



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

Directorate of Government Schools Reviews

Short Review Report

**East Riffa Secondary Boys School
Al-Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 24-26 April 2017
SG152-C3-R120**

Introduction

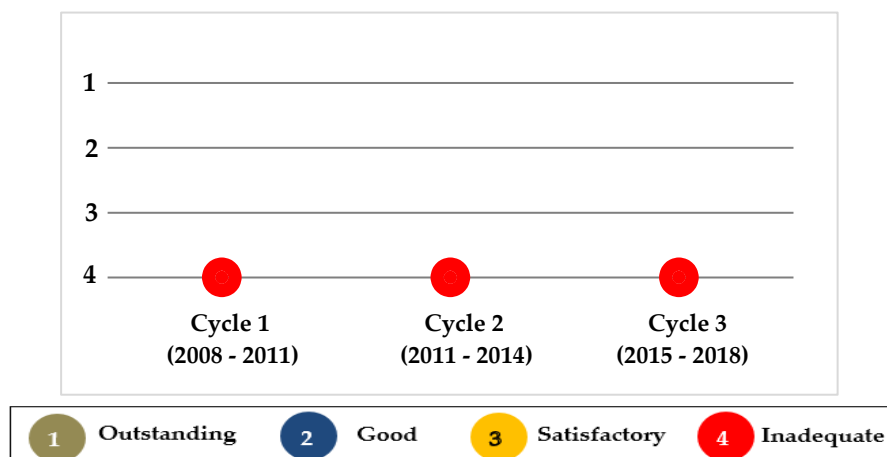
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- Administrative measures are weak in terms of monitoring performance and workflow. These are influenced by an inaccurate self-evaluation of the school's current situation, identifying school work priorities and setting the strategic and action plans, which include inaccurate performance indicators.
- The follow up measures and procedures to ensure students' safety and security and provide a psychologically, healthy and safe environment, particularly when they face problems and when they depart from school, are also weak. A few students show unacceptable behaviour.
- Students' low acquisition of skills, knowledge and concepts in most core and specialised courses, particularly in the literary and commercial tracks. Students' proficiency rates are low, reflecting their inadequate standards in almost half of the lessons observed.
- Teaching and learning strategies are ineffective in the inadequate lessons, which are teacher-centred. These lessons lack sufficient productivity due to weak classroom management and lack of students' motivation towards learning. This is evident in their limited confidence and enthusiasm and low

- active participation in the majority of lessons.
- Assessment methods are ineffective, both in lessons and in students' written work, to support students of all abilities to meet their needs, particularly of the low achievers who represent the largest portion in the school.
- Students of all abilities receive poor support and guidance through the school programmes and activities. This fails to enhance their experiences. However, students and parents are satisfied with the school's provision.

Main positive features

- None.

Recommendations

- Immediate intervention by the relevant authorities at the Ministry of Education to provide support to the school in the following:
 - students' behaviour management, in order to reduce the psychological and social problems arising from their unacceptable behaviour
 - full maintenance of the school building, especially the gymnasium, and the crumbling fence
 - secure students' dismissal in accordance with safety regulations.
- Develop rigorous administrative procedures to ensure effective supervision and professional follow up of the workflow, setting up a strategic plan based on the school's priorities of development and improvement, with clear performance indicators and based on an accurate and comprehensive self-evaluation.
- Improve teaching and learning strategies focusing on:
 - enabling the students to acquire the basic skills in subjects, especially in the literary and commercial tracks
 - applying effective assessment methods that meet the students' different learning needs in lessons and in their written work
 - managing lessons effectively and productively
 - raising students' motivation towards learning through involving them in their learning, enhancing their self-confidence and providing opportunities for them to take responsibility
 - meeting the needs of students of all abilities, by promoting and enhancing their experiences and interests through effective activities and programmes.
- Address the shortage in human and physical resources represented by:
 - vacancies in the social counselling team to match the number of students
 - two senior teachers, one each for the Arabic and English departments a laboratory technician
 - laboratories for biology and for home economics.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school appears unable to make sufficient improvements to raise its overall performance. Students' personal development, the quality of support and guidance, and effectiveness of leadership and management have regressed from 'Satisfactory' to 'Inadequate'.
 - Strategic planning is ineffective in achieving the desired developments due to the inaccurate and incomprehensive self-evaluation. Teachers' performance evaluations made during class visits are inaccurate, affecting the correct identification of their training needs and impeding the development of teachers' performance in almost half of the lessons observed. Follow-up of the impact of professional development programmes is also weak.
- The school's self-evaluation of its performance in the self-evaluation form (SEF) is inconsistent with the judgements reached by the review team in all aspects.
 - The school faces many challenges:
 - students' low academic standards when they join the school
 - students' diverse cultural backgrounds
 - widespread behavioural problems among students and their poor motivation towards learning
 - shortage in human resources represented by: 2 senior teachers, for the Arabic and English departments, a science lab technician, and social counsellor
 - shortage of some basic facilities, being a biology laboratory and a laboratory for home economics.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرفاع الشرقي الثانوية للبنين												
Name of the school (English)	East Riffaa Secondary Boys												
Year of establishment	1977												
Address	Building 307 - Road 2513 - Block 925												
Town / Village / Governorate	East Riffa/ Southern												
School's Contacts	17775381	17770396	Fax	17770056									
School's e-mail	eriffaa.se.b@moe.gov.bh												
School's website	-												
Age range of students	17-18 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	-			-				11-12					
Number of students	Boys	969			Girls	-			Total	969			
Students' social background	The majority of students come from middle-income families												
Classes per grade	Class	1	2	3	4	5	6	7	8	9	10	11	12
	No. of classes	-	-	-	-	-	-	-	-	-	-	17	17
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	<ul style="list-style-type: none"> Scientific Track: 7 classes (6 Chemistry & Biology and 1 Physics & Mathematics). Literary Track: 7 classes. Commercial Track: 3 classes. 											
	Grade 12	<ul style="list-style-type: none"> Scientific Track: 7 classes (5 Chemistry & Biology and 2 Physics & Mathematics). Literary Track: 6 classes. Commercial Track: 4 classes. 											
Number of administrative staff	14 administrative, and 5 technicians												
Number of teaching staff	111												

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic, with English in some subjects in the Commercial Track.
Principal's tenure in the school	2 years
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"> • New appointments in 2016-2017 are: <ul style="list-style-type: none"> - 2 senior teachers, for mathematics and science departments - 12 teachers, out of which 2 are for science, 1 for mathematics, 3 for computer science and 1 for commercial subjects.