



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 Branch  
Isa Town – Southern Governorate  
Kingdom of Bahrain**

**Date of second monitoring visit: 5 December 2019**

Date of first monitoring visit: 11 December 2018

Date of last review: 15-17 May 2017

SP024-C3-Mb008

## Introduction

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The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private Schools & Kindergartens Reviews (DPS) of the Education and 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 the class observations, the learning walk, scrutiny of their written work, and monitoring of general progress.

### The Previous Judgement

- The school was judged 'In progress' in the first monitoring visit in December 2018.

### Summary of the second monitoring results

| <b>The recommendations</b>   | <b>The description</b> |
|--|------------------------|
| Recommendation 1   | Partial improvement    |
| Recommendation 2   | Partial improvement    |
| Recommendation 3   | Partial improvement    |
| <b>The monitoring visit overall judgement</b>  | <b>In progress</b>     |
| <ul style="list-style-type: none"><li>• The school will be scheduled for a full review as per BQA policies and procedures.</li></ul> |                        |

\* 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.

## The Progress in the recommendations

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### Recommendation 1:

- 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.

**Judgement:** Partial Improvement

| The procedures  | The Impact  |
|---|---|
| <ul style="list-style-type: none"> <li>• The school has analysed students’ results to provide the needed support and assess their progress.</li> <li>• Teachers provide support to students through specific support programmes, particularly for low achievers.</li> <li>• The school has utilised the school library to develop students’ reading skills.</li> <li>• Students are encouraged to do presentations to develop their self-confidence and communication skills.</li> <li>• The school has encouraged students to participate in school contests to develop their language skills such as Spelling Bee, Essay Contest and Speech Contest.</li> <li>• Teachers use rubrics to guide students about expectations in lessons and written work.</li> </ul> | <ul style="list-style-type: none"> <li>• In the 2019 Board examinations, students’ performance in Grade 10 in the Secondary School Certificate (SSC) and in Grade 12 in the Higher Secondary School Certificate (HSSC) improved. They achieved high pass rates and high proficiency rates in most subjects.</li> <li>• Students’ results in the 2019 internal examinations for Grades 1-8 were mostly high as students achieved high proficiency rates, though they were within average in Grade 8 science.</li> <li>• Students’ acquisition of knowledge, understanding and skills in lessons is inconsistent, as are their standards in mathematics. Their attainment of scientific concepts in lessons is appropriate, as they develop practical skills while identifying types of lenses and solving basic formula.</li> <li>• Students’ acquisition of linguistic skills varies. Their standards in writing and speaking in English, and in reading and grammar in Arabic are inconsistent. Their</li> </ul> |

|  |  |
|--|--|
|  | <p>reading skills are underdeveloped in languages in the lower grades.</p> <ul style="list-style-type: none"> <li>• Teachers use teaching and learning strategies which mostly focus on questions for learning, discussion and collaborative work. Resources are utilised appropriately at times such as worksheets, models and pictures. However, other lessons are teacher-centred and the content is below expectations, which negatively affect students' progress.</li> <li>• Teachers encourage students to take active roles in lessons, such as 'Little Teacher'. However, their participation varies, with the more able students tending to dominate opportunities in many lessons, particularly in verbal activities. Students' self-confidence varies when working independently during individual activities.</li> <li>• Use of learning time is inconsistent as lessons' productivity is negatively affected at times with lengthy lesson introduction and slow pace which do not allow for achievement of all lesson objectives.</li> <li>• Teachers use a variety of assessment methods including verbal, written, group and individual activities. In the better lessons, assessment is followed with feedback, support and challenge to most students. However, in other lessons, the more able students dominate assessment activities and results are not used to support low achieving students.</li> </ul> |
|--|--|

## Recommendation 2:

- 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.

