



**Pakistan School - Isa
Town Branch**



19 – 21 May 2025



Location
Isa Town



School Type
Private



No. of Students
1696



Grade Levels
1-12

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Pakistan School, Isa Town Branch is considered a 'Satisfactory' school. The collaborative efforts of the school community played a crucial role in enhancing school performance by collectively navigating challenges. This teamwork, alongside the cultivation of positive behaviour and embracement of Islamic and citizenship values, fosters a respectful and supportive environment. Teaching practices are generally adequate, leading to improved student attainment, particularly in external examinations for Senior School students. To further this progress, it is essential to integrate effective teaching practices to enhance lesson delivery, ensuring productive use of learning time and leveraging assessment results to support all learners. Furthermore, implementing a more rigorous self-evaluation process will help develop targeted plans with clear indicators, enabling better monitoring of the impact of professional development on teacher performance.

Key Positive Features

- Collaborative efforts to enhance school performance: The joint efforts of school community to navigate challenges and improve school performance.
- Cultivating values through positive behaviour: Students' positive behaviour and their embracement of Islamic and citizenship values, fostering a respectful and supportive school environment.
- Students improved attainment: The improved attainment of students across the school in internal and external examinations in the majority of subjects, particularly in Senior School.

Recommendations

- Enhancing students' standards and progress: Raise students' academic standards and progress in lessons and written work across the school.
- Improving teacher training outcomes: Integrate practices from effective lessons to enhance delivery in terms of productive use of learning time and use of assessment results to support all learners.
- Informed planning and effective monitoring: Implement a more rigorous self-evaluation to develop more targeted school plans with clear indicators and monitor the impact of professional development on teacher performance.

Students' Academic Achievement

Satisfactory

- Students performed well in the 2024 Federal Board of Intermediate and Secondary Education (FBISE) external examinations, with consistent strength in English; however, lower performance is noted in mathematics. Tracking students' performance in 2023 and 2024 FBISE indicates generally improved performance across the majority of subjects.
- Internal 2024-2025 assessments and examinations show high attainment, though adequate performance is noted in Grade 4 Arabic and Grade 7 mathematics. While internal examinations align with curriculum expectations, inconsistencies are noted in the rigour of setting and marking, particularly in Arabic. Stable performance is noted in internal assessments over the past three years.
- The majority of students' progress in lessons and written work is broadly satisfactory across core subjects, while their development of critical thinking and independent learning are inconsistently developed. In the better lessons, particularly in science and Urdu, high achieving students making notable progress due to consistent challenge. However, in the less effective lessons, high achieving students are often under-challenged, while low achieving ones show less progress due to inconsistent standards and teaching practices.
- In science, Junior School students demonstrate age-appropriate understanding of basic ecological concepts, while Middle and Senior School students exceed expectations in understanding physics fundamentals.
- In Urdu, students across the school display notable progress in reading comprehension, speaking, and vocabulary, though writing skills are generally inconsistent.
- In English and Arabic, students make inconsistent progress. Junior School students use age-appropriate vocabulary in speaking, while Senior School students demonstrate appropriate progress in textual analysis and grammatical application; however, progress in Middle School is mostly hindered due to less effective teaching practices.
- Progress in mathematics is satisfactory across the school, with students demonstrating appropriate development in applying algebraic, geometric and logical reasoning skills.

