



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

Directorate of Private Schools & Kindergartens Reviews Review Report

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

Date of Review: 8-10 May 2017
SP025-C2-R039

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 works 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

Outstanding

1

Good

2

Satisfactory

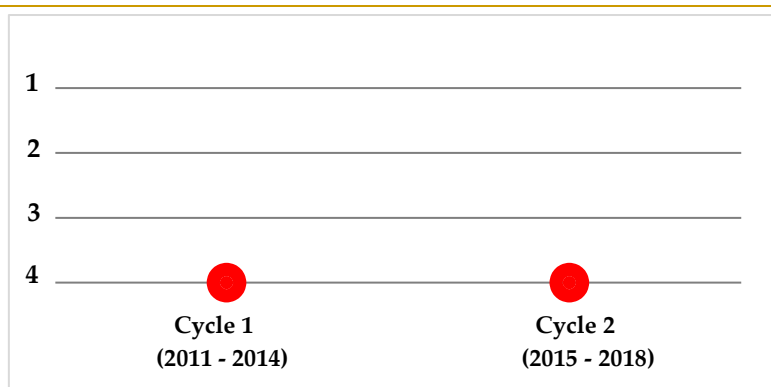
3

Inadequate

4

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.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

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 'Inadequate'

Judgement justifications

- Strategic planning lacks clear links to a comprehensive self-evaluation that identifies improvement priorities. Monitoring mechanisms across the school stages are highly inconsistent. Although the school provides general professional development programmes the impact on classroom practices is too limited.
- Despite students' high attainment in internal and external examinations their proficiency rates are highly inconsistent in both internal and external examinations. This shows in their variable standards and limited progress in lessons and written work.
- A significant number of students are intimidated by the harsh treatment by their teachers and reoccurring misconduct of their peers. Opportunities for students of different backgrounds to communicate and interact effectively together are too limited, negatively affecting the harmony of their relationships and acceptance and tolerance of each other.
- Most lessons use ineffective teaching and learning strategies and resources that fail to engage students in their learning. Assessment results are not effectively used to inform learning, nor to support students' different abilities, particularly

the low achievers and non-native Arabic speakers. Although lessons mostly start on time, behaviour and activities management is an issue in most lessons.

- The newly introduced support programmes are ineffective due to

inaccurate identification of students' learning needs. Limited activities are offered to enrich the experiences of the outstanding, gifted and talented students.

Main positive features

- The local community support and positive links.

Recommendations

- Provide a safe and healthy environment for students through the provision of hygienic and safe standards in the facilities and dismissal procedures.
- Initiate immediate behaviour management programmes that focus on students' wellbeing and promote harmonious relationships, tolerance and acceptance of different cultural backgrounds.
- 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.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has not managed to improve its performance since the last review.
 - Strategic planning is not based on improvement priorities identified through comprehensive self-evaluation. Monitoring mechanisms are unclear and lack consistency between different school stages, which affects performance.
 - Although students score high results in internal and external examination, these are not reflected in their proficiency rates, which are highly inconsistent. Students make very limited progress in more than half of the lessons and in their written work.
- Students' sense of safety and security is compromised due to the misconduct of their peers and some of the teachers. There is a lack of harmony in relationships between the students of different backgrounds.
 - The school faces many challenges, including safety and security issues regarding students' dismissal and lack of shaded areas and others related to the high turnover rates of teachers.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Students' attain consistently high pass rates in the core subjects in internal examinations. However, these high results are not matched by their standards in lessons and written work, which are significantly lower across the school. Proficiency rates vary; although high in Grades 1 to 4, they are inconsistent in Grades 5 to 8 ranging from 26% in Grade 7 Urdu to 69% in Grade 6 English.
- In the Federal Board of Intermediate and Secondary Education (FBISE) 2015 examinations, although students' attainment was high in most subjects in Grades 9, 10 and 12, the percentages were low in most subjects of Grade 11. Percentages of students attaining the minimum expectations ranged between 39% in HSSC-1 Grade 11 economics to 98% in SSC-1 Grade 9 computer science.
- Students' proficiency rates in the FBISE examination varied considerably, ranging between 8% in commercial geography in Grade 12 to 76% in English in Grade 9.
- Tracking students' results of the same cohort for three years indicates consistently high pass rates across all grades in most core subjects. However, students' results fluctuate when they move between different Grades, as they decline from 99% in mathematics in Grade 6 in 2014 – 2015 to 86% in Grade 7 in 2015 – 2016 to slightly increase in Grade 8 to 87% in 2016 - 2017. In the FBISE examination, tracking students' attainment shows high inconsistency between the different grades and subjects.
- In the TIMSS 2015 examinations the scores in Grade 8 mathematics and science are better than those of Grade 4. However, the scores in Grade 8 have declined since 2011. In general, students' scores are below the world averages.
- Students' standards in lessons and in their work are inadequate in Arabic, while being satisfactory in English across the school and in mathematics and science in Senior School. However, their standards in Urdu, mathematics and science are well below curriculum expectations in the Primary and Middle schools.
- Across the school, students make limited progress in lessons and in their written work. In the very few better lessons, though the more able students make sufficient progress, those who are less able do not develop understanding and skills, mainly due to weak teaching. Written work lacks sufficient opportunities for development of skills, most of it being copying.
- In English, students' listening and speaking skills are in line with grade expectations and their reading comprehension is adequate. However, their writing skills are not well developed.
- In Arabic, students' basic language skills are well below curriculum expectations. Their speaking, reading and writing skills are underdeveloped. Most students have difficulty in applying basic grammar in sentences and understanding common vocabulary.

