



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

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

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

**Date of Review: 15-17 May 2017**

**SP024-C2-R040**

## Introduction

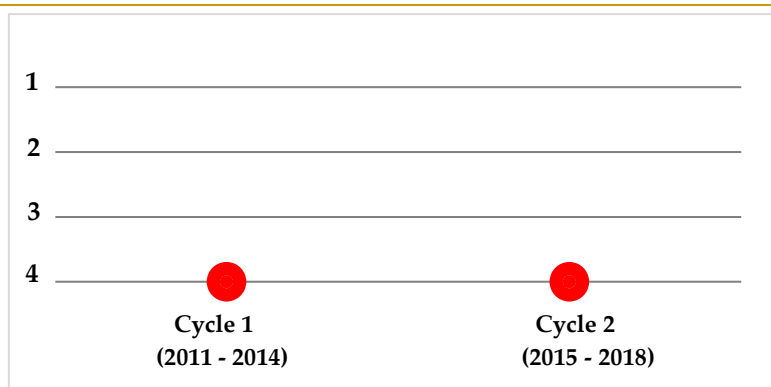
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of twelve reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written 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	4	4	4	4
	Students' personal development	4	4	4	4
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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



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

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### 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 'Inadequate'

#### Judgement justifications

- Proficiency rates of students are low in the majority of subjects in the 2015-2016 Federal Board of Intermediate and Secondary Education (FBISE) examinations, and the students make inadequate progress in Arabic and in the majority of English and mathematics lessons.
- Students lack confidence and enthusiasm in their participation in the majority of Primary and Middle School lessons.
- The effectiveness of teaching strategies is limited, with insufficient use of resources, poor lesson management and ineffective use of assessment that fails to support and meet the needs of most students, particularly low achievers.
- Insufficient opportunities and educational support are provided to the students in general, particularly the low achieving students inside and outside lessons with insufficient support being provided to talented and gifted students.
- The health and safety of the school facilities is inappropriate, particularly the hygiene of toilets, the poor condition of the classroom furniture and the limited shaded areas which negatively affect the students' wellbeing.

- The strategic plan lacks performance indicators which does not enable rigorous monitoring of its implementation.

## Main positive features

- Students' understanding of Bahraini heritage, culture and Islamic values.

## Recommendations

- Ensure the provision of a safe, healthy and hygienic environment for students and staff.
- 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 achieving.
- 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.
- Establish a rigorous system to identify and meet students' different academic needs, with specific support and enrichment programmes.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

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| <ul style="list-style-type: none"> <li>• The school's performance continues to be inadequate in all aspects, regressing from the previous review to inadequate in personal development.</li> <li>• The instability of the school leadership and the high turnover of teachers.</li> <li>• The limited effectiveness of the professional development programmes has a little impact on teachers'</li> </ul> | <ul style="list-style-type: none"> <li>performance and students' progress in lessons.</li> <li>• The leadership's evaluation of all school work aspects, as provided in the self-evaluation form (SEF), is inconsistent with the judgements reached by the review team.</li> <li>• The students' limited progress in most core subjects and low proficiency rates in external examinations.</li> </ul> |
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## Quality of outcomes

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### □ Students' academic achievement 'Inadequate'

#### Judgement justifications

- Pass rates demonstrated by students in the internal examinations of the academic year 2016-2017 are satisfactory in Primary and Middle Schools, as they achieve consistently high pass rates in Grades 1 to 8. In Primary School, students' pass rates are between 95% and 100%. In Middle School, rates are between 92% in Grade 6 science and 100% in Grades 4, 5 and 7 Arabic.
- Pass rates during 2014-2015 and 2016-2017 are consistently high in Grades 1 to 8.
- Proficiency rates are high in Primary, being between 71% in Grade 2 science and 96% in Grade 3 Arabic. In Middle School, the rates are mostly very high, except for Grade 5 science (49%), Grade 7 science and Grade 8 English (both 48%), which were average.
- Students' standards in internal examinations are appropriate and examinations level are as per age and curriculum expectations, except for Arabic where examinations are not meeting the curriculum level and therefore do not measure students' understanding rigorously.
- In the 2015-2016 FBISE Board Examinations, students achieving proficiency rates of A1 to B, rates in general are highly inconsistent. In Grade 10, students achieve high proficiency rates in biology 56% and chemistry 48%, and low in general science 12% and mathematics 11%. Similarly, Grade 11 students achieve high proficiency rates only in biology at 50%, but most proficiency rates are low in the remaining subjects including commerce. Grade 12 students achieve high proficiency rates in mathematics at 44%, but low in the rest of the subjects, such as 0% in commercial geography.
- The percentages of students achieving A1 to D has improved between 2015 and 2016 in Grade 10 in English, chemistry, and Urdu. However, percentages have declined in mathematics general and physics. In Grade 12, percentages have improved in most subjects, though commercial geography is still low.
- In lessons, the majority of students make inadequate progress in Arabic, English and mathematics due to the low expectations and the limited effectiveness of teaching strategies, which negatively affects the progress of all students, especially the low achievers.
- In general, students' standards in their written work are appropriate. In English and Urdu, students have appropriate listening and communication skills, reading comprehension is less well developed and creative writing is underdeveloped.
- In science, students' focus is on knowledge acquisition and in mathematics on direct application, thus their practical, investigative and problem solving skills are underdeveloped. In ICT, their focus is on memorisation with minimal development of practical skills.

- In Arabic, students' standards are weak and students make limited progress in most lessons across the school and in

their written work. Comprehension is low and creative writing is underdeveloped.

### Areas for improvement

- Students' basic skills in Arabic, and development of creative writing skills in languages.
- Students' practical, investigative and problem solving skills in science, ICT and mathematics.
- Progress made by students in lessons.

### □ Students' personal development 'Inadequate'

#### Judgement justifications

- Most students lack confidence and enthusiasm in the majority of Primary and Middle School's lessons due to the poor quality of teaching that does not provide them with sufficient opportunities to participate actively or take on roles and responsibilities, with the focus being on the higher achievers. In the better lessons, particularly in High School, the majority of students participate with enthusiasm with girls showing greater enthusiasm than boys through discussion and within group work.
- Outside lessons, the higher achievers show adequate confidence and participate enthusiastically as they take on some roles and responsibilities such as leading the morning assembly, as well as representing their colleagues in the Students' Council and taking on the roles of prefects.
- The majority of students behave appropriately. They show respect to teachers, peers and visitors and follow

the school's rules. Consequently, they feel safe and secure. Nevertheless, there are a few incidents of misbehaviour across the school that are dealt with appropriately.

- Students show adequate understanding of Bahraini heritage, culture and Islamic values. They participate in different national functions such as 'All for Bahrain and Bahrain for All', religious occasions and trips to places like Bahrain Museum, A'ali Pottery and Al Areen Wildlife Park. They exhibit an appropriate understanding of Islamic values through their positive conduct towards others and their celebration of different Islamic events such as Eid Al Fitr and Haj and participation in the Quran Competition.
- The majority of students attend school regularly and punctually, though there are some cases of late arrivals after breaks, which are dealt with accordingly by the staff.

- Students' independent learning skills are underdeveloped, especially in the less successful lessons in Primary and Middle Schools, which are mostly the result of the overly teacher-centred approach. Few opportunities are provided for students to develop their skills, such as creating posters, charts and designing logos
- Students' collaborative work and communication with others is

underdeveloped in most of the Primary and Middle Schools' lessons, though it is better in the High School where their communication skills are adequate. A number of students are given some leadership roles such as House and Society Committees heads, in competitions such as Science, Debate and Sports Societies or taking responsibility in organising exhibitions.

### **Areas for improvement**

- Students' effective participation in school life and self-confidence in taking active leadership roles, particularly in the Primary and Middle Schools.
- Students' independent learning skills and ability to communicate and work collaboratively.

## Quality of processes

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### □ Teaching and learning 'Inadequate'

#### Judgement justifications

- The majority of teachers across the school and in most lessons use teaching strategies that have only limited effectiveness, mainly being teacher-centred and lecture based. This restricts students' active participation as well as the opportunity to progress, gain knowledge, understanding, and develop basic skills.
- Limited resources are used in most lessons, with teachers mainly using the textbook and whiteboard. In the few better lessons, teachers use pair and group work as well as a number of resources such as visual illustrations and geometric tools, with adequate focus on developing understanding.
- The majority of lessons are poorly managed. Learning time is not used well, with a number of activities extending longer than they should, objectives not covered adequately and a number of lessons not ending on time. Behaviour management is a major area for development in the Primary School, as during the review students were out of control and as a result, limited or no learning occurred. In the minimal number of better lessons, teachers manage their lessons adequately through appropriate planning and instruction.
- Encouragement of students is limited in a significant proportion of lessons, with minor cases of praise or clapping by students in the better lessons in High school. This negatively impacts students' participation and affect their motivation and enthusiasm to learn.
- In a considerable number of lessons, specifically in Arabic and English, assessment for learning is inadequate. Assessment is mainly oral, focusing on the more able students followed by unified group assessment which does not provide sufficient opportunity to identify, and meet the needs of the different categories of students, particularly the lower achieving students.
- In most lessons, higher order thinking skills is an area for development. Most teachers put a high emphasis on development of lower skills such as memorisation, with the exception of a few lessons in the High School such as in biology, where cognitive skills are enhanced which connect concepts by reasoning and conclusion.
- Differentiation is not catered for sufficiently in either the educational activities or homework, and students' abilities are not challenged in most core subjects. Teachers focus on simple written tasks, particularly in Primary and Middle Schools, which are not appropriate to students' age related expectations and do not help them progress sufficiently.



## Areas for improvement

- Teaching and learning strategies and employing educational resources.
- Productive and organised use of learning time.
- Effective use of assessment to meet and support the learning needs of all students.

## □ Students' support and guidance 'Inadequate'

### Judgement justifications

- The school provides some health and safety measures such as the availability of a school nurse, a number of first aid trained staff, training on evacuation in case of fire and safe procedures for the arrival and dismissal of students travelling by buses. However, the hygiene of toilets, the inconsistent maintenance of air conditioners, the poor condition of classroom furniture, and the limited number of shaded areas present a health and safety hazard and are major areas of concern.
- The school does not diagnose students' learning needs and provides only admission tests to the newly joint students. Revision sessions are offered to all students in preparation for the Board examinations, in addition to support programmes for low achievers in core subjects, but the effect of these is not evident in students' performance in most lessons. High achievers, mainly in Middle and High Schools, are given awards to acknowledge their achievements. Scholarships are provided for outstanding students. Talented and gifted students are provided with limited opportunities to develop their talents such as participating in sports activities like cricket, football and basketball, and in educational programmes such as 'World Scholars' and 'Youth Leadership Programme'.
- The school financially supports a number of its students, following a review of their cases. Students are adequately supported by staff in charge of discipline by helping to resolve their personal problems. However, the majority of support programmes target Middle and High Schools' students, while the Primary students and the few students with physical disabilities are not supported sufficiently.
- Students are provided with an adequate range of extracurricular activities such as debates, art and drama, and the students' committees such as environmental and science, and through field trips to places such as Al Areen Wildlife Park and A'ali Pottery. However, most activities target the Middle and High Schools, with limited focus on developing the interests of the Primary students.
- Induction programmes for new students are not sufficiently organised and are ineffective in helping them to settle in the school easily. This particularly applies to students joining during the school year. There are no specific programmes to prepare students for the next stage of their education, except limited workshops for Grades 9 and 10 students.

- There are limited opportunities to develop students' life skills such as presentation skills, creating models and

charts, which are only evident in the Middle and High schools.

### **Areas for improvement**

- Provision of a safe and healthy environment in terms of more shaded areas and ensuring the hygiene and maintenance of the facilities.
- Identifying students' different learning needs to effectively support students of all abilities.
- Provision of age-appropriate extracurricular activities that meet students' different interests and develop their life skills and experiences, particularly in Primary School.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school has a vision that focuses on quality and holistic education to its students. Although this vision is shared with staff and students, its impact is not evident in the school's performance.
- The school's self-evaluation is based on a SWOT analysis involving staff, students and parents. It identifies the main areas for improvement, however, it lacks rigor in evaluating the overall performance. The four-year strategic plan is based on the self-evaluation, however, it lacks details and key performance indicators to enable rigorous monitoring of its implementation.
- The school has a staff structure with clear stated roles and responsibilities. The school's newly recruited senior leadership has established a highly positive relationship with staff, which shows in their cooperation. However, this does not provoke enthusiasm towards school's performance.
- The Principal and Heads of Departments conduct class observations and provide verbal and written feedback to teachers. However, these observations lack sufficient follow-up to ensure a positive impact on students' learning. Regular staff meetings are held and teachers are encouraged to attend department-wise and whole-school training sessions based on the identified needs.
- In-house and external professional development programmes are regularly provided to teachers on various topics, such as 'Assessment for Learning' and 'Differentiated Teaching'. However, the impact of these programmes is limited on students' progress in lessons.
- The school has the essential resources and facilities such as the science laboratories, library and classrooms. Its budget is used to expand its facilities, such as the addition of a computer laboratory and activity room for Primary School. However, the current facilities do not sufficiently ensure an adequate learning environment for the students.
- The school has developed adequate links with the local community by participating in national events and interschool competitions. These links have a positive impact on students' behaviour, attitude and conduct. The school provides fee concessions to students in need of financial support.
- The Board of Directors provides support in expansion plans and financial matters. The roles and responsibilities between the Board and the school's leadership are clear, separated and understood. Though it holds the senior leadership accountable for the school's outcomes, its impact is insufficient.

- The leadership's evaluation of all work aspects, as provided in the self-evaluation form (SEF), are inconsistent with the judgements reached by the review team.

### **Areas for improvement**

- Updating the school's strategic and action plan based on rigours analysis of the school's performance and evaluating its implementation.
- The effectiveness of professional development programmes.
- The effective utilisation of learning resources and facilities.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الباكستانية – فرع مدينة عيسى												
Name of the school (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				
School's e-mail	office@pakistanschool.org												
School's website	www.pakistanschool.org												
Age range of students	4-18 years												
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
Number of administrative staff	37												
Number of teaching staff	110												
Curriculum	Oxford curriculum, Punjab Curriculum Textbook Board syllabus, Federal Board of Intermediate & Secondary Education (FBISE) curriculum, Islamabad Pakistan.												
Main language(s) of instruction	English, Urdu and Arabic												
Principal's tenure in the school	3 months												
External assessment and examinations	Federal Board of Intermediate & Secondary Education (FBISE), Islamabad Pakistan and Ministry of Education (MoE) Kingdom of Bahrain												
Accreditation (if applicable)	None												

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• New appointments in 2016/2017:<ul style="list-style-type: none"><li>– an Acting Principal</li><li>– an Acting Assistant Principal.</li></ul></li><li>• Construction of new facilities namely:<ul style="list-style-type: none"><li>– eight classrooms</li><li>– new cafeteria</li><li>– separate prayer halls for boys and girls</li><li>– an activity room for junior classes</li><li>– computer labs for junior section.</li></ul></li><li>• Introduction of unified Oxford syllabus text books, from KG to Grade 8.</li></ul>
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