National Authority for Qualifications & Quality Assurance of Education & Training

Directorate of Government Schools Reviews

Short Review Report

West Rifa'a Primary Boys Schools
West Rifa'a - Southern Governorate
Kingdom of Bahrain

Date of Review: 5-7 November 2013

SG086-C2-R129

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Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 eleven 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

School's name	West Rifa'a Primary Boys School													
School's type	Government													
Year of establishment	1949													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	**Primary**				**Middle**				**High**					
	1-6				-				-					
Number of students	**Boys**	969		**Girls**		-			**Total**		969			
Students' social background	Majority come from limited and middle-income families													
Classes per grade	**Grade**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
	Classes	4	5	5	5	6	4	-	-	-	-	-	-	
Town /Village	West Rifa'a													
Governorate	Southern													
Number of administrative staff	9													
Number of teaching staff	82													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure	2 years													
External assessment and examinations	MoE English for Grade 6 and QQA National Examinations.													
Accreditation (if applicable)	-													
Number of students in the following categories according to the school's classification	**Outstanding**			**Gifted & Talented**			**Physical Disabilities**			**Learning Difficulties**				
	86			43			16			33				
Major recent changes in the school	• The number of students increased in the past 2 academic years by 25% and 18%, respectively • Appointed an assistant principal and created the pronunciation and speech department in 2012-2013.													

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	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

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

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Overall effectiveness is satisfactory, down from good in the December 2009 review. This is attributed to variation in students' academic achievement and inconsistent teaching and learning strategies in both cycles, and the assessment techniques which do not meet students' needs. Students' proficiency levels in basic skills are inconsistent and their academic achievement is not sufficiently focused, due to the variation in both monitoring the impact of professional development programmes on teachers' performance and the effectiveness of educational support for different age groups. The school exerts efforts to promote positive values and induct fresh students well. Most students enthusiastically participate in the extra-curricular activities, demonstrate awareness of their roles and work together in harmony. Students and parents are well satisfied with the school's provision.

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

Grade: 3 Satisfactory

Capacity to improve is satisfactory, down from good in the previous review. The strategic plan, based on self-assessment and analysis of the school's current situation, includes performance indicators; however, its impact is inconsistently reflected on all aspects of school work. It focuses on promoting students' positive values, offering them opportunity to engage in varied extra-curricular activities, increasing their awareness of roles and responsibilities, and making them feel safe and secure. However, lack of core subjects senior teachers results in varied levels of proficiency in basic skills. This is amplified by the inconsistent performance of teachers and the increase in the number of students, particularly those whose mother tongue is not Arabic. All these challenges facing the school affect its capacity to improve. The school requires greater efforts to raise its overall effectiveness.

The school's main strengths

- Students' participation in the varied extra-curricular activities, awareness of their roles and responsibilities, sense of security and safety, and getting along together

- Support and guidance programmes that promote positive values

- Induction programmes that help fresh students to settle in.

Recommendations

In order to improve, the school should:

- raise students' academic achievement in core subjects

- improve the teaching and learning processes, to include:
    - employing more effective teaching and learning strategies
    - using effective assessment techniques to meet students' educational needs.

- provide educational support for the different levels of students, inside and outside lessons

- develop more effective mechanisms to monitor the impact of professional development programmes on teachers' performance, so ensuring that students achieve academic progress during lessons.