



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

Directorate of Government Schools Reviews Short Review Report

**East Riffa Primary Boys School
East Riffa - Southern Governorate
Kingdom of Bahrain**

Date of Review: 24-26 October 2016
SG055-C3-R077

Introduction

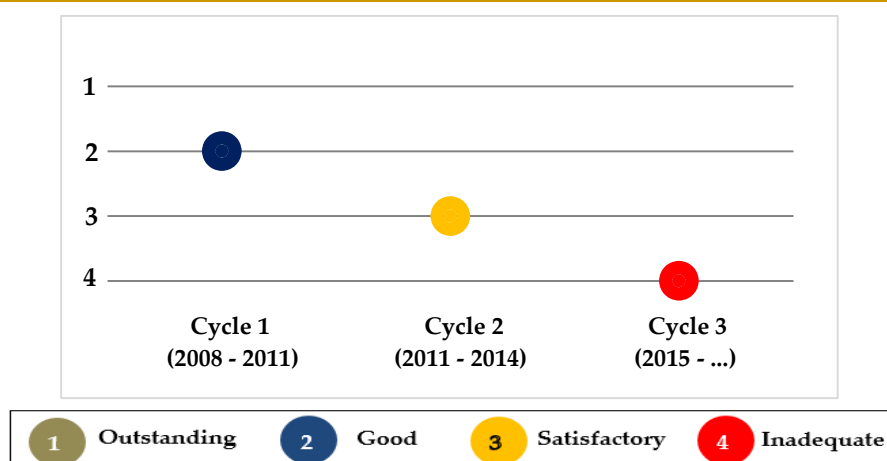
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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| <ul style="list-style-type: none"> • The school's performance has regressed to inadequate in all the review aspects. • The school building is old, insecure and requires immediate intervention, with the cracked walls and ramshackled roofs posing a danger to school members. • Strategic planning is poor, particularly in relation to the accuracy and comprehensiveness of self-evaluation, implementation of the plan itself with a lack of focus on school work priorities, and monitoring systems of strategic action and plans. | <ul style="list-style-type: none"> • Insufficient care is taken to solve students' problems and motivate them towards learning, with scarcely any behavioural programmes and weaknesses of disciplinary actions. • The teaching and learning strategies employed are neither interesting nor attractive and are mostly teacher-centred. This negatively affects students' achievement and participation in lessons. Additionally, students are not provided with sufficient opportunities to develop their self-confidence and take responsibility for their own learning in lessons. Differentiation is not |
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considered, abilities are not challenged and higher order thinking skills are not sufficiently developed.

- Students' acquisition of the basic skills is inadequate, as is the lack of support provided to them, which focuses exclusively on the outstanding students, excluding others particularly low achievers.
- Most teachers employ verbal and group assessment methods, and the results are not used to support students especially in the inadequate

lessons which accounted for more than half the lessons.

- There is low productivity in most lessons and an inability to manage students and invest their learning time.
- Students are punctual with few cases of absence, which is enhanced through a number of projects. There are good relations between the school leadership and the stakeholders. Students and their parents are satisfied with the school.

Main positive features

- Students' regular and punctual attendance to school.

Recommendations

- Immediately evaluate the safety of school buildings and facilities and support the school's efforts in general.
- Apply accurate and comprehensive self-evaluation mechanisms and benefit from the results in developing a strategic plan including the school's priorities for development.
- Improve the procedures for solving students' problems, in order to ensure their security and psychological well-being and boost their motivation towards learning. Implement projects and programmes that raise students' social awareness and improve their behaviour.
- Improve students' academic achievement, developing their basic skills in all subjects with a focus on:
 - implementing varied teaching and learning strategies effectively
 - applying a variety of assessment methods and utilising the results in lessons and written work
 - improving class management, to encourage students' participation in activities and manage learning time to achieve lesson's objectives.
- Support all groups of students and support them to meet their educational, personal and health needs in and out of classes.
- Address the shortage in human resources, represented in:
 - class teaching and core subjects senior teachers
 - a speech specialist, a social worker and a nurse.

□ Capacity to improve 'Inadequate'

Judgement justifications

- There is evident deterioration in the school's performance over the last three reviews, declining from 'Good' to 'Satisfactory' to 'Inadequate'.
 - Self-evaluation is inaccurate, and the strategic plan is poorly built on the priorities of the schoolwork and insufficiently monitored.
 - Insufficient professional development workshops are available for teachers according to their needs. Monitoring of the impact on teachers' performance of those available is poor which negatively affects teachers' employing educational strategies in most lessons.
 - There is inconsistency between the school's evaluation of its performance, as stated in the self-evaluation form,
- and the judgements reached by the review team in all the review aspects.
- There is a shortfall in human resources, namely:
 - senior teachers for all academic departments
 - a speech therapist, a social worker and a nurse.
 - Support and programmes provided to students of all categories to meet their educational, personal and health needs are poor.
 - Programmes, activities and projects that aim to promote students' behaviour, raise their awareness and enrich their expertise, interests and talents are scarce.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الشرقي الابتدائية للبنين													
Name of the school (English)	East Rifaa Primary Boys													
Year of establishment	1942													
Address	Building 305 - Road 84 - Block 903													
Town/ Village/ Governorate	East Rifaa/ Southern													
School's Contacts	17771359	17490615	Fax		17773512									
School's e-mail	erifaa.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-10 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-4				-				-					
Number of students	Boys	448			Girls	-			Total	448				
Students' social background	Majority of Students are from limited income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	4	-	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative, 14 technical													
Number of teaching staff	36													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for Grade 4 mathematics. BQA National Examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Major appointments during the academic year 2015-2016: <ul style="list-style-type: none"> assistant Principal 5 new class teachers. Home economics - shared. 													