



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

Schools Review Unit Review Report

**East Riffa Intermediate Girls School
East Riffa – Central Governorate
Kingdom of Bahrain**

Date Reviewed 13 – 15 December 2009

Table of Contents

The Schools Review Unit.....	1
Introduction	2
Characteristics of the school.....	2
Overall effectiveness	3
The school's have the capacity to improve?.....	5
The school's main strengths and areas for development.....	6
What the school needs to do to improve	7
Overall judgements.....	8

The Schools Review Unit

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:

Grade description	Interpretation
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

Scope of the Review

This Review was conducted over three days, by a team of five 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: 767

Age range: 13 – 15 Years

Characteristics of the school

East Riffa Intermediate Girls School is one of the Central Governorate's schools. It was established in 1995. The school serves students aged between 13 and 15. There are 767 students in the school, divided among 24 classes; eight classes at each of the three levels. The school has classified 172 students as outstanding, 34 as gifted and talented and 21 as having learning difficulties. Most students come from middle social and economic backgrounds. The Principal is in her first academic year in post. There are 13 administrative staff and 58 teachers. There is shortage of staff in some areas, such as senior teachers for Mathematics, social sciences and Islamic education.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The effectiveness of East Riffa Intermediate Girls School is satisfactory. It has some good aspects in terms of its leadership and management, and the quality of curriculum provision and enrichment. The school gains a good level of satisfaction from students and their parents.

Students' academic achievement is satisfactory. Students achieve high pass rates in most subjects but their performance in most lessons is no more than satisfactory, particularly in Mathematics and English language lessons. Students make good progress in those lessons where individuals' differences are taken into account but less progress in the rest of the lessons. The weaker lessons are dominated by the teacher and all students are given the same activities. The same applies to students' written work, although there is some diversification, particularly in Science. Low attainers make satisfactory progress through remedial lessons and the outstanding and gifted students do so through activities and competitions.

Students' personal development is satisfactory. Most students participate enthusiastically and actively in school activities and committees, which develops their self-confidence. Students are given some opportunities to show leadership through some activities and committees but get few opportunities to do so in most lessons, where the teaching methods often stifle their enthusiasm and motivation. Students also have few opportunities to develop their analytical thinking and independent learning skills; many lessons are limited to developing lower thinking skills. Most students enjoy good relations with each other and feel safe and secure in school.

The effectiveness of teaching and learning processes is satisfactory. Teachers employ a range of teaching strategies in the good lessons, particularly through using IT in teaching (e-teaching), to engage and trigger students' enthusiasm and motivation. In the rest of the lessons, however, the teacher is the centre of the process, which affects students' motivation.

Students are seldom given opportunities to learn from each other or work collaboratively. Students are assigned homework but it is often the same for all students regardless of their learning needs. Teachers use various assessment methods in lessons to measure the extent of students' achievement of lesson objectives. They do not always give suitable feedback to students or use assessment results to help them plan to meet students' learning needs.

The quality of provision and the enrichment of the curriculum are good. The school develops students' understanding of their rights and duties and their sense of citizenship through participation in national events, and the use of citizenship corners in classrooms. Students' environmental awareness is developed through care for the school and agricultural environment. The school and classroom environment is also enriched with various displays that makes it stimulating and educational. Most students are given a range of varied extra-curricular activities to match their different interests and experiences. Teachers help students acquire the basic skills in Arabic and Mathematics satisfactorily and IT skills are developed well, but basic skills in English are less well developed.

Support and guidance are satisfactory. The school inducts new students when they join through introductory sessions that help them to settle in. The school also prepares students for the secondary level through lectures but students' acquisition of some required skills is only satisfactory. The school diagnoses and meets students' personal needs appropriately, in addition to assessing educational needs and meeting some of them through supporting extra-curricular programmes. Students' needs are not met successfully in those lessons where their individual differences are not taken into consideration. These needs are met in some good lessons. The school communicates regularly with parents to tell them about the performance of their daughters. The school ensures that staff work in a secure and healthy environment by conducting regular risk assessments.

The effectiveness of leadership and management is good. The school has a shared clear vision and mission statement that focuses on achievement. This is reflected in the school's plans and programmes. The school has a new strategic plan with clear objectives, based on accurate and comprehensive self-evaluation of the school's current position. The management largely inspires staff and is able to employ teachers' capacities well and motivate them to work as a team. The school provides in-house training and various programmes to raise the professional competency of the teachers. This has had a clear impact on the use of e-teaching in the school. The impact of the other professional development programmes is not clearly reflected in the teaching and learning strategies in some satisfactory and inadequate lessons.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has good capacity to improve. Its current strategic plan has clear objectives and performance indicators. It is also realistic, based on accurate and comprehensive self-evaluation of the school's current position. The school's management is fully aware of its strengths and areas that need improvement. It also has appropriate plans and programmes to enhance the teaching process and provides a range of programmes to raise the professional competency of teachers and follows up their impact on the learning and teaching processes. Improvements have been made in several areas over recent years, especially in relation to e-teaching, students' behaviours, the school environment and progress in some subjects' results.

The school's main strengths and areas for development

Main Strengths

- Strategic planning and self-evaluation
- School examination results in most subjects
- e-teaching
- The school environment
- Extra-curricular activities

Areas for development

- Differentiation in teaching and learning
- Use of assessment
- Independent learning skills
- Higher-order thinking skills
- Basic skills in English and Mathematics
- Collaborative learning

What the school needs to do to improve

In order to improve further, the school should:

- Develop the teaching and learning processes in order to:
 - Develop basic skills in English and Mathematics
 - Develop independent learning skills
 - Challenge students' abilities and develop their higher thinking skills
 - Provide students with opportunities to learn together
- Take individual differences into account when planning class activities and homework
- Use assessment results to plan lessons and activities
- Ensure the continuity of the existing school management in order to achieve the desired development and progress.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good