



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

Directorate of Government Schools Reviews Short Review Report

**Al-Rifaa Intermediate Boys School
Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 20-22 December 2016
SG084-C3-R094**

Introduction

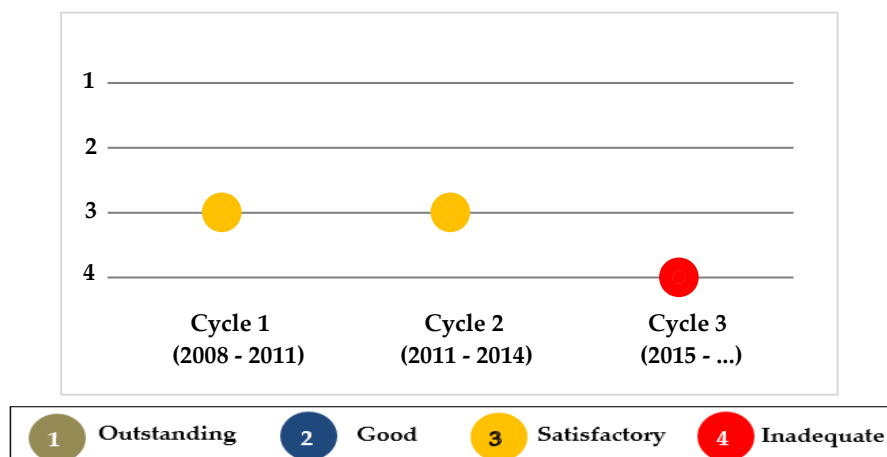
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	4	-	4
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	4	-	4
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 results of self-evaluation and the strategic plan are not being considered in departments' operational planning. The self-evaluation neither reflects the school situation nor its characteristics, particularly in regards to weaknesses in students' academic achievement and teaching and learning. Monitoring mechanisms are poor. • Proficiency rates are low in the vast majority of subjects, especially in Grade 9, while students' acquisition of basic skills, knowledge and concepts is poor. | <ul style="list-style-type: none"> • The teaching and learning strategies used in most lessons are ineffective, with the teacher being the centre of the learning process. Classroom management is poor and assessment techniques used are ineffective. Students lack the motivation to learn and their contribution is limited, with a lack of self-confidence and enthusiasm in most lessons. The exception is the contribution of the outstanding students, though these are few in number, in some satisfactory lessons. |
|---|---|

- The assessment results are not used to support and meet the learning needs of the different groups of students, the largest of which is the low achievers.
- The school takes a number of measures to ensure students' discipline and organisation, and

provides an appropriate environment for extra-curricular activities. Most students demonstrate positive behaviour and a sense of psychological security. The students and their parents are satisfied with the school's provision.

Main positive features

- The positive behaviour shown by most students, which is supported by the school's adequate efforts contributing to their sense of psychological security.

Recommendations

- Provide external support by relevant parties at the Ministry of Education in order to raise the school's overall performance.
- Benefit from the results of self-evaluation and strategic planning in the development of operational plans, so that they address each department's specific weaknesses, the improvement of performance and the development of monitoring mechanisms.
- Raise students' academic achievement and their acquisition of the basic skills in all subjects.
- Monitor the impact of professional development programmes on teachers' performance and on the improvement of teaching and learning, focussing on:
 - employment of effective student-centred teaching strategies
 - effective employment of assessment-for-learning strategies
 - efficient productive classroom management
 - boosting students' motivation towards learning, self-confidence and the ability to take responsibility for their own learning.
- Support all groups of students and meet their learning needs.
- Address the shortage in human resources, represented by a senior teacher for science, and build up the social counselling staff to match the number of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's performance has regressed from 'Good' to 'Inadequate' in the aspects of personal development, support and guidance and leadership and management, and from 'Satisfactory' to 'Inadequate' in academic achievement and teaching and learning.
- The school is incapable of introducing the necessary improvements to maintain its 'Satisfactory' performance level. The sole improvements have been to implement an e-programme to monitor late arrivals and behavioural issues, and decorating the school.
- The operational plans are not in line with departments' academic needs as represented by the developmental priorities set by the strategic planning processes.
- The school's evaluation of its performance in the self-evaluation form (SEF) is inconsistent with the judgments reached by the review team in all aspects.
- The school faces many challenges, the most important of which are:
 - students' low skill levels on their enrollment
 - the instability of senior leadership and teaching staff
 - the constant increase in student numbers
 - the shortage in human resources represented by a senior teacher for science and building up the social counselling team.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الإعدادية للبنين													
Name of the school (English)	Al-Rifaa Intermediate Boys													
Year of establishment	2003													
Address	Building 422 - Road 1913 - Block 919													
Town/ Village/ Governorate	Riffa/ Southern													
School's Contacts	17779115				Fax		17772170							
School's e-mail	alrifaa.in.b@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		1026		Girls		-		Total		1026			
Students' social background	Most students are from middle-income backgrounds													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	-	-	11	10	11	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	14 administrative and 6 technicians													
Number of teaching staff	88													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													

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"> • Appointments in the current school year 2016-2017: <ul style="list-style-type: none"> - an Assistant Principal - senior teachers for English and mathematics departments, one for each - 7 teachers, 3 for Arabic and one each for mathematics, English, science and computer studies.