



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

School Review Unit

Review Report

East Riffa Primary Girls School

Riffa - Southern Governorate

Kingdom of Bahrain

Date reviewed: 10 12 March 2009

Contents

The School Review Unit	3
Introduction	4
Characteristics of the school.....	4
Overall effectiveness	5
The school’s capacity to improve	6
The school’s main strengths and areas for development	7
What the school needs to do to improve	8
Overall judgement	9

The School Review Unit

The School 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 drive up 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: 744

Age range: 6-12 years

Characteristics of the school

East Riffa Primary Girls School is located in the Southern Governorate. It was founded in 1984-1985. The number of students on roll is 744, distributed between 24 classes in the first and second cycles. The number of gifted and talented students at the school is 41% most students belong to families of average economic and social backgrounds. The school's principal is completing her first year at the school. The number of the administrative staff is 16 and the educational staff is 51.

Overall effectiveness

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

Grade: 3 (Satisfactory)

East Riffa Primary Girls School is a satisfactory school. All aspects of its performance are generally satisfactory. The school also has a good level of satisfaction amongst the students and their parents.

Students' academic achievement is variable but satisfactory overall. The high success rates in examinations do not reflect the actual standard of students' work inside the classroom. In general students make satisfactory progress. Progress in the first cycle is better than in the second cycle. Where students do not make sufficient progress or achieve in relation to their abilities. This is as a result of the teaching methods that do not take into account students' individual differences or challenge their abilities.

Students' personal development is satisfactory. Most students attend school regularly and on time. The school provides activities for the students such as competitions and internal and external events that help promote their personal development. However, these activities are limited to a small group of students. In some good lessons, the school presents students with some opportunities for developing their self-confidence and the opportunity to take on responsibility; this has a positive effect on students' personal development.

The quality of teaching and learning is satisfactory. Teachers have good subject knowledge and their lessons plans place emphasis on students' involvement in their learning. In good lessons, students achieved the objectives, However, in the majority of lessons, teachers do not involve students enough in their own learning. Instead, the teacher is at the centre of the learning process rather than the student, with little attention given to students' individual differences. Homework set is not challenging enough, and usually reinforces what was taught in class, rather than extending learning.

The curriculum is satisfactorily presented and enriched. The school facilities are used well to enrich the curriculum and the school environment is full of visual aids and educational guidelines and students' work which help to enrich the educational process. However, cross-curricular links between subjects are not made enough and do not allow students to study a coherent curriculum.

Guidance and support programmes are satisfactory. When students join the school, they have the opportunity to meet the administrative and teaching staff. The school also meets the personal and educational needs of the students, and keeps parents informed appropriately about their daughters' progress. However, in some classes, support for students was insufficient as a result of inappropriate planning and under-use of assessment procedures. This results in students educational needs not being sufficiently met and affects progress.

The quality of leadership and management is satisfactory. The school has clear plans for the individual departments that focus on improving the quality of education the school provides and ensuring the school's vision is achieved. The school has adequate methods of self-evaluation. However, this has not been effective enough in raising students' academic achievement. The school principal plays an important role in supporting and motivating the teachers. The school administration team is working towards improving the use of the school's facilities.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. This is due to the determined efforts of the school's principal. She is keen to build new and strengthen existing relationships in the school, and is confident that change and development will lead to improvement. The school's development plan is based on self-evaluation, has clear objectives for improvements. Its evaluation of current educational practices and the big challenges the school faces is succinct. The school is aware that it needs to deal with issues such as the school building, the quality of teaching and learning and the use of resources quickly.

The school's main strengths and areas for development

Main Strengths

- Standards in exams.
- Attendance and punctuality.
- Induction programmes.
- Relationship between students.
- Use of school environment.
- Motivating staff.
- Communication with parents.
- Development of citizenship.

Areas for development

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Strategic planning.
- Basic skills in Arabic language in the second cycle.
- Collaborative learning.
- Cross curriculum links.
- Transition programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Build a strategic plan based on precise self-assessment, with clear objectives that can be measured across all aspects of school life to ensure progress and raise achievement.
- Develop teaching and learning strategies by:
 - Sharing teachers' specialist expertise
 - Providing more opportunities for developing higher level skills for all students
 - Making better use of assessment to meet individual needs and monitor progress
 - Taking individual differences and abilities in to account when planning lessons and providing homework
 - Creating cross-curricular links between subjects.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
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	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory