



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

Directorate of Private Schools & Kindergartens Reviews

Review Report

Riffa Views International School
Riffa – Southern Governorate
Kingdom of Bahrain

Date of Review: 16-18 April 2018
SP048-C2-R056

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

Outstanding

1

Good

2

Satisfactory

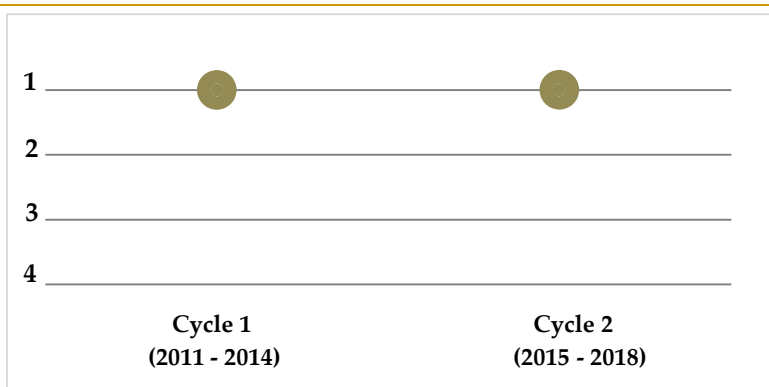
3

Inadequate

4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	1	2	1
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	1	1	1
	Students' support and guidance	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

School 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 'Outstanding'

Judgement justifications

- The School has retained its outstanding performance since the 2014 review.
- Students' achievement is outstanding, with an exceptional performance in English and mathematics. Progress and standards are outstanding in all core subjects, except for Arabic across the school and science in High School which are good.
- Students' performance in Measures of Academic Progress (MAP) is high. In the 2017 International Baccalaureate (IB) results, students performed extremely well in most subjects. Proficiency rates of students scoring 5 and above are high in most subjects.
- Exemplary teaching practices lead to effective student learning and participation in lessons. This shows in the students' language skills in English and applying mathematical skills across the school.
- The school leadership and organisation structure is highly professional, which ensures the effective translation of the school's vision and mission into visible actions at classroom levels, backed up with effective monitoring of the school's progress.

- The students' drive for learning is exemplary. They are self-disciplined, mature and self-driven towards excellence. They play a major role in making their school a harmonious family unit in spite of the diversity of students' backgrounds.
- Educational resources are in abundance and up-to-date, such as smartboard, video clips and iPad applications across all subjects backed up with an effective integration of technology in teaching, making an exceptional impact on learning.
- Excellent support is provided to students in classrooms and external activities, leading to exceptional and well-developed students' lifelong learning skills highlighted through the effective implementation of the learner profile across the school.

Main positive features

- Accurate, comprehensive and rigorous whole school self-evaluation and strategic planning stemming from a clear vision that provides the school with a clear road map to build capacity, backed up by a very focussed Board of Trustees.
- Carefully detailed policies and procedures contribute to an outstanding healthy and safe environment in the school.
- Exemplary teaching and learning that is committed to best practice in education, shown in the students' language skills in English and application of mathematical skills across the school.
- Comprehensive support and guidance programmes. The Dolphin Book Club is an example in Elementary School, manifested in the students' self-confident participation in school life, commitment to positive behaviour, and working and communicating effectively with others.
- Catering for individual outstanding students by skipping one grade in the subject in which they show abilities and talent that are above their grade.
- Commitment to character development and embedding of local culture and Islamic values, through programmes and community service projects such as:
 - Riffa Views International School Housing Projects
 - exchange visits with Bangladesh School, conducted by teachers and students to provide professional insights
 - participation in programmes such as 'Week of Action'.
- A wide range of professional development opportunities for teachers and school leaders is included in the professional Growth Plan (PGP), the professional learning community (PLC), and leadership shadowing, making a clear and positive impact on students' achievement.

Recommendations

- Disseminate the best practices available to further improve standards in science in the High School.
- Continue extending links with educational organisations in Bahrain in order to play a leading role in the local learning community.

Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none">• Whole school self-evaluation is comprehensive, rigorous and accurate, providing the school with a clear road map to build its capacity and in which the Board, the leadership team and all other stakeholders have a positive voice in realising the school's vision.• Proficiency rates are aligned to the high pass rates in the vast majority of grades. Students have achieved consistently high pass rates in core subjects in the last three academic years, alongside the progress the school has shown in the IB examinations results.• The school is committed to students' character development and embedding | <p>local culture and Islamic values through programmes and community service projects.</p> <ul style="list-style-type: none">• There is a wide range of professional development opportunities for teachers. These have a clear and positive impact on students' achievement, and dedication to sharing the innovative teaching practices.• The visionary and highly aspirational Board of Trustees provides intrinsic financial and professional support to the school so that it realises its vision. The Board also plays a vital role in monitoring the school's performance holistically. |
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Quality of outcomes

□ Students' academic achievement 'Outstanding'

Judgement justifications

- Students across the school consistently achieve very high pass and proficiency rates in core subjects in internal examinations. In the Elementary School, pass rates range between 88% in Grade 5 Arabic and 100% in most other subjects, in Middle School between 89% in Grade 8 Arabic and 100% in all other subjects, and in High School between 95% in Grade 9 science and 100% in other subjects.
- Students' proficiency rates are mostly high across the school, except in Grade 3 English at 53% and Grade 6 mathematics at 34%.
- In the 2017-2018 Measures of Academic Proficiency (MAP), results indicate that most students of Grades 1 to 10 exceed their performance targets in reading, mathematics and science.
- The school scores above the international averages in both Trends in International Mathematics and Science Study (TIMSS) 2015 and Progress in International Reading Literacy Study (PIRLS) 2016.
- In 2016 and 2017, most students who took their Scholastic Aptitude Test (SAT) performed above international benchmarks in 'Evidence based Reading and Writing' and mathematics.
- In the 2017 International Baccalaureate IB, students performed extremely well in most subjects. Percentages of students scoring 5 and above are high in most subjects including English, Arabic and mathematics. However, in economics, chemistry and physics where few students enrolled, their scores are lower.
- Across the school, students show remarkable standards and progress in more than half of the lessons observed, particularly in English and mathematics.
- Students make an exceptional start in English, as Elementary School students are able to analyse stories and show their comprehension. Students make outstanding progress in their literacy skills in the Middle and High Schools. They compare complex texts and organise ideas at all levels.
- In Arabic, the majority of students make good progress in lessons. Students are able to analyse poems and express their views about global matters verbally with age-appropriate fluency. However, writing skills are not strongly developed across the school.
- In mathematics, students' standards and progress are above age expectations. Students can classify the quadrilaterals, simplify ratios and explain the properties of vectors in space.
- In science, students' standards and progress are outstanding in the Elementary and Middle Schools. Students develop outstanding scientific enquiry skills and demonstrate thorough understanding of scientific concepts such as understanding climate changes. High School students display good standards in lessons, such as in explaining molecular structures.

Areas for improvement

- Students' attainment in some IB subjects and scientific skills in High School and Arabic across the school.

□ Students' personal development 'Outstanding'

Judgement justifications

- Students' attitudes to learning are outstanding. They are highly engaged, wise risk-takers and resilient when solving problems in and out of lessons. They thrive in a positive learning environment focused on the attributes of the IB learner profile.
 - The vast majority of students are involved in various extracurricular activities that are tailored to their interests, such as art and craft, sports, music, cooking and Quran recitation. Student leadership groups such as the 'Red Hats' and Student council, provide an opportunity to gather students' views. The students' horizons are further widened through their participation in a selection of international trips in America and Europe.
 - Students' behaviours for learning are exemplary. They are self-driven to excellence, self-disciplined, mature and respect all members of their community. They describe their school as a harmonious family unit with different nationalities and backgrounds, which results in their feeling safe and secure in the school.
 - Students behave with exemplary maturity. They take care of themselves and respect the school's property. They demonstrate excellent behaviour at break times, pick up litter and move around in an orderly manner.
- Students demonstrate a deep understanding of citizenship, Bahraini culture and Islamic values. They discuss and examine and provide reflections on the Arab and Bahraini culture principles and values that are imbedded in the social study curriculum. Students can apply their learning in a real-life context, which manifests in their ability to report on visits to local museums and cultural sites.
 - Students are highly committed to regular attendance and are very aware of school policies and procedures. However, a few students frequently arrive late to the first period.
 - Students possess notable independent learning skills. All students have access to a digital portfolio, where they collect their thoughts, create podcasts and presentations, and further practise or research topics. They are confident, self-driven and independent learners who are able to organise their ideas and use 21st century skills and technologies to maximise their inquiry learning.
 - Students have access to experiential learning in lessons and work well collaboratively in and out of the classroom. They project manage some aspects of the school life, such as the RVIA projects where they improve the life of others both locally and internationally. They are responsible members of the local, national and global communities.

Areas for improvement

- No major areas for improvement, and continue to spread the exceptional practices throughout the school.

Quality of processes

□ Teaching and learning 'Outstanding'

Judgement justifications

- Across the school, teachers use their knowledge of individual students' strengths, difficulties and preferred learning styles to plan lessons accordingly. A variety of effective learning strategies such as discussions, problem solving, think-pair-share and collaborative work are used, which successfully encourage focused learning in the vast majority of lessons.
- There is excellent use of resources such as smartboards, video clips and differentiated worksheets across all subjects. Integration of technology in lessons such as use of iPad applications is a common feature of the school. These practices enrich students' learning experiences and stimulate their interests.
- Lessons are well-planned, orderly, maintain a purposeful pace and are productive, due to clear instructions and the provision of relevant learning activities. In almost all lessons, teachers set high expectations for students and share lesson objectives with them. In a very few lessons in the High School, the expectations set in lessons and written assessments are at a good level, particularly in Arabic and science. This has reduced students' engagement and productivity in these lessons.
- In almost all lessons, teachers provide effective encouragement and positive reinforcement to motivate students towards learning. This includes verbal appreciation for distinguished work and opportunities for students to present their work and justify their views through the up-to-date and abundant IT resources that engage students in their learning and match their interests.
- Ongoing assessments with informative oral feedback are used exceptionally well to measure students' understanding, inform teaching and set targeted objectives. However, the feedback provided on students' written work requires more direction for improvement, particularly in Arabic and science.
- Significant opportunities are provided to students of different abilities across all grades to develop their higher order thinking. For example, in English lessons of most grades, students are challenged to develop their persuasive, reasoning and creative thinking skills.
- Teachers are well aware of each student's abilities. They use the benchmark assessment data to inform planning, and differentiated instructions and activities according to students' different abilities. Activities provided in lessons are well balanced and match students' varied learning needs, which helps them to acquire the knowledge and skills that match their calibre.

Areas for improvement

- Provide more challenge and informative feedback on students' written work in Arabic and science.

□ Students' support and guidance 'Outstanding'

Judgement justifications

- The school has highly effective procedures to identify students' learning needs. These include teachers' observations and 'Fountas and Pinnell Benchmark Assessment' for Elementary School, to identify specific learning needs.
- Low achieving students and those with learning difficulties and special education needs receive excellent academic support through the learning support staff. They regularly monitor students' progress, develop necessary interventions, including push-in and setting individual students' learning plans with goals. The school also has the 'Dolphin Book Club' to support the literacy development of Elementary students.
- Students' outstanding achievements are celebrated across the school. These students are supported in order to skip one grade in the subject in which they are able to do better.
- Talented and gifted students participate in many external competitions, like Bahrain Olympics and OASIS Athletic activities conference, and extracurricular activities such as Talent Show, Art Week and Sports League. Students' artistic work is beautifully celebrated all around the school.
- The school rigorously tracks and monitors students' personal development and deals with their personal problems with high levels of care and sensitivity. Positive behaviour is encouraged through various programmes such as an anti-bullying workshop and presentations on compassion, respect and integrity, which clearly establish the culture of respect and tolerance in students.
- Students' experiences and interests are broadened effectively by providing a very rich range of extracurricular activities including sports, music and art. Students take pride in participating in activities such as Week of Action, Spirit Initiative and Quran Recitation. Elementary School students participate in musical productions such as the 'Pirates Play'.
- Risk assessment is thorough and rigorous. Carefully detailed policies and procedures are among the significant features contributing to an outstandingly healthy and safe environment in the school.
- The school has highly effective orientation and transition programmes which help students to settle or prepare them for the next stage of their education. Students and their parents are provided with guidelines and instructions through Students' Orientation Day. Grade 8 students are informed about High School academic programmes. Senior students are guided on the requirements for graduation and progression to university studies or the

labour market, including visits to the school by external speakers.

- Students' life learning skills are exceptionally well developed through the effective implementation of the learner profile across the school. This supports

the development of students' investigative, ICT and problem-solving skills in lessons and activities. Participation in Model United Nation (MUN) activities enhances students' understanding of global matters.

