



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

# Directorate of Government Schools Reviews

## Short Review Report

**East Riffa Secondary Boys School  
East Riffa - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 28-30 October 2013**

SG152-C2-R126

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 eight 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

<b>School's name</b>		East Rifaa Secondary Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1977											
<b>Age range of students</b>		16-18 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		-				-				11-12			
<b>Number of students</b>		<b>Boys</b>	1047	<b>Girls</b>	-				<b>Total</b>	1047			
<b>Students' social background</b>		Majority come from limited income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	-	-	-	-	17	15
		<u>Grade 11:</u> (6 classes scientific stream, 5 classes commercial stream, 6 classes literary stream) <u>Grade 12:</u> (6 classes scientific stream, 5 classes commercial stream, 4 classes literary stream).											
<b>Town /Village</b>		East Rifaa											
<b>Governorate</b>		Central											
<b>Number of administrative staff</b>		9 administrative and 13 technicians											
<b>Number of teaching staff</b>		111											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		1 year											
<b>External assessment and examinations</b>		MoE Examinations and QQA National Examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		117			-			2			12		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Appointed a principal in 2012-2013</li> <li>Appointed 2 assistant principals, 1 last year, the other 2 years ago.</li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	4	4
Students' personal development	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	3	3
The quality of support and guidance for students	-	-	3	3
The quality and effectiveness of leadership, management and governance	-	-	3	3

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### **Grade: 4 Inadequate**

Overall effectiveness is inadequate, matching the review judgement of March 2010. Students' achievement is inadequate in one third of lessons. Problems include lack of motivation, inconsistent teaching and learning strategies, ineffective class management and poor assessment techniques that do not meet students' learning needs, particularly the low achievers. Learning activities are insufficient in the literary and commercial streams, negatively affecting the acquisition of basic skills especially in English and mathematics. The majority of students are self-confident, responsible and enthusiastically participate in activities, particularly scientific stream students, helped by behaviour support programmes, enhancement of Islamic values, and an appropriate learning environment. Leadership seeks to raise teachers' professional competency and motivate them to develop educational practices appropriately. It also seeks and responds to students and parents' views, creating satisfaction with the school's provision.

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

#### **Grade: 3 Satisfactory**

Capacity to improve is satisfactory, improved from inadequate in the previous review. This is due to the leaders' inspiring and motivating administrative and teaching staff, implementing new development projects such as the application of 'Bahraini Model School' to improve overall performance, applying strategic planning based on self-evaluation results, the QQA's previous review recommendations and the school's priorities. Cooperative work, delegation of authority and appropriate organisational structure enables the school to achieve tangible improvements in students' punctuality and reduce conflict between them. The school has a motivating learning environment. However, efforts to improve teaching and learning strategies are insufficient. Challenges remain in the low achievement of students, particularly in the literary and commercial streams, as well as ineffective teaching and learning strategies.

## **The school's main strengths**

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- The school's leadership inspires and motivates the administrative and teaching staff. There is a prevailing humane touch
- Support programmes offered to enhance students' personal development and learning.

## Recommendations

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### **In order to improve, the school should:**

- follow up teachers' professional development programmes to improve quality of teaching and learning
- raise students' academic achievement and develop their acquisition of basic skills, particularly in English and mathematics
- develop teaching and learning strategies to inspire and motivate students towards learning to include:
  - effective classroom and time management
  - making use of effective assessments for learning
  - supporting different age groups to meet their learning needs, particularly low achievers
  - differentiation in class activities and on assigning homework.