



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

School Review Unit

Review Report

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

Date Reviewed: 11 – 13 May 2009

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The School Review Unit

The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the review

This Review was conducted over three days, by a team of five Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 508

Age range: 6– 11 years

Characteristics of the school

East Riffa Primary Boys School is located in the Southern Governorate and was established in 1942. There are 508 students between 6 and 11 years old. Most of them live in areas near the school and they come from to limited economic backgrounds. 95 students were categorized as talented, 60 as outstanding and 44 as having learning difficulties. The school has 17 classrooms of which 12 classrooms are allocated for the first cycle, five classrooms for the second cycle and one classroom for integration. There are 47 members of staff of which 35 are teachers and 3 substitutes. The school's building is very old and does not accommodate the number of students, especially the school yard, in which students meet at break time.

Overall effectiveness

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

Grade: 2 (Good)

East Riffa Primary Boys' School's overall effectiveness is good. The parents and students' satisfaction with the school is also good.

The students' academic achievement is good. Students reach high levels in their academic performance. The high success rates in core subjects are appropriate to the proficiency levels. Moreover, students are generally progressing well as they move from one level to another. The school provides various programmes in class and extracurricular programmes to support both gifted and outstanding students, and students with learning difficulties which helped them to progress according to their abilities.

The students' personal development is satisfactory. Most of them attend school on time. The students' enthusiastic participation and cooperation with their peers and teachers during lessons contributes to the positive relationships in school. Students show initiative, self-confidence and the ability to work independently. In spite of the school's efforts to encourage discipline and good conduct, some elements of poor behaviour still persists outside classrooms, especially in break time.

The teaching and learning process is good. During most lessons, teachers were well acquainted with subject materials and made it interesting for students. Teachers also involved students by sharing lesson objectives. Students are given good opportunities to express their ideas through discussions and taking on leading roles. This contributed to developing students' general skills and knowledge. Students' abilities are challenged by teachers in some lessons where teaching is matched to learning needs, but homework does not take individual differences into account. Teachers use a number of assessment techniques such as oral and written questions, organized observation as well as continuous evaluation of students' work. This helped in planning teaching and learning accordingly.

The quality of curriculum presentation and enrichment is good. The school seeks to promote students' sense of belonging. This is done through morning assembly, school broadcasts, and celebrating students' work in displays around the school and inside classrooms. This promotes students' sense of responsibility and care for the school environment. Additionally, the school develops students' skills and competencies through a range of extracurricular activities.

The quality of support and guidance is good. The school seeks to help students settle in to school from the very first day of term. Students' personal needs are carefully defined and met as far as possible. As for educational needs, diagnostic tests are conducted and appropriate support is provided through the various programmes and lessons. The school continuously communicates with parents in relation to the students' academic achievement and informs them about their progress. The school pays a great deal of attention to risk assessment and following up matters related to maintenance and health and safety.

The leadership and management are good. There is a shared, vision and mission. The school has evaluated its situation, defined its strengths, identified aspects that require improvement and drawn up the annual improvement plan according to these results. This has impacted positively on the general performance. The school also provides workshops and programmes to increase the professional competencies of its teachers. The school responds to parents' and students' views and works hard to act upon these views.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve and develop is good. This is attributed to the clear improvements achieved by the leadership and management of the school. Improvement is based on sound evaluation of the school's strengths and areas that need to be developed. The information from self evaluation has informed the integrated annual improvement plan. This has had a positive impact on the quality of teaching and learning which was well reflected in students' achievement and personal development.

The school's main strengths and areas for development

Main strengths

- Standards in school exams and in lessons.
- Self-evaluation.
- Attendance and punctuality.
- Induction programmes.
- Communication with parents.
- Development of citizenship
- Extracurricular activities.
- Variety of teaching and learning strategies.

Areas for development

- Challenging students and developing their higher order thinking skills.
- Behaviour of a minority of students outside of class.
- Homework.

What the school needs to do to improve

In order to improve further, the school should:

- Develop effective practices to ensure the consistency of students' behaviour in and outside classrooms.
- Develop more effective teaching and learning strategies that concentrate on:
 - Providing opportunities for students to use higher level analytical and thinking skills.
 - Providing opportunities that are more challenging for students of different achievement categories.
 - Providing opportunities to ensure that students are able to achieve progress in all lessons.
- Provide more diverse opportunities for homework and ensure that it enriches the curriculum.

Overall judgements

Aspect	Grade
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good