Areas for improvement

- No major areas for improvement, and continue to spread the exceptional practices throughout the school.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Outstanding'

Judgement justifications

- Whole school self-evaluation is rigorous, accurate and comprehensive, providing the school with a road map to build its capacity and realise its vision in which all stakeholders have a voice. The new nine-point strategic improvement plan streamlines practices and focuses on improving all aspects of schoolwork, expanding the school's projects and realising its initiatives.
- The school's judgements of its situation in the Self-Evaluation Form (SEF) matches the judgements reached by the review team
- Staff receive a highly effective and up-to-date professional development programme which responds to their individual needs and meets the school's future development plans. Training is personalised, with all teachers being given opportunities to set their own Professional Growth Plan (PGP) and annual increments being given for external training. Additional training focuses on preparing teachers for changes in the curriculum as in Arabic and support as in English, which positively impact teaching and achievement. However, further professional development is required for science teachers in High School.
- The school has a strongly developed family atmosphere in which all staff are targeted, appreciated and propelled to reach their potential. New teachers receive effective mentoring which extends to outside the school, enabling them to settle well into their positions. Staff strengths are recognised, with opportunities being provided to lead training and curriculum reviews as in the Professional Learning Community (PLC). Leadership skills are highly developed through leadership shadowing and organisation of conferences, such as a conference on leading teaching and assessment practices overseen by the Near East/South Asia (NESA) training institute.
- The school has a wide range of exceptional up-to-date resources and facilities that are used effectively by students and staff. Sports facilities such as a football ground, a tennis court and a 25 meter swimming pool meet students' various interests very well. The learning resources centre and science laboratories are amply resourced and well equipped. The school's huge investment into a high internet bandwidth provides the students with a great learning experience throughout the school campus using their devices. The school invests the majority of its budget into recruiting qualified teachers and the continuous update and expansion of its facilities.
- The school has highly effective links with the local community and whole society, which expand students' experiences and

develop their values of compassion and humanity. Students campaign for donations and perform maintenance on homes as part of the Riffa Views in Action initiative (RVIA). Students and teachers exchange visits with the students of Bangladesh School and teachers provide professional development sessions. Students contribute their time to clean up beaches and use collected bottle caps to design art works. They donate old school uniforms abroad and have established a

shoe drive for migrant workers. The school's facilities also regularly host local charity events.

- The Board of Trustees is visionary and highly aspirational. It strongly supports the school in realising its vision by providing financial and professional support, and plays a vital role in monitoring the leadership's actions and holding it to account for the school's performance.

Areas for improvement

- Continue to focus professional development programmes for science teachers in High School to cater for the students' needs.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الرفاع فيوز الدولية												
Name of the school (English)	Riffa Views International School												
Year of establishment	2008												
Address	P. O. Box 3050, Manama Building 407, Road 4303, Al Mazrowiah												
Town / Village / Governorate	Riffa / Southern												
School's Contacts	16565000				Fax				17910392				
School's e-mail	Knordness@rvis.edu.bh / jgarrahy@rvis.edu.bh												
School's website	www.rvis.edu.bh												
Age range of students	6-18 years												
Grades (e.g. 1 to 12)	Elementary				Middle				High				
	1-5				6-8				9-12				
Number of students	Boys	167			Girls	161			Total	328			
Students' social background	Most students are middle and upper socio - economic backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	2	2	2	2	2	2	2
Number of administrative staff	7												
Number of teaching staff	60												
Curriculum	American Curriculum and International Baccalaureate (IB) Programme in Grades 11, 12												
Main language(s) of instruction	English												
Principal's tenure in the school	4 years												
External assessment and examinations	<ul style="list-style-type: none"> Measures of Academic Progress (MAP) Grades 1-10 (mathematics, science, reading). International Baccalaureate Organisation Diploma Programme (IBDP) examinations. Scholastic Aptitude Test (SAT) for Grades 11, 12. Practice Scholastic Aptitude Test (PSAT) for Grades 9-11. World-Class Instructional Design and Assessment (WIDA). Fountas and Pinnell Benchmark reading assessment for Grades 1-8. 												

Accreditation (if applicable)	The Council of International Schools and the Middle States Association
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in August 2017: <ul style="list-style-type: none"> – Secondary School Principal – A school-wide Arabic Leader. • Addition of Grades 9-12 for accreditation from both the Council of International Schools and the Middle States Association.