



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

Schools Review Unit Review Report

**Riffa Intermediate Boys School
Riffa - South Governorate
Kingdom of Bahrain**

Date Reviewed: 22-24 December 2009

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The Schools Review Unit

The Schools 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 raise 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: 887

Age range: 13-15 years

Characteristics of the school

Riffa Intermediate Boys School is one of the South Governorate schools and was founded in 2003. The age range in the school is from 13 to 15 years, and there are 887 students. Most students come from middle- to higher-income families. Students are distributed across 29 classes: nine classes for each of the first and second intermediate grades and 11 for the third intermediate grade. The school categorises 1.2% of its students as talented and creative, 0.2% as physically disabled and 2.4% as having special educational needs. The Principal is in his second year at the school. The number of teaching and administrative staff is 81. The school is implementing King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Riffa Intermediate Boys School is satisfactory. Students and their parents are broadly satisfied with the school.

The students' academic achievement is satisfactory. Students of the first and second intermediate levels achieve high pass rates in most subjects in the school's examinations. The third intermediate level students achieved higher pass rates in basic subjects than students of the same level in past years. These rates were reflected satisfactorily in most lessons. Progress in pass rates in most basic subjects over the past three years are higher in the first and second intermediate levels, and lower in the third intermediate level. Special educational needs students and those of low achievement make satisfactory progress in the special educational programme they are offered out of class and in evening lessons; they do not make sufficient progress in the rest of the lessons, where teaching strategies used do not consider individual differences among students.

Students' personal development is satisfactory. Most students attend school regularly and punctually; the school is monitoring a small group of students who are late for morning assembly and classes. Students respect their teachers and classmates, whether inside or outside lessons. They also contribute effectively in class and extra-curricular activities when given the opportunity and leading roles, and when there is variety in the teaching strategies, especially in excellent and good lessons. Students are also given some opportunities to develop analytical thinking skills in the good lessons. While some students have a satisfactory level of awareness, there are some cases of graffiti on the walls of some classrooms and of smoking. The school takes appropriate steps to deal with such cases. Most students feel safe and secure from intimidation and threatening behaviour inside classes. A few teachers have used non-educational methods to control students; the school dealt with these cases, which has greatly helped to limit them.

The quality of teaching and learning is satisfactory. Most teachers have satisfactory subject knowledge. This knowledge is brought to bear on the teaching strategies and methods used to present subject material in the good and outstanding lessons. Some teachers contribute to students gaining better skills and knowledge in the Arabic language than in English and mathematics. Some teachers use a variety of teaching strategies, such as cooperative learning and problem solving, which helps engage students in lessons and reflects on their performance. Some students are given homework that has not been adequately planned.

Teachers in the good and outstanding lessons employ a variety of assessment methods to make sure that students are achieving the lesson's objectives. Assessment results are seldom used, however, to plan learning for individuals or groups of students.

The quality of curriculum presentation and enrichment is satisfactory. Students develop and acquire satisfactory basic skills in Mathematics and English. They develop good basic skills in some Arabic lessons, where the teaching methods are good. The curriculum is appropriately enriched by some extra-curricular activities in science and Arabic, and through homework. Students' spirit of citizenship, as well as their understanding of their rights and responsibilities, is fostered by their participation in national events and the morning broadcast and through citizenship displays in halls. The conduct of some students, however, does not reflect the school's work in this area. The school does not make enough use of its buildings and classroom environment to enrich the curriculum; classrooms and halls have barely any educational displays to reinforce the school curriculum, except for some maps and guidance information.

The quality of student guidance and support is satisfactory. The school inducts new students adequately through meetings with them to explain the school's rules and study arrangements. Students are also inducted for the next stage of their education through guidance lectures about the course system and professional studentship and field trips to high schools. The school diagnoses students' personal needs and meets them appropriately; for example, it provides financial assistance for some students. Educational needs are satisfactorily identified through diagnostic tests, and the school provides intensive lessons in the evening for low-achieving students. Students are offered satisfactory support in class, and students with special education needs are taken care of appropriately by a special education specialist. Parents are informed of their children's academic progress but the school does not provide periodic descriptive reports about students' attainment. All the students and staff work in a safe and healthy environment, but the school's assessment of risks is insufficient; it has no school safety committee.

The quality of leadership and management is satisfactory. The school has a vision and mission that focuses on achievement and citizenship, which is reflected in some aspects of the school's work. The school's plans to advance are based on an overall plan focused on improvement and development, based on an analysis of the school's situation. Some of the plan's aims have been realised in improvements in students' conduct and communication with parents, but there has been less success in academic achievement. The school applies self-evaluation to most of its work but has not planned sufficiently to use the results thereafter. The school has mechanisms to gauge the professional development needs of teaching staff and arranges internal and external training workshops; these workshops, however, have not met all teachers' needs, which has reflected negatively on the performance of some new teachers. The school leaders inspire staff well, which has benefited the performance of the school's teachers. The school's financial resources,

buildings and educational resources are employed efficiently in serving the educational process. The school responds to the opinions of students and their parents, within its resources; parents are pleased with this and it encourages them to communicate more with the school.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to improve is satisfactory. The senior managers evaluate some of the school's work effectively, which has enabled the school to recognise some aspects of strength and areas for development. This awareness was reflected in improvements to students' conduct, raising the professional competency of some teachers, and enhancing the school's environment. The school plans its advancement using a suitable annual operational plan that focuses on improving performance in all aspects; the outcomes of the plan are satisfactorily reflected in the school's performance. The variation in teachers' performance and its effect on students' achievement, and not using the findings of self-evaluation to shape a strategic plan, are factors that limit the advancement of the school's overall performance.

The school's main strengths and areas for development

Main Strengths

- Regular attendance
- Relationships between students
- Development of basic skills in Arabic
- Development and enhancement of citizenship
- Induction programmes for new students and those moving to the next stage of education
- Inspiration of school's management and divisional heads

Areas for development

- Strategic planning
- Using the findings of self-evaluation
- Teaching and learning strategies
- Basic skills in Mathematics and English
- Meeting students' educational needs
- Using assessment in lesson planning
- School health and safety

What the school needs to do to improve

In order to improve further, the school should:

- Use the findings of self-evaluation to create a strategic plan for the school that focuses on achievement and personal development
- Improve and develop the teaching and learning strategies to ensure:
 - The development of basic skills in English and Mathematics
 - The development of higher thinking skills
 - The consideration of individual differences among different student groups
 - Homework planning
 - The use of the competencies available at school to raise performance level.
- Ensure monitoring health and safety issues at school
- Enhance assessment methods and using their findings in lesson planning.

Overall judgements

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