



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 Primary Boys School  
Riffa - Southern Governorate  
Kingdom of Bahrain

Date of Review: 11-13 March 2013

SG055-C2-R090

## Table of Contents

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<b>The Directorate of Government Schools Reviews</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded</b> .....	<b>3</b>
<b>Review judgements</b> .....	<b>4</b>
Overall effectiveness .....	4
<b>The school’s main strengths</b> .....	<b>5</b>
<b>Recommendations</b> .....	<b>6</b>

## The 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 six 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 Primary Boys School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1941															
<b>Age range of students</b>		7-10 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		1-4				-				-							
<b>Number of students</b>		<b>Boys</b>	532	<b>Girls</b>	-				<b>Total</b>	532							
<b>Students' social background</b>		Most students come from low and middle-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>	4	4	4	4	-	-	-	-	-	-	-	-				
<b>Town /Village</b>		East Rifaa															
<b>Governorate</b>		Southern Governorate															
<b>Number of administrative staff</b>		15 administrative and 10 technicians															
<b>Number of teaching staff</b>		31															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		7 years															
<b>External assessment and examinations</b>		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>			
		96				70				-				46 & 7 merge-class students			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Increase of student density in classrooms in the past academic year 2011/2012.</li> </ul>															

## Table of review judgements awarded

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

The school's performance has changed from good in the previous review in May 2009 to satisfactory. There is variation in students' academic achievement and teaching and learning in both cycles, with under-use of self-evaluation findings in determining priorities. The school environment is not safe and does not guarantee students' safety; the building is very old, a matter of concern to all school members and limited space prevents students from moving freely in hallways. There is a shortage of basic facilities, despite leadership's efforts to raise awareness of the need to adapt and its continuous motivation of teachers. The school provides good support to students in the merge-class and those with learning difficulties, providing many extra-curricular activities to promote positive behaviour. Students' satisfaction of the school's performance is good, their parents' perception is satisfactory.

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

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

The school's capacity to develop and improve has changed from good in the previous review to satisfactory. The school's self-evaluation and strategic plan both focus on improving students' behaviour; however, the school under-uses the findings and does not use accurate monitoring mechanisms, reflecting in varied overall performance. The school's leadership believes in the importance of cooperation and in the personal and academic development of school members, nurturing friendly relationships between members and harmony among students. Leadership also recognises its role in facing and adapting to challenges, such as the aging school building which prevents students from fulfilling their ambitions, developing their skills and exercising physical and mental activities. All of this limits the school's ability to develop and has led to its satisfactory level of performance.

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

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- Limited lateness and absence cases and taking appropriate measures to deal with them
- Academic support provided for merge-class students and those with learning difficulties
- Leaderships' encouragement and motivation of school members.

## Recommendations

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

- ensure that the school premises are safe and secure, that students are safe and that the school building has the capacity to take the number of enrolled students
- raise students' academic achievement by continuing to improve the teaching and learning processes, including:
  - developing basic skills in core subjects, especially in English in the first cycle
  - supporting students, considering their educational categories, especially low achieving students
  - managing time effectively during lessons to ensure maximum productivity
  - using the findings of assessments to meet students' learning needs.
- develop more effective self-evaluation mechanisms which focus on the school's priorities of improvement and development
- correct the shortages in:
  - material resources represented in the science lab, atelier and gym
  - and human resources represented in the excellence and talent specialist and nurse.