**Judgement:** Partial Improvement

| The procedures  | The Impact   |
|---|--|
| <ul style="list-style-type: none"><li>• The school has conducted self-evaluation based on the previous BQA review and first monitoring visit report. It has also involved stakeholders through surveying their opinions as well as analysing the results to determine its priorities in planning.</li><li>• The school has drafted strategic and action plans based on the results of its self-evaluation and the identified improvement priorities.</li><li>• Teachers’ training needs have been identified and analysed through class observations, and training sessions have been held accordingly. Training includes setting objectives, assessment for learning and effective strategies.</li></ul> | <ul style="list-style-type: none"><li>• The school’s plans are monitored through regular weekly meetings of the senior and middle management to measure progress against the set key performance indicators (KPIs). However, a few of these KPIs are not adequately structured for meaningful measurement of objectives.</li><li>• The impact of the school plans and monitoring mechanisms shows in the improvement of students’ achievements.</li><li>• The positive impact of the professional development programmes shows in the more effective lessons, such as in science. However, the impact is inconsistent in the English and mathematics lessons and to a lesser extent in the Arabic lessons.</li></ul> |

## Recommendation 3:

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

**Judgement:** Partial Improvement

| <b>The procedures</b>  | <b>The Impact</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school analyses students' diagnostic tests and examination results regularly and uses the data to classify students according to their learning needs.</li> <li>• Low achieving students are supported through remedial sessions held early in the morning and on Saturdays.</li> <li>• The school monitors the impact and the progress made by students in the dedicated support programmes.</li> <li>• The more able students are involved in different competitions, projects and activities such as the 'Scientific Projects and Experiments'.</li> </ul> | <ul style="list-style-type: none"> <li>• Although the impact of the enrichment programmes is more evident on the progress made by the more able students, the impact is inconsistent on low achievers in developing their understanding and skills to be more aligned to the curriculum expectations. This is due to inconsistency in the support provided in lessons, as well as to the growing number of new students joining the school at different times and in need of regular and intensive support to enable them to progress.</li> </ul> |

## Appendix 1: Basic Information about the School

|   |   |          |          |          |               |          |            |          |              |          |           |           |           |
|---|---|----------|----------|----------|---------------|----------|------------|----------|--------------|----------|-----------|-----------|-----------|
| <b>The school name (Arabic)</b>           | المدرسة الباكستانية – فرع مدينة عيسى  |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>The school name (English)</b>          | Pakistan School – Isa Town Branch   |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>Year of establishment</b>              | 1968  |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>Address</b>                            | Building 111, Road 4109, Block 841  |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>Town / Village / Governorate</b>       | Isa Town / Southern   |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>School's Contacts</b>                  | 17682304  |          |          |          |               |          | <b>Fax</b> |          |              | 17682320 |           |           |           |
| <b>Grades (e.g. 1 to 12)</b>              | <b>Primary</b>  |          |          |          | <b>Middle</b> |          |            |          | <b>High</b>  |          |           |           |           |
|   | 1-3   |          |          |          | 4-8           |          |            |          | 9-12         |          |           |           |           |
| <b>Number of students</b>                 | <b>Boys</b>   | 1,080    |          |          | <b>Girls</b>  | 1,009    |            |          | <b>Total</b> | 2,089    |           |           |           |
| <b>Students' social background</b>        | Most students are from low income families  |          |          |          |               |          |            |          |              |          |           |           |           |
| <b>Classes per grade</b>                  | <b>Grade</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b>      | <b>5</b> | <b>6</b>   | <b>7</b> | <b>8</b>     | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|   | <b>Classes</b>  | 6        | 4        | 4        | 4             | 4        | 6          | 6        | 6            | 5        | 6         | 6         | 6         |
| <b>Major recent changes in the school</b> | <ul style="list-style-type: none"> <li>• Refurbishment of school facilities include: <ul style="list-style-type: none"> <li>– renewing the air conditioners in classes</li> <li>– addition of classes in the Primary School to reduce student numbers in classes</li> <li>– establishing an activity room for students</li> <li>– addition of computer laboratories for Middle and High Schools and introduction of the Robotics laboratory.</li> </ul> </li> </ul> |          |          |          |               |          |            |          |              |          |           |           |           |



## Appendix 2

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**Table 1: Judgement on how well the school has met the recommendations.**

| <b>Judgement</b>                | <b>Judgement Description</b>   |
|---------------------------------|--|
| <b>Sufficient Improvement</b>   | 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. |
| <b>Partial Improvement</b>      | 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.   |
| <b>Insufficient Improvement</b> | The school does not achieve sufficient improvement in the recommendation. It was not 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\***

| <b>The Overall Judgement of Progress</b> | <b>Judgement Description</b>  |
|--|---|
| <b>Sufficient Progress</b>               | The school has taken effective measures to bring about sufficient improvement in all of the recommendations.  |
| <b>In Progress</b>                       | 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 |
| <b>Insufficient Progress</b>             | 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/organizational 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.