



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 first monitoring visit: 8 October 2018

Date of last review: 8-10 May 2017

SP025-C2-Ma010

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 is evaluated during class observation, 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 | Partial improvement |
| Recommendation 2 | Sufficient improvement |
| Recommendation 3 | Partial improvement |
| Recommendation 4 | Partial improvement |
| Recommendation 5 | Partial improvement |
| The monitoring visit overall judgement | In progress |
| • The school needs a second monitoring visit after six months | |

* The recommendations are included within the report.

The overall outcomes of the visit

To have sufficient improvement:

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

| The procedures | The Impact |
|--|---|
| <p>The school has taken specific actions to provide a safe and healthy environment, such as:</p> <ul style="list-style-type: none"> • forming a safety and security team • providing an extra emergency exit in the chemistry lab, more shaded areas and padding on poles across the school • improving the monitoring procedures during break and dismissal time • renovating old and establishing new washrooms across the school and increasing the cleaners to maintain the facilities • conducting awareness sessions on personal hygiene for students and teachers. | <ul style="list-style-type: none"> • A positive impact is noted in the provision of an appropriate hygienic environment for both students and staff, and maintaining cleanliness during and after break time. • However, traffic movement during students' dismissal still represent a risk, and shaded areas around the school are insufficient to cater for the large population of students. |

Recommendation 2:

- Initiate immediate behaviour management programmes that focus on students' wellbeing and promote harmonious relationships, tolerance and acceptance of different cultural backgrounds.

Judgement: Sufficient Improvement

| The procedures | The Impact |
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| <ul style="list-style-type: none"> • The school has formed a behaviour management committee to raise students' awareness. | <ul style="list-style-type: none"> • Students feel safe and secure around the school, they can share their opinions freely |

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| <ul style="list-style-type: none"> • The school's code of conduct is shared and signed by all students. • Awareness programmes are conducted to enhance students' wellbeing and acceptance of others. • Positive attitudes are promoted in Islamic sessions. • Break time activities are provided and groupwork is used in class to encourage harmonious relationships and tolerance between students. • Students are aware of the staff responsible for supporting them when they face problems. | <p>and express their views in evaluating the school.</p> <ul style="list-style-type: none"> • There is discipline and harmony among students when working together inside and outside of classrooms, reflecting their sense of awareness and understanding of Islamic values. • However, a small proportion of Bahraini students have expressed their discomfort with the manners of a few teachers, which the school is aware of and is acting on. |
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Recommendation 3:

- 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.

Judgment: Partial Improvement

| The procedures | The Impact |
|---|--|
| <ul style="list-style-type: none"> • The school has identified strengths and areas for improvement by involving main stakeholders and gaining the views of parents and students. • The school policies and procedures are in place and improvement work committees have been formed to monitor performance across the three school sections. • Improvement plans focus on the reviews aspects and are set to raise the overall | <ul style="list-style-type: none"> • Self-evaluation is comprehensive and identifies improvement priorities. • The school improvement team consists of several members from the different sections, who work collaboratively and share a common sense of purpose. • Class observations focus adequately on important elements such as differentiation. However, there is a need to have more focus on emphasising the |

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| <p>performance and address the review recommendations. Departmental plans are linked with section plans.</p> <ul style="list-style-type: none"> The school has provided several training workshops to improve teaching and learning, such as 'Aspects of Good Lessons' and 'Class Observations'. Visits to other schools are conducted to gain experiences and view good practices. | <p>role of students and ensuring that lessons have an effective plenary.</p> <ul style="list-style-type: none"> Improvement plans contain goals, allocated responsibilities for follow-up, and clear performance indicators such as for raising students' proficiency rates. The positive impact of the workshops provided shows in a significant proportion of lessons. However, this is not consistent in the remaining lessons. |
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Recommendation 4:

- 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.

Judgment: Partial Improvement

| The procedures | The Impact |
|---|---|
| <ul style="list-style-type: none"> Teachers use teaching strategies such as questioning, discussions, group work and experimental learning to develop students' understanding and skills. They motivate students by using different learning resources such as pictures, videos and models to attract their attention and engage them in lessons. In the majority of lessons, teachers use differentiated activities targeting the different categories of students and conduct oral and written assessments to measure students' understanding. | <ul style="list-style-type: none"> Students examinations results show inconsistent proficiency rates in most core subjects in the year 2017-2018, particularly in High School In the better lessons teachers use a range of effective strategies that enable students to acquire concepts and skills adequately, except for some of the non-native speakers of Arabic in Arabic lessons. Teachers generally motivate students towards learning and encourage them to participate actively. In the less effective lessons expectations of activities are low and insufficient to challenge students' abilities, especially the |

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| <ul style="list-style-type: none"> Teachers' planning includes time allocation for the different activities to ensure organisation and productivity. | <p>high achievers. Support provided to low achievers is inconsistent.</p> <ul style="list-style-type: none"> Use of learning time is inconsistent and in the less effective lessons is affected by over-explanation, class activities that take too long, and not providing sufficient time for students to complete their plenary assessment, particularly the low achievers. |
|---|---|

Recommendation 5:

- 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"> Students' academic needs are identified through 'Test Contest Analysis', and their progress is tracked through the 'Tracker System' that shows students' different examination results. Low achievers are supported through remedial lessons and extra worksheets. Outstanding students are given opportunities to participate in activities and competitions during break time programmes. Life skills have been introduced for students at a pilot level as a project enrichment programme. | <ul style="list-style-type: none"> The support provided inside and outside lessons to most categories of students is inconsistent, particularly to non-native Arabic speakers, which affects their progress and development of skills. The enrichment activities provided for outstanding and gifted students focus more on competitions and the inconsistent roles assigned to them in lessons. |

Appendix 1: Basic Information about the School

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|---|--|----------|----------|----------|---------------|----------|------------|----------|--------------|----------|-----------|-----------|-----------|
| The school name (Arabic) | المدرسة الأردنية الباكستانية – مدينة عيسى | | | | | | | | | | | | |
| The school name (English) | Pakistan Urdu School – Isa Town | | | | | | | | | | | | |
| Year of establishment | 1956 | | | | | | | | | | | | |
| Address | Building214, Road 4111, Block 841 | | | | | | | | | | | | |
| Town / Village / Governorate | Isa Town / Southern Governorate | | | | | | | | | | | | |
| 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 | 935 | | | Girls | 869 | | | Total | 1,804 | | | |
| Students' social background | The majority of students are from low income families. | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | 7 | 7 | 8 | 7 | 6 | 6 | 6 | 5 | 6 | 6 | 6 | 7 |
| Major recent changes in the school | <p>In the academic year 2018-2019:</p> <ul style="list-style-type: none"> • all senior leadership have been newly appointed • there is a very high turnover of teachers, with 50 new teachers being appointed. | | | | | | | | | | | | |

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 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 |
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| 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.