



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Pakistan Urdu School
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of second monitoring visit: 8 January 2020

Date of first monitoring visit: 8 October 2018

Date of last review: 8-10 May 2017

SP025-C3-Mb009

Introduction

The monitoring visit of the school took place over one day by a monitoring team from the Directorate of Private Schools & Kindergartens Reviews (DPS) of the Education and Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the overall outcomes of the first monitoring visit. During the monitoring visit improvement in students' performance was evaluated during the class observations, the learning walk, scrutiny of their written work and monitoring of general progress.

The Previous Judgement

- The school was judged as 'In progress' in the first monitoring visit in October 2018.

Summary of the second monitoring results

The recommendations	The description
Recommendation 1	Sufficient improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
The monitoring visit overall judgement	In progress
<ul style="list-style-type: none">• The school is going to be scheduled within the regular reviews as per BQA policy	

* The recommendations are included within the report.

The overall outcomes of the visit

- Continue improving leadership, management and governance by:
 - developing rigorous self-evaluation mechanisms and using the results to set improvement priorities and plans
 - implementing systematic and consistent monitoring of all aspects of school work across the different sections

- ensuring the positive impact of professional development programmes on teaching and learning in the classrooms.
- Continue to raise students’ academic achievement through:
 - implementing effective teaching and learning strategies and resources that engage and motivate students
 - using assessment results to inform planning and meet students’ learning needs, particularly low achievers and non-native Arabic speakers
 - managing students’ learning time effectively and productively.
- Identify students’ academic needs accurately across all categories and provide effective support and enrichment programmes accordingly.

The Progress in the recommendations

Recommendation 1:

- Provide a safe and healthy environment for students through the provision of hygienic and safe standards in the facilities and dismissal procedures.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has formed a Safety and Security Team to work on improving safety and security standards, such as establishing a pickup and drop facility in school premises for students and a larger space for parents' parking at dismissal time.• The school has improved monitoring procedures during morning, break and dismissal time. Specific timings are set for all sections for dismissal.• The school encourages parents to follow the clear directions while picking up their children and moving within the parking area.• An additional shaded area and benches are provided in the playgrounds and dismissal area to cater for student numbers.• The school has organised a training session by the Civil Defence on Safety and Security standards, as well as conducting fire evacuation drills by all sections in the school.• New furniture, painting of walls and floor renovation is done where required. Improvement in cleanliness and hygiene are maintained across the school.	<ul style="list-style-type: none">• Students' entry and dismissal have become organised and safe through monitoring by a large number of staff. Students' movement is well organised as they move to their buses, with safety measures being maintained.• School facilities are appropriately maintained, being kept clean and hygienic including classrooms and toilets.

Recommendation 2:

- Improve leadership, management and governance by:
 - developing rigorous self-evaluation mechanisms and using the results to set improvement priorities and plans
 - systematic and consistent monitoring of all aspects of school work across the different sections
 - ensuring the positive impact of professional development programmes on teaching and learning in the classrooms.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The senior leadership has held several meetings to address the BQA recommendation and identify improvement priorities. In addition, the school surveys parents' views regularly and encourages them to attend parent-teacher meetings.• The school has a 3 academic years strategic plan and a yearly action plan which are based on the review recommendations.• The school includes in its plans clear time frames, performance indicators, evaluation tools and responsibilities for monitoring actions.• Additionally, results are regularly analysed alongside class observations to monitor improvements in performance.• The school organises in-house training workshops that include 21st century skills, class management, phonics and project-based learning.	<ul style="list-style-type: none">• The school has appropriately identified improvement priorities with a focus on improving teaching and learning, students' academic achievement including proficiency rates for each section, and improving the overall safety and hygienic conditions in school.• Many observation forms contain little detail that indicates class performance, except for the senior section where evaluation is given in writing and indicates the way for improvement in performance.• The impact of professional development training is inconsistent on improving students' proficiency rates and the progress students make in the observed lessons.

Recommendation 3:

- Raise students' academic achievement through:
 - implementing effective teaching and learning strategies and resources that engage and motivate students
 - using assessment results to inform planning and meet students' learning needs, particularly low achievers and non-native Arabic speakers
 - managing students' learning time effectively and productively.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • In-house training workshops are conducted, such as on class management and project-based learning. • Time is allotted to each activity in teachers' lesson plans. Activities are set for low and high achievers. • Support plans which include remedial sessions are held for students, particularly for non-native speakers of Arabic which has slightly improved students results. 	<ul style="list-style-type: none"> • In the 2018-2019 internal examinations, students achieved high pass rates in core subjects in Primary and Middle Schools. However, proficiency rates are inconsistent in Middle and High Schools. • Teaching strategies in the better lessons develop students' understanding effectively, such as in science, particularly in the girl's section. However, students' understanding and basic skills in Arabic are underdeveloped across the school. • In the better lessons, teachers' use of time is appropriate and successful in meeting the learning needs of most students. However, in the less effective lessons, students are not sufficiently challenged nor are they supported according to their abilities, particularly in some mathematics and Arabic lessons. • Assessment results are used inconsistently to support students of different learning needs, such as low-achieving students and non-native Arabic speakers. This affects those students' progress in lessons. However, assessment results are better

	used to support students in the more effective lessons such as science.
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Recommendation 4:

- Identify students' academic needs accurately across all categories and provide effective support and enrichment programmes accordingly.

Judgment: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school conducts diagnostic tests to categorise students into three different levels based on their attainment. • Teachers use the data to plan remedial lessons for low-achievers in core subjects. They also plan enrichment classes for average students. • Remedial plans and activities are provided in High School to develop students' skills and to improve their proficiency rates in core subjects in internal and external examinations. These activities include past exam papers and using specific learning objectives in lessons which are based on national curriculum expectations of the Federal Board of Islamabad. • Gifted students are involved in extracurricular activities related to core subjects, such as science and mathematics quizzes. 	<ul style="list-style-type: none"> • In most grades and subjects, proficiency rates have improved in 2019 in comparison to 2018. However, there are still low proficiency rates in core subjects, particularly in High School. • The impact of the support provided on improving students' standards in lessons is inconsistent, particularly in Arabic and mathematics.

Appendix 1: Basic Information about the School

The school name (Arabic)	المدرسة الباكستانية الاردية												
The school name (English)	Pakistan Urdu School												
Year of establishment	1956												
Address	Building 214, Road 4111, Block 841												
Town / Village / Governorate	Isa Town / Southern												
School's Contacts	17687922	-		Fax		17685524							
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-2			3-7				8-12					
Number of students	Boys	946		Girls	914		Total	1,860					
Students' social background	Most students are from low to middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	10	7	7	6	6	6	6	5	6	4	6	5
Major recent changes in the school	<ul style="list-style-type: none"> A new school Principal has been appointed in December 2018. 												

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance and partially affected the outcomes.
Insufficient Improvement	The school has not achieved sufficient improvement in the recommendation. It has not been successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected except with issues related to health and safety.