- In mathematics, most students across the school have limited ability to apply reasoning, and their problem-solving skills are underdeveloped. For example, students in the Middle School have difficulty in identifying prime and composite numbers.
- In science, students in the Senior School show age appropriate standards. They develop experimental skills, finding characteristics of acids. However, in the Primary and Middle School students have limited understanding of basic concepts; their inquiry and investigative skills are weak.

Areas for improvement

- Students' standards and progress in lessons and in their written work in core subjects.
- Students' basic language skills in Arabic across all grades and writing skills in English and Urdu.
- Students' ability to apply reasoning and problem solving in mathematics, and their understanding of basic concepts and investigative skills in Science.

□ Students' personal development 'Inadequate'

Judgement justifications

- A significant proportion of students across the school express their discomfort while in school due to the repeated incidents of harsh and too strict treatment by teachers and cases of physical punishment and intimidation, particularly in Primary and Middle School. This negatively affects students' sense of security and feeling safe at school.
- Tension and disharmony among students' is evident in different lesson activities and around the school, since too few opportunities are provided for students to develop a sense of tolerance, respect and understanding of their different backgrounds. This affects their relationships, interaction and communication skills.
- In the few better lessons, the majority of students participate in discussions, activities and present their answers. However, in most lessons across the school students' development of self-confidence is limited as lessons are overly dominated by teachers' talk and opportunities for students to assume responsibilities and leadership roles are too few. Consequently many students lack enthusiasm in their own learning and limit themselves to answering teachers' questions.
- A few groups of students participate in extracurricular activities and assume leadership roles, such as in the science and ICT clubs, world scholar cup, and annual days such as Earth Day and Iqbal Day. They are also Heads of Houses and prefects, helping to organise events and the students' movement. However, the rest of the students miss out on such roles

due to the limited range of opportunities provided to younger students and girls.

- Students behave properly in the majority of lessons, but in the remaining lessons students are passive, distracted with side talk and, in few lessons, they create chaos. Incidences of misbehaviour such as truancy and disturbing lessons, beating and bullying is common and actions taken are not effective in resolving such cases.
- A few students develop an understanding of Bahrain's heritage and culture, though most students are limited to very few events and trips to monuments of Bahrain. Students have plainly expressed their wishes to be more familiar with Bahrain and even study Arabic as a form of knowing the country better. A minority

of students participate in the Quran recitation competition, but lack of respect to teachers and peers and awareness of ethical behaviour by a group of students does not reflect sufficient development of Islamic values.

