



Directorate of Private Schools & Kindergartens Reviews

Review Report

Confidential

**The New Indian School
Buhair - Southern Governorate
Kingdom of Bahrain**

Date of Review: 18-20 October 2022

Introduction

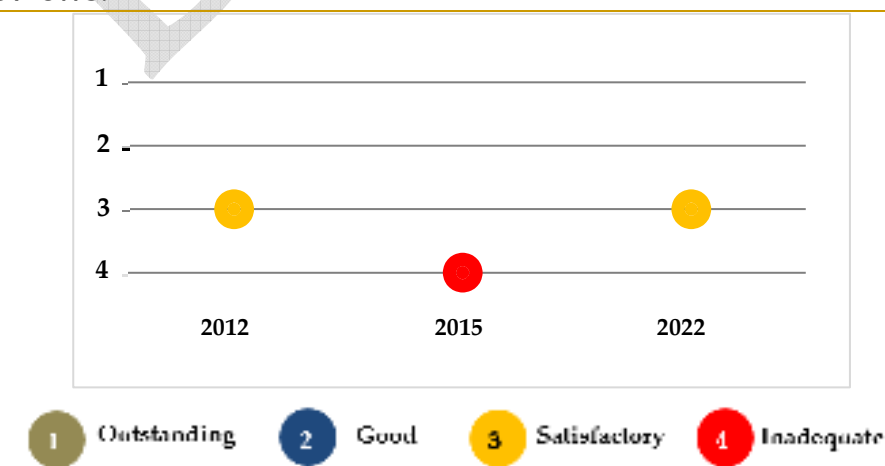
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of fourteen reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written 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
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	3	3	3	3
	Personal development and social responsibility	3	3	3	3
Quality of processes	Teaching, learning and assessment	3	3	3	3
	Empowerment and meeting special needs	3	3	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	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

- | | |
|--|--|
| <ul style="list-style-type: none">• Students' attainment in internal and external examinations is good overall. However, standards and progress in lessons and written work are satisfactory, while low achievers' progress is insufficient.• Students are self-disciplined and feel safe at school. They participate confidently in school activities, but to a lesser extent in lessons.• The quality of teaching, learning and assessment is satisfactory, though some lessons are affected by inconsistent use of learning time, teacher-centered strategies and insufficient use of assessment to support students, particularly the low achieving. | <ul style="list-style-type: none">• The school adequately monitors students' academic and personal progress and support is provided to students with low academic performance and those with personal problems. An adequate range of extracurricular activities is also provided.• The school's strategic plan focuses on academic excellence. However, the plans are neither updated nor rigorously monitored. Training is provided to teachers, which positively affect students' progress in the better lessons, but the impact is inconsistent in the other lessons, particularly in Middle School.• The school ensures the availability of essential resources and facilities in a safe learning environment. |
|--|--|

Main positive features:

- Students' attainment in both internal and external examinations.
- The school's procedures for providing academic and personal support to students.

Recommendations:

- Improve the effectiveness of leadership, management and governance, by:
 - ensuring regular updates on the school's plans to enhance its performance and address the emerging priorities
 - rigorously monitoring the impact of the targeted professional development programmes on teachers' performance in lessons, particularly in Middle School.
- Improve the effectiveness of teaching, learning, and assessment, by further:
 - using effective student-centred strategies that develop students' self-confidence and promote their higher order thinking skills

- using assessment methods and its results to plan for supporting low-achieving students in lessons
- managing learning time productively.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school's self-evaluation is regular and involves stakeholders. However, 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. • The school plans are linked to the self-evaluation results. However, the plans are not regularly updated based on the emerging priorities. • Students' attainment in core subject is consistently high in the past three years, and there is a system in place to track their academic performance. • Adequate professional development programmes are provided and teachers' | <p>performance is monitored through conducting regular lesson observations. The impact of these procedures is satisfactory overall on students' outcomes, however, it is inconsistent in Middle School.</p> <ul style="list-style-type: none"> • The school has invested in its facilities, and resources such as the new building for the Primary School and introducing smart classrooms. The impact of this is adequate in developing students' academic and personal skills. |
|--|---|

Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- Students' pass rates are consistently high in internal examinations reaching 100% in core subjects across the school over the past three years. In the 2021-2022 examinations, proficiency rates are high in Primary and Middle Schools but are inconsistent in High School. The percentages in Primary School range between 60% in Grade 5 mathematics and 100% in Grade 1 Arabic and Hindi, and Grade 3 Arabic. In Middle School, the range is between 55% in Grade 8 mathematics and 94% in Grade 6 Arabic; and in High School, between 28% in Grade 11 physics to 91% in English in the same grade.
- In the 2022 external examinations, pass rates range between 97% in French to 100% in the majority of subjects in Grade 10 All India Secondary School Examinations (AISSE), and between 89% in accountancy and 100% in English, applied mathematics, biology and informatics practices in Grade 12 All India Senior School Certificate Examination (AISSCE). The percentage of students attaining B1 or above are the highest in English in both examinations at 74% and 73% respectively. However, low in a few subjects, such as 21% in French in AISSE and 26% in mathematics in AISSCE.
- In written work across the school, students' standards and progress are satisfactory overall, though less secure in Arabic. In lessons, majority of students make adequate progress; however, low achieving students do not progress well due to limited support provided.
- In English, students show secure basic skills, such as applying grammatical rules of using adjectives in Primary School and literary analysis in High School.
- In Arabic, students' language skills are below expectations due to teachers setting low expectations of students' learning, and sometimes using colloquial language which affect students' progress in lessons such as in identifying male and female indicators in Primary School and using correct pronouns in High School.
- In mathematics, the majority of students acquire adequate arithmetic skills such as comparing fractions in Primary School, classifying polygons in Middle School and identifying angles of elevation and depression in High School. However, students' progress in achieving lesson objectives in the less effective lessons is hindered due to teaching methods.
- In science, the majority of students across the school develop adequate understanding of scientific concepts, such as identifying the parts of brain and their function in Primary School and explaining Faraday's flux rule and Lenz's law in High School.
- Students learning skills are adequately developed through projects such as 'The impact of Covid-19 on students' and science practical activities in High School; however, their independent learning and critical thinking skills in some lessons are underdeveloped.

Areas for improvement

- Progress of low achieving students in lessons.
- Students' language skills in Arabic across the school.
- Students' development of learning skills in lessons.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none">• The majority of students are self-disciplined, well-behaved and respectful to their peers and teachers. They have appropriate understanding of work ethics and take responsibility for their own learning. Most students feel safe and secure which is reflected in their regular attendance to school.• Students show respect and understanding of local citizenship values, through creating models and traditional crafts related to Bahrain heritage, and their participation in National events and celebrations such as 'Gergaon' and 'Bahrain National Day'. They show appropriate awareness of global issues such as racism, child abuse, and diversity of culture through their collaborative projects and awareness sessions.• The majority of students participate adequately and confidently in school life, particularly in activities outside lessons such as 'Talent Festival', and school clubs such as 'Art', 'Quiz', and 'Literature' based on their interests. They assume leadership roles through 'Students Council', leading morning assemblies, organising arrival and dismissal procedures and participating in competitions such as 'Bahrain Students' Innovation Congress'. However, in | <p>lessons, their participation is inconsistent, particularly due to teacher-centered strategies implemented that limit opportunities to develop their self-confidence.</p> <ul style="list-style-type: none">• Students develop communication skills and social relationships adequately through participating in various extracurricular activities such as the 'Talent Competition'. However, these skills are inconsistently developed in lessons.• Across the school, students demonstrate suitable awareness of health and environment issues, through their participation in programmes organised by the 'Environmental Club' such as 'Go Green' and awareness sessions on topics like 'Recycling'. The majority are conscious of their personal appearance and keep school facilities clean.• Students show adequate sense of innovation and competitiveness through participating in internal and external competitions such as 'Sastra Pratibha' and 'Innovative Minds' and published research paper on 'Sustainable and Healthy Ecosystem' in the Journal of Emerging investigators. However, these skills are less evident in lessons. |
|---|--|

Areas for improvement

- Students' development of self-confidence, leadership, and communication skills in lessons.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In the majority of lessons, teaching and learning strategies such as discussions, play-based and collaborative learning are adequately used to engage students in learning tasks and develop their knowledge and understanding. However, in the less effective lessons, particularly in Arabic and in Middle School, the teacher-led formulaic teaching with excessively repeated instructions limits students' progress in lessons.
- Resources like scientific apparatuses, tangible daily life substances like flowers and baking soda, worksheets and flash cards are adequately utilised which enhance students' motivation and engagement in a majority of lessons, particularly in science and English. PowerPoint presentations and educational video clips are suitably used in smart classrooms to attract students' interests in some lessons.
- Across the school, except in Arabic, lessons are planned in line with curriculum expectations and majority of teachers deliver sessions with clear instructions and verbally motivate students to participate. However, management of learning time is inconsistent, affecting its pace and productivity, particularly in Middle School.
- The majority of teachers apply suitable verbal and written assessment in lessons and in students' work, with general feedback, however, the quality of feedback and support to the low achieving students lack sufficient guidance, which limit their performance and progress in most lessons.
- In limited lessons, higher order thinking skills are adequately fostered, particularly in mathematics, such as telling time while learning about using the clock in lower Primary School and proving the combination rule in High School. However, in most lessons, teaching focuses on memorisation and retention of knowledge.
- Students use digital technology as part of project-based learning, particularly in High School, such as creating videos for the school's YouTube channel on topics such as 'Digital Dilemmas', writing e-articles related to 'Feminism' in social studies and conducting research papers on 'Sustainable and Healthy Aquatic Ecosystem'. However, in lessons, use of technology is limited to a few which are delivered in the smart classrooms.
- In few lessons, learning is differentiated by task and outcomes, like starting with identifying words' meanings, moving to applying them in paragraphs in Primary School English. However, in most lessons, there is insufficient attention to differentiation, as activities and tasks are unified, not meeting the needs of students of different abilities, particularly the low achieving.

