



Pakistan School – Manama Branch



4 – 6 May 2026



Location
Manama



School Type
Private



No. of Students
304



Grade Levels
1 - 5

Overall effectiveness
Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school demonstrates a 'Satisfactory' level of performance, underpinned by its promotion of Islamic values, which supports students' appropriate behaviour and self-discipline. Relationships with parents and its staff are positive and contribute to adequate communication and a cooperative school environment, which supports students' personal development and school life overall.

However, further improvement is needed to secure greater consistency in teaching quality and teachers' performance across the school. School planning requires strengthening through clearer performance indicators and more systematic monitoring to support innovation and improvement. In addition, teaching practices need to be enhanced by making better use of interactive strategies, learning time, and challenge provided to improve students' academic achievement. More focused intervention programmes are also required to raise attainment and to ensure more consistent progress for all students, particularly the low achieving ones.

Key Positive Features

- The promotion of Islamic values and positive behaviour: The school's promotion of Islamic values fostering students' self-discipline and positive behaviour.
- The positive relationships among staff: The school staff works collaboratively in a positive working environment.

Recommendations

- Ensuring consistency in performance and rigorous planning: Promote a culture of innovation and consistency in teachers' performance, while developing school plans to include clear performance indicators and effective monitoring mechanisms.
- Enhancing students' academic achievement: Further focus on improving students' academic standards and progress across the school, with more emphasis on supporting the low achievers.
- Optimising teaching practices: Strengthen teaching practices through better utilisation of interactive teaching and learning strategies to engage students and increase lessons productivity, while providing effective challenge and academic support for all categories of students.

Students' Academic Achievement

Satisfactory

- Over the past three academic years, students' attainment has remained generally consistent across all grade levels in the school's internal examinations. In the 2025–2026 academic year, students continue to achieve positive outcomes in the core subjects. While internal assessments are broadly aligned with curriculum expectations, there is variation in the level of challenge across core subjects, and inconsistency in the accuracy of marking, most notably in science.
- Students make appropriate progress across core subjects. In mathematics, students demonstrate secure basic number comparison and arithmetic skills in the lower grades and appropriate application of order of operations in the upper grades, although challenge for high achieving students is limited. In science, students show appropriate progress, such as identifying plant parts and life cycles in the lower grades and understanding scientific processes, including obtaining pure water, in the upper grades. However, opportunities to develop reasoning and higher-order thinking skills are inconsistent. In English, the majority of students make adequate progress in reading, listening, and speaking, while writing skills and reading comprehension remain variable across all grade levels, particularly for the lower achieving students, due to inconsistent support and clarity of instructions provided.
- Students' learning skills are generally satisfactory. Majority of students demonstrate appropriate levels of independence and basic problem-solving skills, with adequate use of technology to create presentations. The progress of high achieving students is generally within expectations. In contrast, the progress of low achieving students is inconsistent in most subjects, due to weaknesses in their basic skills, and limited targeted support and feedback provided during lessons.

Students' Personal Development and Wellbeing

Satisfactory

- Students demonstrate an appropriate commitment to citizenship and Islamic values, which is reflected in both lessons and school activities. They participate responsibly in the 'Quran Recitation' and 'History of Bahrain' competitions, showing respect for national identity and moral values. They also adhere to school rules, behave respectfully and contribute positively to school events, which support a calm and orderly learning environment.
- Students' well-being is suitably supported through the school's personal care and guidance provision. Clear behaviour and reward programmes, such as 'Star of the Month' and activities like 'Campus Sports Day', help promote positive behaviour, motivation, and self-discipline. In addition, the school provides a supportive learning environment and introductory and guidance programmes that help students feel secure and supported, particularly during their adjustment to school life.
- Within lessons, majority of students show appropriate participation and engagement levels, with high achieving students often demonstrating confidence by answering questions, supporting peers, or taking on roles such as the 'Student-Teacher' or assisting with school assemblies' activities. However, the confidence and independence of a minority of students remain less secure, as seen when some rely on copying answers or show limited initiative, particularly in English and mathematics, indicating the need to further strengthen their independent learning skills.
- Students take part in a suitable range of extracurricular activities, including inter campus competitions such as 'Science Quiz' and 'Essay Writing', which help develop confidence and teamwork. Expanding the variety of activities and leadership opportunities, both within and beyond lessons, would further develop students' talents and interests and enhance their overall personal development and well-being.

