in middle leadership in class teaching, science and mathematics
 - the continuous increase in the number of students, which is above the capacity of the school building
 - the large number of new teachers and their continuous need for training and development
 - the lack, on enrollment at the school, of basic skills by both non-Bahraini students and those whose mother tongue is not Arabic.
- The school staff works as a family that shares work and effort and aims to achieve the same goal.
- The intensive professional development programmes take into account the different teachers' needs, especially new ones. However, the impact of these programmes on their performance in lessons is inconsistent, especially in English.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الشرقي الابتدائية للبنات												
Name of the school (English)	East Riffa Primary Girls School												
Year of establishment	1984												
Address	Building 3591 - Road 753 - Block 907												
Town /Village / Governorate	East Riffa - Southern												
School's Contacts	17778205			Fax			17773515						
School's e-mail	eriffa.pr.g@moe.gov.bh												
School's website	-												
Age range of students	6-12 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				-				-				
Number of students	Boys		-		Girls		1112		Total		1112		
Students' social background	Most students come from low-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	6	6	6	6	6	6	-	-	-	-	-	-
Number of administrative staff	18 administrative and 16 technicians												
Number of teaching staff	101												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	5 years												
External assessment and examinations	MoE's mathematics in Cycle 2 and English for Grade 6 examinations and, QQA's National examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> 22 recently appointed teachers during the two academic years 2013-2014 and 2014-2015, of whom: <ul style="list-style-type: none"> - 10 for classroom teaching and 4 for core subjects. 												