- The majority of students attend school on time and are punctual to lessons, but recorded cases of students' attendance show continuous truancy from lessons, particularly in the higher grades.
- Lessons are mostly teacher-centred and students are over dependent on teachers' explanations and instructions. In some cases the low achieving prefer to copy answers and depend on others instead of developing their own independent learning skills.

Areas for improvement

- Students' conduct, awareness and sense of responsibility and ensuring that they are free from bullying and intimidation.
- Students' ability to communicate and work together in harmony, tolerance and respect for their different backgrounds.
- Students' participation, self-confidence and taking leadership roles.
- Development of students' understanding of Islamic values and Bahrain's heritage and culture.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- Across the school, the dominant feature is ineffective strategies that fail to engage students in their learning, such as lecturing, teacher-centred approach, drilling facts and whole class teaching. These limit students' participation and productivity in most lessons, particularly in Arabic and science. This has a negative impact on the development of students' acquisition of skills in core subjects. However, in the very few better lessons, students are provided with appropriate opportunities to discuss, perform scientific experimentation, brainstorm and learn by discovery.
- Most lessons are textbook-driven, with limited use of educational resources and even then are mainly dependent on the use of worksheets and whiteboards. In the better lessons, teachers use real objects, cards and chemical substances.
- Classroom management suffers in the less effective lessons due to difficulties in handling behavioural incidents, particularly in Primary School. Although lessons usually start on time most teachers do not adhere to the planned time for the activities, which affects students' learning time and reduces the added value of those lessons; this is mainly a problem in Middle School. Lesson planning is restricted to unified weekly outlines and unit planning, lacking well-defined learning objectives, time-bound activities and assessment methods, which does not inform the teaching and learning process.
- In most lessons, encouraging and motivating students towards active learning is limited to a few positive compliments and clapping.
- Teachers in most lessons use ineffective assessment methods, where students are either verbally assessed or mostly undergo whole class assessment with no feedback provided. This does not measure students' individual progress. Collective answers are not used effectively to inform teaching and support students of different abilities.
- Correction and feedback provided to students in their written work is irregular, and inaccurate in some cases. The scarce feedback does not provide them with sufficient opportunities to progress and develop their skills and creativity.
- In most lessons, students of different abilities are not accurately identified nor sufficiently considered through challenging and supporting them. This particularly applies to the low achievers and the non-native speakers of Arabic, which negatively affects their learning and progress.
- Higher order skills are not well developed in most lessons, except for limited opportunities such as scientific explanation in science Grade 7 and summary writing in English Grade 6. Most activities are the same for all and focus mainly on knowledge acquisition and recollection without effective challenge.

Areas for improvement

- The range and effectiveness of teaching and learning strategies and resources, to encourage active and productive participation of students of all abilities in lessons.
- Effective assessment for learning and use of its results to identify and support the students of all abilities, particularly the low achievers and the non-native Arabic speakers in lessons.
- The accuracy of feedback provided to students in lessons and in their written work.
- Effective class management and productive use of learning time.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- | | |
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| <ul style="list-style-type: none">• The school does not have adequate arrangements to provide a risk free, safe learning environment. Safety procedures at dismissal are inadequate; students' safety is jeopardized as they roam near buses and cars outside the gate and on the roads at dismissal. The school laboratories have only one exit, the shaded area provided is insufficient, and the monitoring procedures are not sufficient to ensure the safety of all students. The unhygienic conditions of the toilets and grounds and weak monitoring during break times and dismissal are additional areas to be addressed.• The school systems for monitoring students' academic progress do not provide detailed information on all student groups. Although a few of the outstanding students are involved in some competitions and clubs there are insufficient enrichment programmes to develop the outstanding, gifted and talented students. Inaccurate identification of students' learning needs leads to ineffective support for these | <ul style="list-style-type: none">students, particularly the low achievers and non-native Arabic speakers.• The school supports some of the less privileged students financially and materially. However, students facing personal problems that affect their performance are not adequately recognised and monitored for eligibility to be supported. Awareness and support sessions are also very limited.• The school does not offer many opportunities to learn from the local community or through organised extracurricular activities that involve all groups of students. The school has a few clubs like Science, Urdu, and English, but these only cater to a few selected students.• Induction is limited to conducting admission tests to enrol students in the school. Transition between different stages in the school is facilitated through the support provided. The school holds sessions and talks for career counselling and higher education, though students are not provided with sufficient curriculum choices according to their interests before Senior School. |
|--|---|

- Students with speech disorders are not sufficiently supported, nor are records maintained on those students for monitoring their progress.
- A few opportunities are provided to students to develop their life skills

through organised activities such as making cards, drawing graphs and maps. However, these are very limited across the school.

