



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

Directorate of Government Schools Reviews Short Review Report

**West Riffa Secondary Girls School
Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 3-5 May 2016
SG032-C3-R066**

Introduction

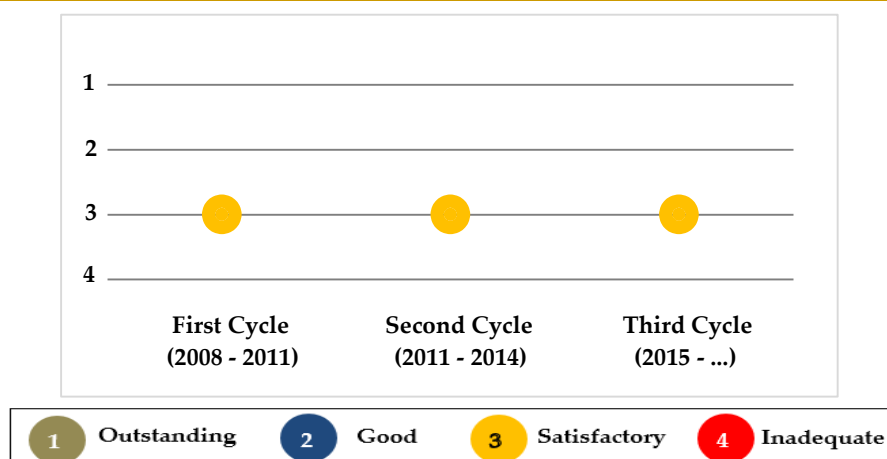
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
Capacity to improve		3			
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"> • Self-evaluation is comprehensive and its outcomes are adequately utilised in identifying improvement priorities and developing the school's strategic plan. This shows satisfactorily in most aspects of schoolwork, and well in students' personal development and improving the school's environment. • Students' are self-confident. They enthusiastically participate in school activities and committees which help develop their experiences. They also assume responsibility and take leadership roles outside lessons. | <ul style="list-style-type: none"> • The students are aware and behave well and responsibly. They interact with each other with courtesy and in harmony, which demonstrates their good behaviour and clear commitment to Islamic and national values. • Students' acquisition of basic skills is inconsistent. They are successful in the scientific track, especially in Grade 11, and adequate in mathematics and most of the Arabic courses, but less so in English and literary courses. • The teachers' implementation of teaching and learning strategies is inconsistent. They work well in most |
|---|--|

of the scientific track courses and in Grade 10, but only adequate in the other lessons due to the inconsistent provision in educational and assessment activities. Meeting students' needs, especially for the low achievers, and lessons' management and productivity are inconsistent, due to redundancy of some activities and

inconsistency in challenging students' abilities and developing their higher-order thinking skills.

- Students are adequately provided with support and guidance, the best being for the talented and special needs students and the least for low-achieving students in lessons and remedial programmes.

Main positive features

- The students feel psychologically secure and behave well, being committed to Islamic values and the understanding of Bahrain's heritage and identity.
- Students are self-confident, enthusiastically in participate extra-curricular activities and programmes that boost their experiences and develop their varied talents.

Recommendations

- Use the self-evaluation results to identify development priorities in the strategic plan more accurately, to ensure raising students' academic achievement.
- Monitor the impact of professional development programmes on the development of teaching and learning strategies, to ensure that:
 - students acquire basic skills in core subjects, specifically in English and literary courses
 - more opportunities are offered to students to further assume leadership roles in lessons
 - assessment results are used to meet the students' varied educational needs and challenge their abilities in lessons and written works
 - time management during lessons is effective, making them more productive.
- Support and assist low-achieving students in lessons and school programmes
- Address the shortage in human resources represented by an Assistant Principal and two senior teachers, for science and commercial subjects.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school maintains its 'Satisfactory' overall effectiveness, but with degraded performance in support and guidance and leadership and management when compared to the previous review.
 - The self-evaluation of the school's current situation is comprehensive, with consistency in strategic planning that adequately focuses on development of schoolwork priorities.
 - The school's judgements in the self-evaluation form are in line with the judgements reached by the review team, which shows the leadership's awareness of its strengths and areas for improvement.
- The impact of professional development programmes varies on educational practices in lessons, especially in the literary track and English.
 - The school's makes adequate efforts in facing the challenges, represented by:
 - lack of an Assistant Principal and senior teachers for English and commercial subjects
 - the large number of newly appointed teachers and their constant need for professional development training
 - the old school campus and its need for regular maintenance.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الغربي الثانوية للبنات													
Name of the school (English)	West Rifaa Secondary Girls													
Year of establishment	1975													
Address	Building 954 - Road 1224 - Block 912													
Town /Village / Governorate	Rifaa - Southern													
School's Contacts	17661384	17662350	Fax	17650763										
School's e-mail	wrifaa.se.g@moe.gov.bh													
School's website	-													
Age range of students	16-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				-				10-12					
Number of students	Boys	-			Girls	1289			Total	1289				
Students' social background	Most students come from average-income families													
No. Of Classes per Grade	Grades	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	14	14	18	
	Levels (Grades)	Number of classes in each Track												
	First (10)	Unified Track												
	Second (11)	Scientific Track 4, Literary Track 6, Commercial Track 4												
	Third (12)	Scientific Track 7, Literary Track 7, Commercial Track 4												
Number of administrative staff	19 and 30 technicians													
Number of teaching staff	142													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	MoE examinations - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> New appointments in the school year 2015-2016: <ul style="list-style-type: none"> new Assistant Principal 20 teachers, including 4 for Arabic, 4 for English, 3 for science, 5 for social studies and 1 for commercial subjects. 													