



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 3–5 October 2017
SG086-C3-R128**

Introduction

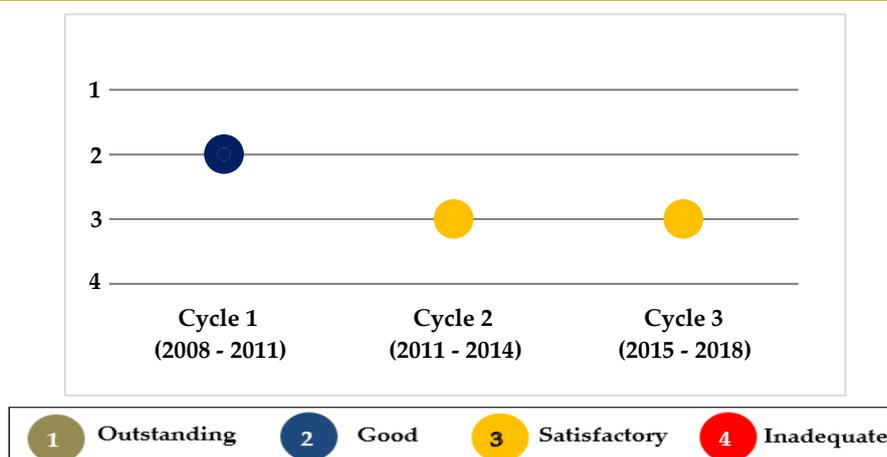
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, 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 | 3 | - | - | 3 |
| | Students' personal development | 3 | - | - | 3 |
| Quality of processes | Teaching and learning | 3 | - | - | 3 |
| | Students' support and guidance | 3 | - | - | 3 |
| Quality assurance of outcomes and processes | Leadership, management and governance | 3 | - | - | 3 |
| Capacity to improve | | 3 | | | |
| The school's overall effectiveness | | 3 | | | |

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



School Summary 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 'Satisfactory'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none"> • The impact of the strategic plan and operational plans on all aspects of schoolwork is satisfactory. • Students' acquisition of basic skills in subjects varies. These are adequate in most of the class teaching and majority of Cycle 2 lessons, but less so in a few lessons such as Arabic and Cycle 2 mathematics, particularly in Grade 5. • There is inconsistent utilisation of teaching and learning strategies, learning time, use of assessment results and the provision of educational support, particularly to low-achieving students and non-native speakers of Arabic. | <ul style="list-style-type: none"> • Opportunities provided for students to participate in activities, assume leadership roles and enhance their self-confidence in and outside lessons are inconsistent. • Citizenship and Islamic values are embraced by most students. Most attend school regularly. • Students and parents are satisfied with the school's provision, particularly its support and care for merged-class students, learning difficulties and speech therapy students, and the programmes offered to them. |
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Main positive features

- The progress achieved by students with learning difficulties, merged-class students and students with speech and communication challenges.
- The adequate embracement of the values of citizenship and understanding of the Bahraini culture and Islamic values by the majority of students.
- The regular attendance by most students.

Recommendations

- Raise students' academic achievement and develop their basic skills, particularly in Arabic and mathematics in Cycle 2.
- Develop professional development programmes and monitor their impact on the use of student-centred teaching and learning strategies by focusing on:
 - effective assessment methods, the results of which are used in planning lessons and activities
 - supporting all categories of students both in and out of class, particularly low-achieving students and non-native speakers of Arabic
 - effective management of learning time to ensure better productivity.
- Provide more opportunities for students to develop self-confidence and assume leadership roles both in and out of class.
- Address the shortage in human resources, represented by senior teachers for class teaching and all core subjects, a social counsellor, a learning resources centre specialist and a nurse.

Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none">• Implementation of the school's shared vision in the various aspects of school work is inconsistent; particularly those aspects associated with teaching practices and students' academic achievement.• Self-evaluation processes are adequate in terms of accuracy and comprehensiveness, but with an inconsistent impact in setting school work priorities in the strategic plan | <p>and department plans and monitoring implementation. This particularly applies to monitoring the impact of teachers' professional development programmes.</p> <ul style="list-style-type: none">• There is inconsistency between the school's assessments in the self-evaluation form and the judgements reached by the review team in all aspects of school work. |
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- There are clear improvements in the educational support programmes provided to the merged-class students and those with learning difficulties and speech and communication challenges.
- The many challenges that the school faces include the inconsistent students'

acquisition of basic skills, particularly non-native speakers of Arabic who account for 30% of all students, the shortfall in senior teachers in both cycles, and the lack of a social counsellor, a learning resources centre specialist and a nurse.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|----------------------------------|--|-----------------------------------|---|---|--------|-------|----------|---|------|---|-------|-----|----|--|
| Name of the school (Arabic) | الرفاع الغربي الابتدائية للبنين | | | | | | | | | | | | | |
| Name of the school (English) | West Rifa'a Primary Boys | | | | | | | | | | | | | |
| Year of establishment | 1949 | | | | | | | | | | | | | |
| Address | Building 587 - Road 1019 - Block 910 | | | | | | | | | | | | | |
| Town / Village / Governorate | West Rifaa/ Southern | | | | | | | | | | | | | |
| School's Contacts | 17661215 | | | | Fax | | 17650315 | | | | | | | |
| School's e-mail | wrifaa.pr.b@moe.gov.bh | | | | | | | | | | | | | |
| School's website | - | | | | | | | | | | | | | |
| Age range of students | 6–12 years | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | |
| | 1-6 | | | | - | | | | - | | | | | |
| Number of students | Boys | 786 | | | | Girls | - | | | | Total | 786 | | |
| Students' social background | Most students come from middle and limited-income families | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Classes | 4 | 4 | 4 | 5 | 5 | 5 | - | - | - | - | - | - | |
| Tracks | Grades | Distribution of classes on Tracks | | | | | | | | | | | | |
| | Grade 10 | - | | | | | | | | | | | | |
| | Grade 11 | - | | | | | | | | | | | | |
| | Grade 12 | - | | | | | | | | | | | | |
| Number of administrative staff | 7 administrative and 2 technicians | | | | | | | | | | | | | |
| Number of teaching staff | 75 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 6 years | | | | | | | | | | | | | |

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|---|---|
| External assessment and examinations | <ul style="list-style-type: none"> • MoE examinations for Cycle 2 mathematics and Grade 6 English. • BQA National Examinations. |
| Accreditation (if applicable) | - |
| Major recent changes in the school | <ul style="list-style-type: none"> • Appointing an Assistant Principal in the school year 2017–2018. |