Teaching, Learning and Assessment

Satisfactory

- The majority of observed lessons show a generally safe and respectful learning environment in which teachers employ adequate teaching strategies, including discussions, role play and practical activities, supported by appropriate resources such as presentations, educational videos, and concrete materials in science and mathematics. These approaches enable proper engagement and participation by the majority of students and support suitable levels of understanding, particularly when learning is linked to real-life contexts, such as daily routines or practical problem-solving tasks. However, the effectiveness of teaching varies across lessons. In some, learning remains teacher-centred, with limited students' leadership roles, reducing opportunities for deeper engagement and extended thinking. Unclear instructions and inconsistent time management are also evident in some lessons, including lengthy explanations or activities at the expense of consolidation, assessment, or reflection, which limit productivity and the consistent achievement of lessons' objectives.
- Assessment practices are mostly oral and task-based, with frequent use of whole-class questioning, pair activities, and short written tasks. In several lessons, these approaches support appropriate progress for the majority of students when teachers monitor responses and provide immediate guidance in practical activities in science and in solving word problems in a few mathematics lessons. However, feedback is inconsistent in quality and impact. At times, it is general, delayed, or not sufficiently followed up, particularly for the low achievers. Differentiation and challenge are uneven, with high achieving students more likely to participate actively, while support for the low achievers is variable and not always informed by clear next steps.
- The school uses diagnostic assessment information to identify students' starting points and offering appropriate enrichment opportunities for the high achieving students through competitions such as the 'Spelling Bee' and 'Science Quiz' and morning sessions to develop the low achieving students' language skills in English and Urdu. However, the overall impact of these support programmes is inconsistent, as further targeted focus is required to more effectively address their specific educational needs.

Leadership, Management and Governance

Satisfactory

- The school's leadership practices are mainly orderly and collaborative, providing stability and supporting gradual improvement. Leadership responsibilities are clearly defined, and the open-door approach supports positive communication and professional relationships among staff. The school undertakes self-evaluation informed by lesson observations, analysis of students' outcomes, and stakeholder feedback, which contributes to identifying development priorities and informing planning. Strategic plan is in place, and it outlines roles, responsibilities, and timelines. However, further rigour is required to ensure greater consistency between planning and impact, as monitoring focuses mainly on the implementation and completion of actions rather than on the use of clear performance indicators to evaluate improvements in students' learning, progress, and personal development over time.
- Senior leaders provide suitable professional development support to teachers through lessons' monitoring, reflection processes, and training aligned with identified needs, including 'Teaching Strategies' and the 'Use of Technology'. The majority of lessons observed are satisfactory, indicating an acceptable baseline of teaching quality across subjects. While follow-up arrangements are evident, the impact of professional development on strengthening classroom practices remains variable. A more consistent approach to monitoring teachers' performance, alongside encouragement of reflective practice and innovation, is required to ensure that improvements are embedded and that sustained gains in students' outcomes are achieved across all subjects.
- The school manages change in an appropriate manner and responds reasonably to emerging challenges such as changing to remote learning.
- Relationships with parents and stakeholders are maintained at a suitable level. Communication with parents is facilitated through 'Parent-Teacher' meetings and surveys, while the 'Board of Management' provides general oversight and holds the principal appropriately accountable. Although parents view the school as community-oriented, wider engagement and external partnerships are required, to further enrich students' learning experiences.

Next Actions

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