Areas for improvement

- Provision of a healthy and safe environment with hygienic conditions, shaded area and monitored dismissal from school.
- Systematic monitoring and support provided to students, especially the low achievers and non-native Arabic speakers.
- Provision of curriculum choices relating to students' interests.
- Extracurricular activities for boys and girls that fulfil their interests and promote their life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school has a strategic plan with identified strategic goals, but these are not clearly linked to a comprehensive and rigorous self-evaluation process. This affects the school's ability to identify and prioritise its strengths and weaknesses and accurately plan for improvement, with clear performance indicators and responsibilities.
- Links between the strategic plan and both the school action plan and departmental plans are highly inconsistent. Monitoring mechanisms across the different school stages are unclear and inconsistent.
- The school's leadership maintains positive relationships and encourages staff. Certificates, tablets and cash awards are offered to teachers for their dedicated efforts. However, due to the financial limitation that the school faces the teachers' turnover rate remains high, with more than 26 teachers who are new to the school.
- The school leaders encourage teachers to conduct peer observation sessions and delegate some responsibilities to the Professional Development Team (PDT), such as monitoring the teaching and learning processes. However, the identification and sharing of best practices that have an explicit impact on students' learning is highly inconsistent.
- The school provides new internal and external professional development programmes on some general topics including 'Differentiation', 'Lesson Planning' and Information Technology'. However, the impact of these on classroom practices is very limited, since more than half of the lessons observed in core subjects are inadequate.
- Although the school provides learning facilities such as science and IT laboratories, these are not always effectively utilised to enrich students' learning. The use of teaching and learning resources in lessons is very limited, with flash cards and projectors used in very few of the better lessons.
- The school has established suitable links with the local community, such as the Pakistan Women's Association, in order to help in funding few students. Guests from the University of Bahrain are invited to give talks on various topics. Students also participate in various competitions with other schools, such as the Quran Competition in Iman School.
- The senior leadership are held accountable for the school's performance through periodic meetings with the Board, who provide support, guidance and oversight of the school's work, particularly with financial planning.

Areas for improvement

- Rigorous self-evaluation and use of its results to set comprehensive strategic and action plans that are link with all departmental plans.
- Clear monitoring mechanisms to follow up and monitor the school's different plans.
- The impact of professional development programmes on the performance of teachers in lessons, leading to high quality students' outcomes.
- The effective utilisation of learning resources and facilities to broaden students' experiences and learning.

Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الباكستانية الأردنية													
Name of the school (English)	Pakistan Urdu School													
Year of establishment	1956													
Address	Building 241, Road 4111, Block 841													
Town / Village / Governorate	Isa Town / Southern													
School's Contacts	17687922				Fax				17685524					
School's e-mail	pakurdusc@hotmail.com													
School's website	www.pakurduschool.com													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-2				3-7				8-12					
Number of students	Boys	991			Girls	964			Total	1955				
Students' social background	Most students are from lower and middle income expatriate families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	8	7	7	7	6	6	5	4	6	6	6	7	
Number of administrative staff	48													
Number of teaching staff	200													
Curriculum	Federal Board of International & Secondary Education (FBISE) Islamabad													
Main language(s) of instruction	English													
Principal's tenure in the school	1 year													
External assessment and examinations	Federal Board of International & Secondary Education (FBISE) Islamabad													
Accreditation (if applicable)	None													
Major recent changes in the school	<p>New appointments at the beginning of the academic year 2016-2017:</p> <ul style="list-style-type: none"> a new Principal. a new Vice Principal for the Senior Section. 													