



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: 16-18 January 2023
SP046-C3-R027

Introduction

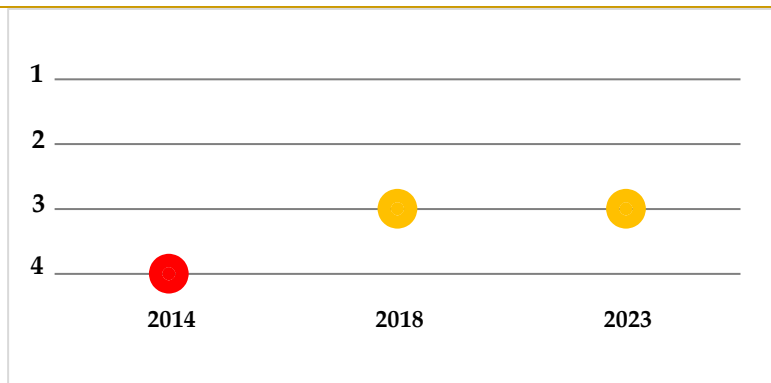
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	3	-	-	3
	Personal development and social responsibility	3	-	-	3
Quality of processes	Teaching, learning and assessment	3	-	-	3
	Empowerment and meeting special needs	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 last three reviews.



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- Students' attainment in internal examinations is generally positive. Majority of students show appropriate standards and progress in lessons and written work across the school, though less secure in Arabic. Low achieving students make the least progress among all.
- Students are self-disciplined and well-behaved. They exhibit adequate citizenship and Islamic values, through their respect and acceptance of each other, and participation in relevant events.
- The quality of teaching, learning and assessment is satisfactory; however, some lessons are affected by the ineffective use of teaching and learning strategies and resources, that do not engage students in learning nor develop their self-confidence, inconsistent utilisation of learning time, and ineffective use of assessment results in challenging the more able students and providing support to the low achieving ones.
- The impact of professional development programmes provided is inconsistent on teachers' performance in lessons, particularly in Arabic.
- Majority of students receive appropriate personal support through counselling sessions and promoting positive behaviour.
- The school's self-evaluation varies in comprehensiveness and accuracy levels in identifying improvement priorities and informing strategic planning with clear key performance indicators.
- The school has appropriate links with all stakeholders and the local community, explicitly parents, to help identify areas for improvement.

Main positive features

- Students' proper behaviour, discipline and commitment to Islamic values.
- The appropriate personal support provided to students.
- The school's links with stakeholders and local community.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - implementing a more comprehensive self-evaluation that informs strategic planning with clear key performance indicators

- providing more effective professional development programmes for teachers to further develop their performance in lessons, particularly in Arabic.
- Raise students' academic achievement, by improving the effectiveness of teaching, learning and assessment with a focus on:
 - utilisation of attractive teaching and learning strategies and resources, that engage students in learning and further develop their self-confidence
 - effective management of learning time
 - use of assessment to challenge students and utilise results to support their different abilities, particularly the low achieving ones.
- Further improve the effectiveness of academic support programmes to rigorously monitor the progress of the different categories of students.

□ Capacity to improve 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • The school's evaluations of all aspects and its overall effectiveness have not changed since the previous review. • The school's judgement of its performance in the Self-Evaluation Form (SEF) is higher than that reached by the review team by one point in all aspects. • Despite that the school's strategic plan aims to achieve its vision and mission, main goals are inconsistently updated to address emerging priorities, as the quality of self-evaluation varies in comprehensiveness to accurately specify | <p>all areas for improvements, thus lessens the impact of planning to improve school's overall performance.</p> <ul style="list-style-type: none"> • Teachers' training needs are identified and different workshops are provided, however, their impact on teaching and learning processes remains within the expected level. • The school still faces challenges in terms of teachers' turnover, developing students' learning skills and improving the quality of teaching and learning processes. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- In the 2021-2022 internal examinations, students achieve high pass rates in all subjects ranging between 94% in Grade 1 mathematics and science to 100% in majority of subjects across grades. Proficiency rates are high in most core subjects, ranging between 73% in Grade 5 science to 100% in Grade 1 mathematics. However, students' proficiency rates are inconsistent in Arabic, ranging between 50% in Grade 4 to 78% in Grade 2.
- Students achieve high pass rates consistently throughout the past three academic years, from 2019-2020 to 2021-2022.
- In lessons and students' written work across the school, the majority of students' standards and progress are secure overall, except for being inadequate in Arabic, particularly in writing. Low achieving students make limited progress in the majority of lessons due to their weak standards, ineffective teaching methods and support provided.
- In English, students show secure basic skills, such as listening for comprehension in Grade 3, and expanding noun phrases using determiners in Grade 5. However, their writing skills require further development, particularly in the lower grades.
- Generally, students' basic skills in Urdu are secure such as reading a poem in Grade 1, understanding types of sentences in Grade 4 and identifying word antonyms in Grade 5.
- In Arabic, students' skills across the school are below expectations, specifically in writing and reading comprehension. For example, students in the lower grades face challenges when identifying alphabets.
- In mathematics, the majority of students acquire adequate arithmetic skills, such as describing proper fractions in Grade 2 and developing the concept of division by 2 in Grade 4.
- In science, the standards of the majority are secure as they develop suitable understanding of scientific concepts and conduct simple practical experiments, such as investigating seed germination in Grade 1 and distinguishing types of soil and their textures in Grade 3.
- Students' learning skills are underdeveloped in the majority of lessons, particularly high order thinking skills, such as critical thinking and problem solving, which are affected by teaching methods and not setting high expectations for students; however, independent learning skills are better, particularly in writing algebraic expressions in Grade 5 mathematics.

