



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

Directorate of Private Schools & Kindergartens Reviews

Monitoring Visit Report

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

Date of first monitoring visit: 11 December 2018

Date of last review: 15-17 May 2017

SP024-C2-Ma012

Introduction

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

The Previous Judgement

- The school was judged 'Inadequate' in the May 2017 review visit.

Summary of the first 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 needs a second monitoring visit after six months	

*The recommendations are included within the report.

The overall outcomes of the visit

- Continue raising students' academic achievement by implementing a range of effective teaching and learning strategies that focus on:
 - developing students' understanding and skills
 - ensuring students' active participation and productive use of learning time
 - effective assessment to inform planning and meet students' needs

- supporting and motivating the different categories of students, particularly the low achievers.
- Continue improving the effectiveness of leadership, management and governance by:
 - developing a detailed strategic plan which focuses on monitoring and improving the school’s overall performance, with clear indicators
 - ensuring a positive impact from the professional development programmes on students’ achievement in lessons.
- Implement a rigorous system to identify and meet students’ different academic needs, with specific support and enrichment programmes.

Additional remarks

- None.

The Progress in the recommendations

Recommendation 1:

- Ensure the provision of a safe, healthy and hygienic environment for students and staff.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has taken appropriate actions to improve the school environment including:<ul style="list-style-type: none">- providing more shaded areas such as near the canteen, bookshop and the pick-up and drop-off points- installing CCTV cameras all around the school- improving the hygienic conditions of students' toilets by regular cleaning and replacing any damaged accessories- replacing damaged students' desks and chairs, maintaining the remaining open areas of the school, and providing carpeted areas for safe and secure physical activities.	<ul style="list-style-type: none">• The actions taken by the school provides a healthy and safe environment for students and staff. This shows positively in students' comfort levels in school and consequently in their settling in school. It also helps in their improved levels in core subjects, particularly in English.

Recommendation 2:

- Raise students' academic achievement by implementing a range of effective teaching and learning strategies that focus on:
 - developing students' understanding and skills
 - ensuring students' active participation and productive use of learning time
 - effective assessment for planning and meeting students' needs, supporting and motivating the different categories of students, particularly the low achievers.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school analyses students' examination results and categorises students into three groups based on their attainment in core subjects. • Teachers use the data to plan for remedial activities, particularly for students who attain below 55% in core subjects. • The school offers English classes and after-school special classes for students. Additionally, supplementary material is given in Arabic and Urdu lessons. • Teachers are trained on implementing teaching and learning strategies, as well as soft and communication skills. • In the majority of lessons, teachers use teaching strategies such as questioning, discussions and group work to develop students' understanding and skills. Educational resources such as charts and activity sheets are used in the vast majority of lessons, and laboratory equipment is used in the majority of science lessons. • Teachers conduct oral and written assessments in lessons to measure students' understanding, and use motivational techniques such as praising students for their good work. 	<ul style="list-style-type: none"> • Students' attainment in 2017-2018 internal examinations shows improvement in the 3rd term, particularly in mathematics and science across Grades 1 to 8. • In the Federal Board of Intermediate and Secondary Education (FBISE) 2018, there was an overall improvement in pass rates in Grade 9 Arts stream, Grade 10 Science stream, Grade 11 science and commerce streams and in Grade 12 arts, science and commerce streams, though results show a decline in pre-engineering. • In lessons, the teaching and learning strategies employed enable students to develop their understanding and skills adequately in the better lessons, particularly in English where time management is adequate and students participate productively. However, a few lessons are teacher-centred with minimal roles for students. In Arabic, students' language skills are below age expectations across the school. • Although assessment techniques are a common practice in the school, in the less effective lessons assessment results are not used effectively to inform teaching or to support students while providing constructive feedback. • The motivational techniques used encourage the majority of students to participate. However, the support provided to low achieving students in lessons is less adequate, and a few students in some lessons copy answers from their peers during individual activity without understanding the concepts.

Recommendation 3:

- Improve the effectiveness of leadership, management and governance by:
 - developing a detailed strategic plan which focuses on monitoring and improving the school's overall performance, with clear indicators
 - ensuring a positive impact from the professional development programmes on students' achievement in lessons.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school conducts adequate self-evaluation that involves seeking stakeholders' views and sets appropriate improvement priorities. These priorities as well as the BQA's previous review recommendations are embedded in the school's action and strategic plans.• The school has organised training sessions for teachers based on Training Need Analysis (TNA) such as 'Smart Objectives', 'Lesson Planning' and 'Differentiated Activities', followed by classroom observations by the senior school's leadership. Feedback is then provided to teachers.	<ul style="list-style-type: none">• Self-evaluation and action plans are in place which include adequate performance indicators. However, these are not sufficiently focused on specific areas for improvement based on analysis of students' academic achievement in the different grades and core subjects.• The results of the professional development programmes show a better impact in English lessons, while they are inconsistent in mathematics and science and show to a lesser extent in Arabic lessons.

Recommendation 4:

- Establish a rigorous system to identify and meet students' different academic needs, with specific support and enrichment programmes.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school conducts admission tests as a benchmark to measure students' standards in English and mathematics for the younger grades. The relevant subject	<ul style="list-style-type: none">• The school continues to use the admission test results to categories students, though they do not rigorously identify students' different learning needs in core subjects.

<p>teachers are informed about the results and the students' specific learning needs.</p> <ul style="list-style-type: none"> • Students' progress is monitored continuously through monthly tests and term and board examinations. Steps are taken to improve students' levels, such as offering evening classes and support sessions on Saturdays. Parent-teacher meetings are held to discuss the best way to support students. • The school also holds various ceremonies to appreciate students who improve academically, and conducts winter and summer camps to develop students' basic and communication skills. 	<ul style="list-style-type: none"> • High achievers are catered for in lessons and make evident progress, but the low achievers receive inconsistent attention and support in the majority of lessons. • Revision sessions are offered in core subjects in all grades and help prepare students for internal and external examinations, particularly for those students who attain below 55%. • Results between the academic years of 2017 and 2018 show overall improvement. However, it is inconsistent across grades and subjects.
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Appendix 1: Basic Information about the School

The school name (Arabic)	المدرسة الباكستانية – فرع مدينة عيسى												
The school name (English)	Pakistan School – Isa Town Branch												
Year of establishment	1968												
Address	Building 111 - Road 4109 - Block 841												
Town / Village / Governorate	Isa Town / Southern												
School's Contacts	17682304	-			Fax			17682320					
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-3				4-8				9-12				
Number of students	Boys	905			Girls	897			Total	1,802			
Students' social background	Most students come from low income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	4	4	4	4	6	6	6	6	7	6	6
Major recent changes in the school	<ul style="list-style-type: none"> Overall maintenance of the school buildings and facilities. 												

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 have led to varying improvements in performance and partially affected the outcomes.
Insufficient Improvement	The school does not achieve 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 the issues related to health and safety.