



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Pakistan School – Manama Branch  
Manama – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 5-7 February 2018  
SP046-C2-R049**

## Introduction

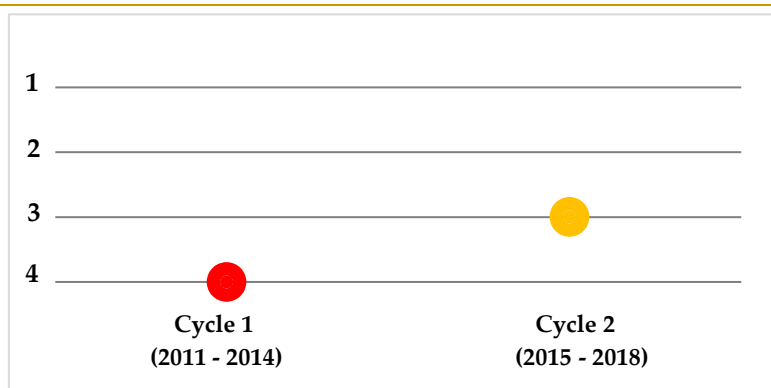
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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.



<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Satisfactory	<b>4</b> Inadequate
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# 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 'Satisfactory'

#### Judgement justifications

- Students scored high pass and proficiency rates in most core subjects in the 2016-2017 internal examinations. They have sound skills in English and make good progress, while the majority have appropriate skills in mathematics, science and Arabic. In most lessons, students make appropriate progress.
- Students participate well in school life, behave well, have mutual respect for their colleagues and teachers and feel safe and secure at school.
- Teachers use a variety of teaching strategies and use resources effectively in the better lessons, particularly in English.

However, developing students' understanding and skills is affected by the inconsistency in management of learning time and supporting low achievers, particularly in Arabic and science lessons. Additionally, assessment lacks sufficient rigour to meet students' different learning needs.

- Students are supported academically through additional sessions and programmes. Suitable personal support is provided to students when they face problems.
- Though the impact of the school's strategic plan is adequate, shown for

instance by the improvement team's work and the professional development programmes which are improving the overall performance of the school, particularly in teaching and learning and academic achievement, the self-evaluation process needs to be more

rigorous. Planning is still in need of development, needing to be more comprehensive and rigorous and to contain clear performance indicators.

- Students and parents are satisfied with the school's provision.

## **Main positive features**

- Students' positive behaviour and their respect shown to others.
- The school's suitable support of students when they face problems.

## **Recommendations**

- Improve the effectiveness of leadership, management and governance by:
  - implementing a more rigorous and comprehensive self-evaluation and using its results to enhance the school's strategic and action planning, with clear performance indicators
  - monitoring the consistent impact of the professional development programmes on students' academic achievement across the school.
- Develop students' understanding and skills, particularly in Arabic and science.
- Further improve the effectiveness of teaching and learning, with more focus on:
  - productive use of learning time
  - rigorous assessment to cater to students' different needs and abilities.
- Provide effective support to all students, particularly the low achieving in and outside of lessons.

## **□ Capacity to improve 'Satisfactory'**

### **Judgement justifications**

- The school's overall effectiveness and all work aspects have improved from inadequate in the previous review to satisfactory.
- Students' pass rates and their basic skills have improved, particularly in English, though less so in Arabic.
- In the better lessons, teachers use effective teaching strategies, utilise the available

resources, productively manage lessons and use assessment adequately.

- Support is provided to low achievers through support lessons which results in them making adequate progress.
- The adequate impact of strategic planning and professional development programmes on teachers' practices is evident in the better lessons.

- The leadership is aware of the school's reality, indicated by the monitoring of teachers and the professional development programmes, as well as by changes to the facilities.
- The school's assessment in the Self-Evaluation Form (SEF) is in line with the judgements reached by the review team.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Students across the school achieved high pass rates in the 2016-2017 internal examinations. These ranged between 87% in Grade 4 Arabic and 100% in all core subjects of Grades 1 and 2.
- Proficiency rates ranged from 60% in Grade 5 English to 100% in Grade 1 Arabic, Urdu and mathematics, except for Grade 4 proficiency rates in Urdu and mathematics, where the rates were 54% and 49% respectively.
- Tracking students' progress in internal examinations for the past three academic years, 2014-2015 to 2016-2017, indicates that students have achieved high pass rates in most core subjects from Grades 1 to 3. Pass rates of Grades 2 to 4 are consistently high in the majority of subjects. However, rates in Arabic and Urdu have declined from being 100% and 98% respectively in 2014-2015 to 87% and 88% in 2016-2017.
- The majority of students make appropriate progress in their written work and in lessons in core subjects, which amounts to about two thirds of all lessons observed.
- Students standards in Arabic and Urdu vary. They are better in reading and grammar, but their writing skills are less developed. The few non-native speakers of Arabic have standards below age-appropriate expectations and make inadequate progress.
- In English, most students' skills are secure and they can understand new vocabulary, read and comprehend, and use the appropriate grammar in writing.
- In mathematics, the majority of students have proper basic skills and are capable of adding numbers and fractions. However, students still face difficulty in division and solving word problems, which affects the development of their problem-solving skills.
- In science, students demonstrate appropriate understanding of concepts like the cycle of water; however, their experimental skills are less developed.
- In the majority of lessons, the more able students progress well as they are able to complete their work within the given time. However, in the less effective lessons, students' progress varies, particularly the low achievers who get insufficient time and support to complete the tasks.
- In the majority of core subjects, students' work indicates appropriate progress in completing exercises and homework assignments. However, in a significant proportion of the written work most of the content is merely copying lessons' content and doesn't reflect students' own work.