Areas for improvement

- Standards and progress of low achieving students.
- Students' basic skills in Arabic across the school.
- Students' acquisition of learning skills.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- Students' self-discipline and positive behaviour create an appropriate atmosphere of tolerance and acceptance among students, which promotes their sense of psychological comfort in school. Students respect their teachers and colleagues, and most adhere to punctually attending school and lessons.
- Students show a proper understanding of citizenship and Islamic values, as they stand respectfully during the Bahraini and Pakistani national anthems, share their knowledge of Bahrain's heritage in 'Ramadhan' competition, and celebrate the 'National Day'. Additionally, students celebrate international and Islamic events like 'Teacher's Day' and 'Eid al-Adha'.
- Students participate with appropriate enthusiasm and confidence in the school's extracurricular activities including morning assembly and competitions like 'Ramadan Quiz'. In lessons, students' participation is inconsistent, as the majority actively participate and assume leadership roles like 'Little Teacher' and 'Group Presenter', however, some students are less motivated to take part, either due to their weaker standards, or limited opportunities provided to them, which affect their self-confidence, particularly the low achieving ones.
- In the better lessons, majority of students adequately communicate with each other and share ideas through group activities, and the more able students often support their colleagues. Outside lessons, they enjoy playing together and actively participating in occasions like 'Teacher's Day'.
- Students show appropriate health and environmental awareness in school life, such as taking the initiative to maintain school facilities and exhibit personal hygiene. They take part in related competitions such as 'STEAM' activities like healthy diet and celebrate international health events like 'Pink Day'.
- Generally, students have limited opportunities to compete and innovate, even in lessons, due to the lack of challenging tasks provided which hinder their ability to face challenges and solve problems.

Areas for improvement

- Some students' self-confidence and assumption of leadership roles in lessons.
- Students' ability to compete and innovate across the school.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In the majority of lessons, adequate teaching and learning strategies are implemented, including questions for learning, pair and group work as well as appropriate use of available resources such as textbooks, pictures and worksheets, that engage the majority of students in learning. However, in some lessons, particularly in Arabic, students' interaction in activities is limited due to the teacher-centred approach adopted and their weak standards that affect their ability to learn independently and achieve learning objectives.
- In most lessons, the transition between activities is generally smooth, teachers' instructions are clear and some links to real life experiences are made, like discussing buying chocolates from supermarkets in Grade 5 mathematics.
- Teachers have appropriate classroom management and encourage students verbally. However, learning time is inconsistently managed, which adversely affects lessons' productivity, students' completion of assessment and implementing end of lesson activities like the 'Hot Seat'.
- In the majority of lessons, the assessment for learning implemented is adequate, such as verbal and written assessment, and it is linked appropriately to the lessons' objectives, however, it is less effective in Arabic. Feedback is usually generic, mostly utilised to appreciate students' efforts rather than provide sufficient guidance and support to students of different abilities, particularly the low achieving ones.
- In most lessons, assessment is set to meet basic expectations, however, it does not further challenge students' different abilities to develop their higher order thinking skills. Few better examples include analysing and comprehending a poem in Grade 5 Urdu and understanding the role of saliva in Grade 4 science.
- In very few lessons, the available technology is adequately utilised to support learning and develop students' technological skills, such as using 'MS Word' formatting tools and researching the history of 'Palm Trees' in Bahrain. However, in most lessons, the available technology is mostly used for displaying 'PowerPoint' slides and educational videos, like elaborating on the concept of habitat of various animals in science Grade 3.
- In lessons and students' written work, there is limited attention to differentiation, tasks provided are appropriate but unified, not meeting the needs of the different categories of students.

Areas for improvement

- Use of more engaging teaching and learning strategies and resources.
- Effective use of learning time.
- Effective use of assessment to challenge students and utilise its results to support their different abilities, particularly the low achieving ones.

