



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Al-Rifaa Intermediate Boys School
Rifaa - Central Governorate
Kingdom of Bahrain**

Date of Review: 15-17 April 2013

SG084-C2-R103

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The Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Al-Rifaa Intermediate Boys School											
School's type		Government											
Year of establishment		2003											
Age range of students		13-15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7-9				-			
Number of students		Boys	584	Girls	-				Total	584			
Students' social background		Most come from middle and high-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	9	9	8	-	-	-
Town /Village		Rifaa											
Governorate		Central											
Number of administrative staff		14 administrative and 3 technicians											
Number of teaching staff		81											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 years											
External assessment and examinations		MoE examinations and QQA national examinations.											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		200			21			4			17		
Major recent changes in the school		<ul style="list-style-type: none"> Appointing 10 new teachers in the current academic year 2012-2013 New appointments in the past academic year: <ul style="list-style-type: none"> School Principal Head of Financial Affairs. 											

Table of review judgments awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	3	-	3
Students' personal development	-	2	-	2
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	2	-	2
The quality of support and guidance for students	-	2	-	2
The quality and effectiveness of leadership, management and governance	-	2	-	2

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Although the school's satisfactory performance in academic achievement and the quality of teaching and learning has been consistent since the previous review in December 2009, it has improved performance in all other aspects thanks to its leadership's awareness and members' concerted efforts. The school focuses on action and strategic planning, students' achievement and personal development, and on ensuing sound educational practices. Rigorous self-evaluation provides the foundation to boost students' confident and enthusiastic participation in school life, increase their feeling of safety, and develop support programmes for students with learning difficulties. However, developing basic skills in core subjects, supporting low achieving students and using assessments are not at the same level. Most school members and parents commend the school's efforts. Parents express satisfaction with its provision for their children.

- How strong is the school's capacity to improve?**

Grade: 2 Good

The school's capacity to develop and improve has changed from satisfactory in the previous review to good this time. The school has clear work priorities determined through rigorous self-evaluation, from which stem the strategic and action plans that was reflected in several aspects of performance, and contributed to the improvements represented in programmes to develop the school's overall accomplishments, especially with regard to students' personal development and the support provided for most of them, and the enrichment of the school's environment and curricula. Challenges facing the school reflect in the varied effectiveness of teaching and learning and students' academic achievement, but the school has the capacity to improve its performance and overcome those challenges, thanks to the leadership's awareness and the clarity of strategic goals.

The school's main strengths

- The accurate and rigorous self-evaluation of the school's overall situation, using the findings to improve school work
- The students' confident and enthusiastic participation in school life and their feeling of safety at school
- The support programmes provided for students with learning difficulties, as well as the new students' induction programmes and preparation of students for the next stage of their education.

Recommendations

In order to improve, the school should:

- increase the students' academic achievement by developing teaching and learning strategies to ensure:
 - more effective development of core subjects' skills
 - effective support for students, especially low achievers
 - diverse assessment methods in order to meet the learning needs of the different categories of students
 - effective time management.
- activate the Board's role in order to contribute more to improving the school's overall performance.