## Areas for improvement

- The progress made by students in Arabic and science lessons, particularly the low achievers.
- Development of students' problem solving and experimental skills.
- Students' writing skills in Arabic and Urdu.

## □ Students' personal development 'Satisfactory'

### Judgement justifications

- The majority of students participate enthusiastically in school activities such as the science and computer exhibitions, family fun day, morning assemblies and educational trips. They also take part in speech, writing and sports competitions with adequate self-confidence. However, their participation in lessons is inconsistent.
- Students' behaviour is positive across the school. They are considerate of each other's feelings, show mutual respect and work in harmony. They have good relationships with their colleagues and teachers. They express their opinions and desires freely through the students' counsellors. This positively impacts their feeling of safety and security.
- Students respect the principles of Islam, shown by the recitation of the Holy Quran in the morning assembly and in lessons. They have appropriate understanding of Bahraini culture and heritage, developed through visits to Bahrain Museum and A'ali Pottery. They also participate in Bahrain National Day celebrations with such events as 'Thank you Bahrain' and expand their knowledge through citizenship lessons.
- Students are self-disciplined and the majority of them attend school and lessons regularly and on time.
- Students develop independent learning skills adequately in lessons. They present posters related to the topics taught in science and mathematics lessons when given the opportunity. However, this is not consistent across the school.
- Students enjoy working collaboratively in the classrooms, particularly in the better lessons where group activities are encouraged as in most English lessons. The majority of students share their thoughts and are involved in debates and discussions. They develop their communication skills in group work and extracurricular activities.

## Areas for improvement

- Students' leadership skills and their more effective participation, particularly in lessons.
- Students' independent learning skills.

## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In the better lessons, teachers use a variety of student-centred teaching strategies effectively. These include questions for learning, discussion, pair and group work, role play, and hands-on activities such as rewriting a short story using opposites in English. These are complemented by the use of available resources such as video clips, cards, worksheets, models, and animal figures which increase students' productive engagement throughout these lessons.
  - In the better lessons, teaching is characterised by good planning, preparation and clear instructions that ensure productivity. However, in the majority of lessons, the effective use of learning time is inconsistent. This is mostly due to fast transition between activities and inappropriate allocation of thinking time, resulting in tasks being shifted as homework in many cases. This affects students' acquisition of understanding, skills, and achievement of these lessons' objectives.
  - In the majority of lessons, students are encouraged and motivated through tailoring these lessons to their age, interests and life experiences, which leads to their active participation. Teachers motivate students through effective induction, motivational activities, use of technology and provide them with opportunities to present their work and share their opinions with their peers. Clapping and praise are also used.
- Assessment is ongoing, through verbal, written, individual and group methods. In the better lessons, feedback is constructive and assessment results are utilised to meet students' educational needs. However, results are not rigorously used in the remaining lessons to support students, especially the low achievers.
  - Although students' written work and homework are regularly marked, constructive and accurate feedback to inform students on what they need to do to improve is not always provided.
  - Opportunities to challenge students and develop their inquiry, investigative and problem-solving skills are inconsistent in the majority of lessons. In the better lessons, students are challenged to think critically and develop reasoning, for example in English lessons when comparing regular to irregular verbs, and by creating models of the water cycle in science. However, the support to low achievers in lessons is inconsistent, particularly in Arabic and science.
  - In the better lessons, teachers consider students' different learning styles, providing differentiated teaching by task, process, and outcomes. Homework is regularly assigned, and in the majority of cases, is differentiated. However, the effective implementation of differentiation to support students who are experiencing difficulties during lessons is underdeveloped in most lessons.



## Areas for improvement

- Productive use of learning time.
- Use of assessment results to provide feedback to students in lessons and their written work to cater to their different needs.
- Challenging students of all abilities and developing their higher order thinking skills.