Areas for improvement

- Use of effective student-centered strategies, and productive use of learning time, particularly in Middle School.
- Effective use of assessment results to support students of different abilities, particularly the low achieving ones.
- Use of differentiation and promoting students higher order thinking skills.

□ Empowerment & meeting needs 'Satisfactory'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none">• The school systematically analyses students' attainment and tracks their academic progress. High achievers are appreciated through 'Honour Society Awards' and are encouraged to participate in competitions and lead school programmes. Low achieving students are supported academically through remedial lessons in core subjects on alternate Saturdays while High School students receive additional support through a 'Mentor-Mentee' programme. However, the non-native Arabic speakers are insufficiently supported to develop their language skills.• The school adequately meets students' personal needs through providing financial support, waving school fees for those in need, and providing counseling to students when they face problems. It promotes awareness and values through workshops such as 'Following School Rules' and providing a 'Leadership training programme'.• An adequate range of extracurricular activities to enrich students' experiences | <p>and meet their interests are provided. These include competitions in handwriting, creative minds, storytelling, and sports activities. Students are also involved in various clubs such as 'STEM' and 'Sports'. The school plans orientation days and provides senior students with university preparation sessions. The school also supports students' creativity by providing support to publish their research work in investigative journals and YouTube channels.</p> <ul style="list-style-type: none">• The provision of a safe and healthy environment is appropriately ensured through regular maintenance of facilities, evacuation drills and medical attention for students when needed. Health lectures such as 'Hygiene in school' and 'Nutrition Week' are conducted regularly to raise students' health and safety awareness. However, students' arrival and dismissal procedures require further attention and monitoring. |
|--|--|

Areas for improvement

- Learning support provided to the non-native Arabic speaking students. .
- Monitoring the effectiveness of school's procedures during students' arrival and dismissal.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school evaluates itself by different means such as SWOT analysis, class observations and analysis of examination results. However, the self-evaluation outcomes vary in their accuracy, particularly in determining students’ academic standards and areas of improvements that are more related to impact on students’ progress in class observations.
- The school’s identified priorities are adequately embedded in school plans such as to develop a rich curriculum and maintain strong links with local community. The three-year strategic plan aims at achieving the school’s vision and mission and focuses on creating a challenging learning environment for students through academic excellence. However, plans are not regularly updated to address the emerging priorities, and the impact of the plans is not rigorously monitored to enhance school’s performance.
- Teachers’ training needs are identified and met through class visits, peer observations and training workshops provided like ‘Artificial Intelligence’ and ‘Cyber Security’, in addition to the online training on ‘DIKSHA Platform’ for capacity building. The impact on teachers’ performance is adequate in the majority of lessons observed, however, it varies in the rest due to teacher-centered strategies and inconsistent time management that affect students’ progress in learning, particularly in Middle School.
- The school’s family-like environment, and the leadership’s inspiration and motivation of staff through the open-door policy, appreciations and flexibility during exceptional circumstance, impacted staff retention positively.
- The school ensures the availability of essential resources and facilities including science laboratories and library. Significant investments are made in the construction of a new building for Primary School. In lessons, teachers use a suitable range of resources to facilitate the teaching and learning process. However, few classrooms are crowded with more than 35 students and there are not enough shaded areas for outdoor activities.
- The school adequately communicates with parents through termly ‘Open House’ meeting and WhatsApp groups. However, ‘Parents’ Council’, though active, is not a representative of the whole school parent community. Adequate links are maintained with the local community such as students participating in activities and competitions like ‘Essay Writing’ with their peers in local schools following CBSE curriculum.

- | | |
|--|--|
| <ul style="list-style-type: none">• Members of the Board meet periodically to discuss school's performance and the Board chairman provides general | guidance to the school's senior leadership and holds the principal accountable for the school's performance. |
|--|--|

Areas for improvement

- Regular updates on the school's plans to enhance its performance and address the emerging priorities.
- Rigorous monitoring of the impact of professional development programmes on teachers' performance in some lessons, particularly in Middle School and in Arabic.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	المدرسة الهندية الجديدة												
Name of the school (English)	The New Indian School												
Year of establishment	1990												
Address	P.O. BOX -33131, Isa Town												
City/ Town / Governorate	Buhair, Southern Governorate												
School's telephone	17622350			-			Fax			17622351			
School's e-mail	nischool@batelco.com.bh												
School's website	www.thenewindianschool.org												
Age range of students	6 – 17 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				6-8				9-12				
Number of Students	Boys		1523		Girls		1552		Total		3075		
Students' social/ economical background	Majority of students come from average-income families.												
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	9	8	9	7	7	6	7	6	6	6	6	6
Number of administrative staff	14												
Number of teaching staff	155												
Curriculum	Central Board of Secondary Education (CBSE)												
Main language(s) of instruction	English												
External assessment and examinations	Grades 10 and 12 CBSE Board Examinations												
Accreditation (if applicable)	Affiliated to Central Board of Secondary Education												
Major recent changes in the school	<ul style="list-style-type: none">Constructing a new building for lower Primary SchoolIntroducing 15 Smart board classes across the school.												