□ Empowerment & meeting special needs 'Satisfactory'

Judgement justifications

- The school identifies students' different academic abilities based on diagnostic tests and sets action plans based on key competencies. Academic support programmes are provided in core subjects for all categories of students, such as English Learning Skills (ELS) and 'Mental Math'. High achievers are provided enrichment opportunities which include participating in clubs like, science and English clubs; however, non-native speakers of Arabic are not sufficiently supported to improve their basic skills. The school monitors students' progress through monthly tests but requires further development of its follow up procedures to ensure rigorous tracking of students' performance and programmes efficacy.
- Students' personal development is adequately reinforced through providing counselling sessions on topics like 'Decision-Making' and 'Tips to Manage Anxiety', while positive behaviour is effectively promoted through 'Start Charts'. Financial support is appropriately provided to some students based on their needs, and induction of new students is guaranteed through the 'Orientation Session'.
- The school provides an adequate range of activities and events that meet the students' interests and talents, such as 'STEAM Club' activities and 'Sports Day'. Talented students are awarded appreciation certificates for their participation in competitions like 'English Speech Competition', and members of the 'Students' Council' are assigned leadership roles such as ensuring order during students' arrival and dismissal. Students are prepared for the next stages of education through conducting 'Career Day' and arranging visits to Isa Town school branch.
- The school ensures the provision of a healthy and safe environment for students and staff through adhering to its 'Safety Plan' procedures. This includes conducting regular fire evacuations and maintenance of school facilities. Students with chronic diseases and other illnesses are monitored, and health and environmental awareness is raised through 'Green Day' celebration and beach clean-ups campaigns. Students' arrival is adequately organised and the

monitoring of dismissal is proper, however, further measures could be

taken to ensure the continuity of those procedures.

Areas for improvement

- Rigorous monitoring of students' academic progress, and support provided to non-native speakers of Arabic.
- Further measures to ensure the continuity of the school's proper dismissal procedures.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school evaluates itself by different means, such as ‘SWOT’ analysis, feedback from surveys and staff meetings. However, the quality of the self-evaluation varies in its comprehensiveness to accurately specify all areas for improvements, particularly those related to students’ standards and the quality of teaching processes.
- The school leadership is adequately aware of its improvement priorities, despite the inconsistent self-evaluation findings. This is reflected in the strategic and action plans that include developing students’ standards and providing support lessons in all core subjects. The action plan aims to achieve the school’s vision and mission, focusing on fostering Islamic values and equipping students with skills and knowledge, which are suitably reflected in the majority of lessons observed. However, targeted goals are not regularly updated to address emerging priorities, and some indicators are generic, not specifying subject or grades.
- Teachers’ training needs are identified through learning walks and peer observations, and some training workshops are provided on topics such as ‘21st Century Skills’ and ‘Time Management’, as well as online training on using ‘Zoom’ Platform and ‘Nearpod’. Despite teachers’ high turnover, the impact is adequate on their performance in most core subjects, however, it is limited in Arabic, as the vast majority of lessons are affected by students’ low standards and the teacher-centred approach adopted.
- The school has a collaborative community-like environment, and staff are motivated through the school’s open-door policy, appreciation certificates and flexibility during hard circumstances, which are reflected positively on their general satisfaction.
- The school ensures the availability of essential resources and facilities, such as the science laboratory, activity room and school library. Classes are equipped with a suitable range of resources like projectors and tangible materials for scientific practicals.
- The school adequately communicates with parents through Parent-Teacher meetings, ‘WhatsApp’ groups, surveys and school website. Parents are involved in decision making, such as updating the school’s facilities. Adequate links are maintained with the local community such as students participating in ‘World Scholar’s Cup’ and ‘Bahrain for All’ event.
- The ‘Board of Management’ provides guidance to the leadership and holds the principal accountable for the school’s

performance. It has a clear vision for the school's future plans and works

collaboratively with all stakeholders to achieve them.

Areas for improvement

- A more comprehensive self-evaluation that is embedded in planning, with clear performance indicators.
- Further provision of effective professional development programmes and monitor of their impact on teachers' performance, particularly in Arabic.

Appendix 1: 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 1415, Block 314, Naim														
City/ Town / Governorate	Manama														
School's telephone	17275731	-				Fax	17230951								
School's e-mail	manama@pakistanschool.org														
School's website	www.pakistanschool.org														
Age range of students	6-11 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				-				-						
Number of Students	Boys	147				Girls	154				Total	301			
Students' social/ economical background	Students are from low economic backgrounds.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	2	2	2	2	-	-	-	-	-	-	-		
Number of administrative staff	5														
Number of teaching staff	22														
Curriculum	Pakistani National Curriculum														
Main language(s) of instruction	English, Urdu, Arabic														
External assessment and examinations	-														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in 2022-2023: <ul style="list-style-type: none"> - two Arabic teachers - a doctor - social counsellor - academic coordinator. • Physical resources: 														

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| | <ul style="list-style-type: none">- new smart projectors and computers installed- E – Library and physical library books increased- science laboratory established. |
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