



Pakistan Urdu School



16 - 18 September 2024



Location
Isa Town



School Type
Private



No. of Students
1983



Grade Levels
1-12

Overall effectiveness

Satisfactory with Good Features

Students' Academic
Achievement

Students' Personal
Development and
Wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school provides satisfactory overall education, while fostering good personal development and demonstrating the positive impact of school leadership. Students in grades 6 to 12 are steadily developing their science, mathematics, and languages skills leading to positive performance in external Federal Board of Intermediate and Secondary Education (FBISE) examinations for grades 9 to 12. While critical thinking and technology skills need improvement, the school effectively fosters personal development, including leadership skills. Lessons are generally effective, particularly in grades 6 to 12. The school leadership is committed to enhancing teaching practices and building stronger connections with stakeholders. While the school analyses students' performance data, there is an opportunity to more fully utilise this information to refine teaching methods and provide tailored academic support to meet the diverse needs of all students.

Key Positive Features

- The school community, led by thoughtful and informed leadership, is actively dedicated to the overall school improvement.
- Students exhibit positive conduct, self-discipline, and a keen interest in participating in school activities.
- Students in grades 9 to 12 demonstrate commendable performance in the majority of subjects in the Federal Board of Intermediate and Secondary Education (FBISE) examinations.

Recommendations

- **Data-Driven School Plans for Informed Decision-Making:**
Utilise performance data to implement targeted professional development programmes aimed at enhancing teaching methods, particularly in grades 1 to 5.
- **Efficient Classroom Management:**
Optimise classroom time to maximise student learning outcomes.
- **Effective Academic Programmes:**
Use assessment data to design and implement tailored academic support programmes that meet the diverse learning needs of all students.

Students' Academic Achievement

Satisfactory

- Students achieve high pass rates in both internal and external (FBISE) examinations across most grades and subjects over the past three years. In the academic year 2023-2024, proficiency rates were mostly high in grades 1 to 8 internal examinations, grades 9 and 10 (FBISE) Secondary School Certificate (SSC), and in majority of subjects in grades 11 and 12 (FBISE) Higher Secondary School Certificate (HSSC). While students in both Science and Humanities groups performed equally well in most subjects in (SSC), students in Pre-medical and Pre-engineering groups outperformed their peers in the Commerce group.
- Students' progress in lessons and their work has improved as they advance through the school, demonstrating increasing understanding of concepts in science, problem-solving in mathematics, and extended writing in English. Students' progress is better in mathematics across the school, for example, multiplying fractions in Grade 5 and dividing polynomials in Grade 10, while in other subjects, they make overall adequate progress. However, in the less effective lessons, progress is hindered primarily due to insufficient support for students who require further assistance.
- The school's emphasis on improving language skills through regular spoken Arabic and English sessions has resulted in students' expanding their range of vocabulary in these languages. While students in grades 9 to 12 demonstrate improved reading comprehension and writing in English and Urdu, these skills are less developed in grades 1 to 8. Students' learning skills are generally satisfactory, with the majority of students learning independently when suitable opportunities are provided. However, activities that promote critical thinking and technological skills are fewer, leading to less well-developed skills in these areas.

Students' Personal Development and Wellbeing

Good

- Students' personal development is significantly influenced by various activities outside classroom settings, such as field trips, environmental activities, and outdoor sports. Students across the school showcase their talents and interests by engaging in a variety of extracurricular activities including 'Electricity and Water Conservation', where they focus on preserving resources. Recycling and reuse initiatives promote environmental responsibility, and students learn the importance of sustainability by creating arts and crafts objects from waste materials. To explore new environments and gain real-world insights, students visit historical sites, museums, and amusement parks. The school conducts adequate orientation programmes for new students and career guidance for senior students. Leadership skills are developed through participation in activities like the 'World Scholars Competitions'. However, there is room for improvement in the consistency of leadership skills development across the school.
- Students consistently demonstrate self-discipline and respect for others. They handle challenges maturely and are sensitive to the needs and differences of others, fostering respectful relationships with both peers and staff. They have a positive sense of responsibility and take pride in their achievements, including national-level competitions like 'Injaz Smart Investor Programme', and the 'Khalid bin Hamad Championship' for chess. Students deeply respect and appreciate the heritage and culture of Bahrain. They actively participate in activities, such as celebrating the 'National Day' and 'Bahrain Sports Day'. Students demonstrate a profound understanding, and appreciation of their own and other world cultures as they respond positively to opportunities to explore cultural similarities and differences through the cultural diversity programme 'We are One'.

Teaching, Learning and Assessment

Satisfactory

- The classroom environment across the school is safe and respectful. The majority of lessons employ a balanced approach, incorporating both collaborative and independent learning strategies, enhanced by diverse resources such as audio-visual systems. Instructions are generally clear and concise, and positive reinforcement is consistently applied through verbal commendation and group rewards. Lessons are frequently connected to real-world applications, such as contrasting Eastern and Western cultural perspectives in Urdu. In the more effective lessons, especially in grades 6 to 12, teachers adopt engaging, student-centred methodologies like problem-solving and experimental learning. This approach optimises learning time and facilitates students' progress. In contrast, some less effective lessons, particularly in grades 1 to 5, are teacher-centred which diminishes students' engagement. Furthermore, inconsistent lesson pacing often results in incomplete activities and a reluctance to introduce challenging tasks, which negatively impacts the overall productivity.
- Teachers generally implement appropriate assessment methods that are aligned with curriculum objectives. However, the level of difficulty varies considerably across lessons. In the better lessons, particularly in grades 9 to 12, assessments are more structured and demanding, designed to gradually increase in complexity, such as through report writing in English, experimental learning in science, and problem-solving in mathematics. Despite this, the use of assessment results to provide targeted feedback and support is inconsistent. Feedback often remains generic and does not effectively address individual student's needs. While the school utilises diagnostic tests to inform academic support through 'Enrichment and Remedial' sessions, the overall effectiveness of the academic support programme provided is hindered due to insufficient focus on the unique requirements of the different groups of students.

Leadership, Management and Governance

Good

- The Self-Evaluation process is a collaborative effort involving the entire school community, that accurately assesses the school's performance and provides a foundation for strategic planning. Strategic priorities aligned with the school's mission outline specific steps to achieve desired outcomes in all aspects of schoolwork. However, the plans lack sufficient data-driven key performance indicators to effectively measure progress. The curriculum is regularly reviewed to inform further development and training, leading to improved teaching practices and enhanced students' learning experiences.
- School leadership identifies teachers' training needs through regular observations, and by providing them with feedback and diverse professional development opportunities such as the University of Bahrain's 'Private School Training Programme' and 'Teacher Training Courses' by Oxford University Press on topics such as 'Teaching Mathematics Effectively'. These initiatives have positively impacted classroom practices in grades 9 to 12. Yet, teachers handling grades 1 to 5 require targeted training to enhance their teaching methods. Staff collaborate to share best practices and are emotionally supported by Senior and Middle Leaders through recognition messages and kind gestures like 'Thank You Breakfasts'.
- The school community shares a common goal of raising the overall performance through continuous monitoring of progress, establishing policies for organising workflow, and introducing additional classroom resources. Moreover, school leaders aim to offer an alternative curriculum option for grades 9 to 12 alongside Pakistan National Curriculum to better meet students' aspirations for future education.
- The school is dedicated to maintaining positive relationships with parents through various communication channels to share information about their children's progress. The governing body plays a crucial role in supporting the school leadership in achieving current performance goals and working towards future expansion plans.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.