



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

Schools Review Unit Review Report

**West Riffa Primary Boys School
West Riffa - Southern 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 as 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 student

Introduction

Scope of the Review

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written 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: 600

Age range: 6 -12 years

Characteristics of the school

West Riffa Primary Boys School, founded in 1949, is one of the Southern Governorate's schools. The school caters for students aged between 6 and 12 years. Most students come from lower-income backgrounds. The school accommodates 600 students who are distributed among 19 classes. The school categorises 70 students as outstanding, 40 as gifted and talented, and 25 as having learning difficulties. There are 54 administrative and teaching staff. The Principal and the assistant principal are in their third year at the school. The school is part of 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: 2 (Good)

The effectiveness of West Riffa Primary Boys School is good. The school gains good satisfaction ratings from parents and students.

The students' level of academic achievement is good. They gain high success rates in their final examinations and are proficient in basic subjects, particularly the first cycle students. These achievement levels are effectively reflected in most lessons. Students acquire basic skills in writing and reading in Arabic and English; numeracy and Information Technology (IT) skills are well developed, too. The school provides various programmes and activities, in the classroom and as extra-curricular programmes, for different categories of students, particularly those who do not have Arabic as their mother tongue. This has helped them achieve good academic levels and progress appropriate to their abilities. Students' individual differences, however, are not sufficiently taken into account when setting activities and homework.

Students' personal development is good. Most students are committed to good attendance and punctuality and participate fully in school life. They play an effective part in various committees and extra-curricular activities such as competitions, in which they achieve advanced rankings. They participate effectively in lessons, where teachers employ effective teaching and learning strategies that develop students' self-confidence. There are few behavioural problems among students: they enjoy warm and friendly relationships with each other and with their teachers, which is reflected throughout the school and creates a respectful and harmonious atmosphere. Students' analytical thinking skills are not developed to the same level as other skills.

The effectiveness of the teaching and learning process is good. Teachers have good subject knowledge and manage lessons well. Most students acquire the basic skills they need. Teachers use a variety of effective teaching and learning strategies appropriate to the ages of the students, such as discussions, dialogue, role playing, collaborative learning, and the use of modern technology in most lessons. Most teachers also use varied assessment methods to meet their goals. Students' homework activities take into account their individual

differences in some subjects. Homework is regularly marked but teachers do not always give useful feedback.

The provision and enrichment of the curriculum is good. The school seeks to enrich the curriculum through various activities and projects that enable students to acquire good basic skills. Most students are involved and encouraged to take part in internal and external competitions. They also achieve advanced rankings in such competitions such as “The Holy Quran and Prophetic Traditions”. The curriculum is enhanced through making the learning environment of the school stimulating, and promoting a sense of citizenship. This is clearly reflected in the way that students look after the school’s facilities and educational learning corners. Students’ work is celebrated in and outside the classrooms. They appreciate that the opportunities provided by the school contribute to them improving their talents and abilities. Subjects are logically linked in a number of the first cycle’s lessons, enabling students to transfer skills and knowledge across basic subjects.

The quality of support and guidance given to students is good. Induction programmes for students are effective, both when they initially join the school and when they transfer to the next phase of education. These programmes help most students acquire personal and educational skills. Different categories of students are provided with good support and guidance, particularly those students who do not have Arabic as their mother tongue. The impact of support and guidance is clear in most lessons, where students achieve the progress expected of them. The support given to students with special needs, however, is less effective in the satisfactory lessons. The school keeps parents well informed of their children’s progress, which most parents appreciate.

The effectiveness of leadership and management is good. The school has a clear vision and mission statement focusing on achievement, which is reflected in the school’s good educational practices. The school is also aware of its strengths and areas that need to be developed and uses its self-evaluation results to develop its strategic and action plans. It is also keen to raise its staff members’ professional competency by identifying their training needs. The school managers cope with staff vacancies effectively by delegating responsibilities, such as the appointment of a department coordinator and assigning one of the teachers to carry out administrative and financial duties. The school makes effective use of its educational facilities, despite its limited size. It has varied communication channels with parents and responds appropriately to any proposals they make.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The school management work well as a team to create and maintain an atmosphere of care and respect in order to achieve the school vision. The school's strategic planning and self-evaluation mechanisms are accurate and cover all teaching and educational practices. The effectiveness of these mechanisms is reflected in students' good academic attainment. The school's self-evaluation results are consistent with the results of this Review in most areas. Recent improvements in the school include: launching programmes designed to strengthen students' Islamic values and positive behaviours; enhancing their sense of citizenship; and making more use of IT in lessons, all of which have a tangible impact on students' achievement.

The school's main strengths and areas for development

Main Strengths

- Students' academic standards
- Basic skills in Arabic, English, Mathematics, and IT skills
- Range of teaching and learning strategies
- Students' contribution to the school life
- Use of IT in most lessons
- Strategic planning
- Self-evaluation

Areas for development

- Developing analytical thinking skills
- Taking individual differences into account when assigning homework

What the school needs to do to improve

In order to improve further, the school should:

- Use distinct teaching and learning practices and concentrate on developing the students' analytical thinking skills
- Apply effective mechanisms to ensure that students' individual differences are taken into account in assigning homework activities
- Provide the necessary human resources in administrative and teaching staff.

Overall judgements

Aspect	Grade: Description
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	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good