



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 16-18 October 2017

SG085-C3-R133

Introduction

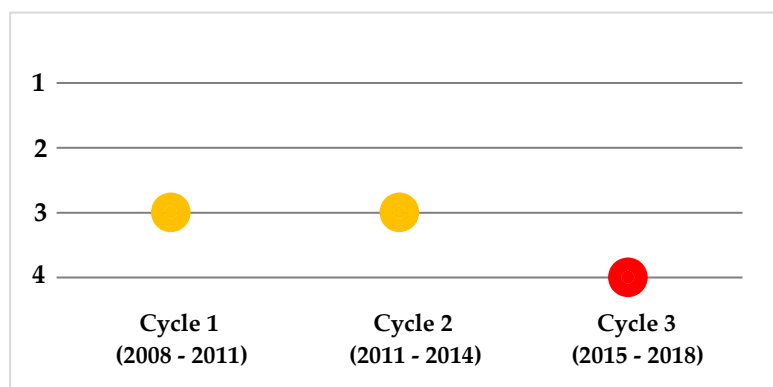
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance has regressed from satisfactory to inadequate, while the aspects of personal development and support and guidance have remained satisfactory. • The self-evaluation is inaccurate and is not comprehensive in diagnosing the actual situation of schoolwork aspects. The school plans' performance indicators are unclear and the monitoring processes are ineffective. • Students' standards are inadequate in almost a third of the lessons and their acquisition of skills in most core | <ul style="list-style-type: none"> subjects, especially English and mathematics, is limited. • Most teachers use ineffective teaching and learning strategies that are affected by the limited use of assessment results in supporting students and poor management of learning time. • Students' personal needs are met effectively, contributing to their personal development, but the effectiveness of educational support and guidance programmes provided to students of all levels outside lessons is inconsistent. • Most students behave well and embrace citizenship and Islamic |
|---|--|

values, due to the appropriate behavioural-values-development programmes and the support provided to them when they face problems.

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

Main positive features

- Students' good behaviour, their embracement of citizenship values and their sense of psychological security.
- Meeting students' needs in a way that enhances their personal development.

Recommendations

- Implement a comprehensive and accurate self-evaluation and use its results to develop a strategic plan with clear performance indicators which focuses on improvement priorities and ensures improvement in the school's overall performance.
- Raise students' academic achievements and develop their skills in the core subjects, especially in English and mathematics.
- Monitor the impact of teachers' professional development programmes on the development of teaching and learning, to include:
 - utilisation of various and effective teaching strategies
 - productive management of learning time
 - assessment for learning, and using its results to meet the academic needs of all categories of students
 - support for all groups of students, especially low achievers.
- Address the shortfall in human resources represented by senior teachers for Arabic, mathematics and science departments and an excellence and talent specialist.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The effectiveness of school performance has deteriorated, which is linked to the lack of focus on improvement priorities in order to maintain the school's overall performance level, especially with regard to raising students' academic achievement.
- The school leaderships' awareness of the strengths and areas for development varies, which adversely affects the strategic planning processes,

including the self-evaluation, and the identification of schoolwork development priorities.

- Poor monitoring of the impact of teachers' professional development programmes affects the effectiveness of teaching and learning, as teachers appear to be inadequate in most lessons and mainly focused on procedures without ensuring learning by students.
- Students' skills in the core subjects are poor, especially in English at all levels and mathematics in Grade 9.

- There is a shortfall in human resources, represented by senior teachers for the Arabic, mathematics and science departments and an excellence and talent specialist.
- There is significant inconsistency between the school's assessments of its situation as stated in the self-evaluation form and the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الشرقي الإعدادية للبنات													
Name of the school (English)	East Rifaa Intermediate Girls													
Year of establishment	1995													
Address	Building 531 - Road 3511 - Block 935													
Town / Village / Governorate	East Rifaa/ Southern													
School's Contacts	17775827	17763459	Fax		17771302									
School's e-mail	erifaa.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		981		Total		981			
Students' social background	The vast majority come from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	9	10	10	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	19 administrative and 8 technicians													
Number of teaching staff	88													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	8 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations • BQA national examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Two Assistant Principals appointed in school year 2016-2017.