Students' Personal Development and Wellbeing

Satisfactory

- Students across the school are encouraged to pursue their talents and interests through participating in an adequate range of extracurricular activities such as sports, 'Science Fair', and 'World Earth Day' celebrations, as well as external events like the 'World Scholars Cup' in which they have achieved a considerable number of medals and awards. Notable opportunities for leadership roles include 'Student Council', 'House Debate' competitions, assigned responsibilities such as 'Proctors' and 'Prefects', and participation in the Youth Leadership Programme (YLP), where students discuss topics like AI and mobile phone use in school.
- High-achieving students demonstrate confidence by actively participating in discussions, solving problems verbally, and engaging in group tasks in lessons. In contrast, some students remain passive during lessons, often due to limited skills and low self-confidence. Additionally, teacher-centred approaches limit opportunities for leadership in some lessons, negatively impacting students' classroom involvement and overall learning experience.
- The school fosters a supportive environment for students by identifying their emotional needs and proactively connecting with them and conducting awareness sessions on mental health. The school also ensures students smooth induction through, peer-supported classroom transitions, parent tours and tracking adaptation in school via opinion sheets as well as liaising with universities to better prepare Grade 12 students for their next stage.
- Students demonstrate a commitment to Islamic and citizenship values by beginning lessons with 'Duaa', engaging in collective prayers, showing good morals, understanding religious practices like 'Salat Al-Istisqa', and displaying respect for teachers and peers, fostering a value-driven environment.
- The school adequately promotes positive student behaviour and relationships by implementing behavioural management procedures, such as the 'Current Discipline Status Report' and organising awareness sessions on respectful and responsible conduct.

Teaching, Learning and Assessment

Satisfactory

- In the majority of lessons, teachers implement adequate strategies like brainstorming and 'Think-Pair-Share', along with appropriate use of available resources such as visual aids. Teachers provide proper instructions, with attempts to connect lesson to real-life applications such as caring for the plants in the school garden. In the better lessons, particularly in science and Urdu, engaging, student centred strategies such as hands-on experimentations and students-led learning like debates are utilised, ensuring students engagement, with well-paced and smooth transitions between lesson activities. However, in the less effective lessons, strategies are more teacher-centred, resulting in minimal student engagement and poor lesson pacing due to excessive time spent on introduction and initial objectives adversely affecting general productivity in the lesson.
- In the majority of lessons and students work, assessment aligns with the curriculum expectations, but challenge and differentiation vary as do feedback and support. In the better lessons, differentiated and challenging assessment, like Identifying poetic devices and solving word problems, are paired with constructive feedback, leading to notable students' progress. However, in the less effective lessons, particularly in some English and Arabic, lessons lack challenge and support, and the limited or generic nature of feedback affected students' progress, particularly the low achieving ones.
- The school uses its assessment data to provide academic support such as Saturday session and 'Zero Periods' for Senior School students to prepare them for external examinations along with integrated sessions to tackle the basic skills in English, Arabic and Urdu for Junior and Middle School. However, the effectiveness of the academic support programmes is inconsistent due to the variable focus on targeting students' individual needs as lessons include all categories of students.

Leadership, Management and Governance

Satisfactory

- The performance evaluation process is conducted collaboratively, actively involving stakeholders. The outcomes are adequately used to inform school plans that have driven improvement. While the school leadership awareness of improvement priorities is adequate, a more rigorous self-evaluation that feed into targeted school plans with clear performance indicators and follow up mechanisms are to be developed to ensure further progress.
- School identifies teachers' training needs through regular observations and feedback, alongside providing adequate professional development opportunities, such as training in 'Differentiation', 'Motivation Techniques', and 'Assessment Strategies', the effect of which is noted in the better lessons. However, translating the professional development programmes into impactful classroom practices is inconsistent, particularly in the less effective lessons.
- A culture of collaboration is cultivated within the school, aiding in the navigation of challenges and promoting improvement. The establishment of a subject-specific middle management team has focused school efforts, and the use of available resources, despite limitations, demonstrates resilience such as allocating time for use of science lab by Junior School students in response to identified inconsistency in practical skills. Staff morale is kept intact through initiatives such as performance incentives, promotions, and the recognition of 'Teacher of the Month'.
- The school adequately communicates with parents via direct phone calls and Parent Teacher Association (PTA) meetings, while community engagement is encouraged through partnership with other schools and visits to organisations like 'Dar Al-Manar'. Board members are informed about the school's performance and provide the required support to achieve current goals and work 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.