## □ Students' support and guidance 'Satisfactory'

### Judgement justifications

- Students' abilities are identified based on diagnostic and formative tests and are supported academically accordingly. Low achievers are supported adequately in core subjects' lessons and through remedial classes on Saturdays. High achievers participate appropriately in competitions such as Urdu Speech Competition and History of Bahrain Quiz competition, while talented students participate well in the sports competition and annual day events in Isa Town campus. The school supports non-native speakers of Arabic appropriately by providing modifications to the Arabic curriculum to meet their needs.
  - The school adequately meets students' personal needs through providing financial support in cooperation with Pakistani Women's Association, waiving fees, and provides counselling to students when they face problems. It promotes awareness and values through workshops such as 'Cleanliness Awareness Campaign'.
  - The school provides a range of extracurricular activities to enrich students' experience and satisfy their interests. These include Urdu Society,
- Students' Council for Grades 4 and 5, Mega event and Family Fun Fair, planetarium show, science and computer exhibition, and reading sessions for Grade 1.
- The school facilities are adequately maintained. Evacuation drills are regularly conducted, fire extinguishers are available around the school, and suitable health care is provided through the school's clinic. Health lectures are conducted including 'Importance of Breakfast' and 'Awareness of Adolescents'. However, safety measures in monitoring students' dismissal need to be more effective.
  - New students are inducted adequately through an introductory gathering for both students and their parents, to inform them about the school facilities and systems. Grade 5 students are taken to the Isa Town campus to meet with teachers and get acquainted with the curriculum and facilities.
  - Students' life skills are appropriately developed in lessons, for instance by creating posters to summarise the lesson and developing the use of programming tools in ICT. Leadership roles are

developed through the Students' Council and other responsibilities outside lessons. However, the opportunities to further

develop students' life skills such as practical skills are limited.

### **Areas for improvement**

- More academic support for low achieving students.
- More effective safety measures on monitoring students' dismissal.
- More opportunities to develop students' life skills.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Satisfactory'

#### Judgement justifications

- The school has a shared vision and mission which aims to provide a holistic education to all its students. This shows adequately in the school's performance.
- The school assesses its current situation using a SWOT analysis, which identifies the school's strengths and priorities for improvement, which is used to guide its strategic and whole school action plans. However, self-evaluation needs to be more rigorous for the school to achieve its full potential. The school's assessment in the SEF is in line with the judgements reached by the review team.
- The school's three-year strategic plan adequately focuses on the main aspects of schoolwork. It has a set of strategic goals and performance indicators which are monitored by the school improvement team (SIT). Its impact is adequately positive in raising students' achievement and the majority of teaching practices, but inconsistent in the progress of students of different abilities. However, the performance indicators lack clarity on measuring the impact of the action plan and the current departmental plans are yet to be developed.
- The school conducts a number of professional development workshops such as 'Assessment for Learning' and 'Effective Classroom Management'. The Principal and the SIT monitor performance regularly for the majority of core subjects. However, the impact of these programmes is inconsistent on students' progress in lessons, particularly in Arabic.
- Staff are appropriately managed. An open door policy is in place and roles and responsibilities are delegated, for example by delegation some of the responsibilities of the Assistant Principal to a coordinator. The school's leadership motivates and encourages staff, granting certificates and cash awards to teachers for their dedicated efforts.
- The school adequately employs its resources and facilities to serve the educational process, including the library and computer laboratory. Nevertheless, the development of practical scientific skills is adversely affected by the limited use of science experiments.
- The school has established suitable links with the local community, such as the Pakistan Women's Association which funds students in need and Bahrain Red Crescent. Students also visit local historical places such as the Military Museum. The school regularly seeks parents' opinions and is responsive to both parents' and students' suggestions, such as opening an Activity room. Both parents and students are satisfied with the school's provision.
- The Board of Management (BOM) provides support in maintenance and

expansion plans and financial matters. The roles and responsibilities are clearly adhered to. BOM holds the leadership

adequately accountable for its performance.

### **Areas for improvement**

- Rigorous self-evaluation that leads to more comprehensive strategic and action plans, with clear monitoring mechanisms.
- Further monitor the impact of professional development programmes on the progress made by students of all abilities.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الباكستانية – فرع المنامة													
Name of the school (English)	Pakistan School – Manama Branch													
Year of establishment	1968													
Address	Building 1234, Road 1417, Block 314													
Town / Village / Governorate	Manama / Capital													
School's Contacts	17275731				Fax				17230951					
School's e-mail	manama@pakistanschool.org													
School's website	www.pakistanschool.org													
Age range of students	6-10 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		138		Girls		110		Total		248			
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		2	2	2	2	2	-	-	-	-	-	-	-
Number of administrative staff	6													
Number of teaching staff	20													
Curriculum	Oxford													
Main language(s) of instruction	English, Urdu, Arabic													
Principal's tenure in the school	One and a half years													
External assessment and examinations	-													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Maintenance work carried out on the building and grounds with additional offices and extra stairs to the first floor.</li> </ul>													