



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

**New Indian School
East Riffa - Central Governance
Kingdom of Bahrain**

Date of Review: 30 April - 3 May 2012

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of ten reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		New Indian school													
School's type		Private													
Year of establishment		1990													
Age range of students		6-18 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				7-9				10-12					
Number of students		Boys	1296	Girls	1280	Total		2576							
Students' social background		The majority are from professional and vocational working families, characterised as middle socio-economic backgrounds.													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		8	8	8	7	6	7	6	4	4	4	4	4
Town /Village		East Riffa													
Governorate		Central													
Number of administrative staff		14													
Number of teaching staff		134													
Curriculum		The Central Board of Secondary Curriculum													
Main language(s) of instruction		English													
Principal's tenure		15 years													
External assessment and examinations		All India Senior School Certificate Examination (AISSCE) for Grades 11 & 12, Central Board of Secondary Education (CBSE) Second Term (SA-2) for Grade 10 and Continuous and Comprehensive Evaluation (CCE) for Grades 9 and 10.													
Accreditation (if applicable)		International accreditation via affiliation to the Central Board of Secondary Education (CBSE), New Delhi, India.													

Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented	Physical Disabilities	Learning Difficulties
	778	30	-	-
Major recent changes in the school	Increased involvement in external curriculum projects.			

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	3	3
Students' personal development	2	2	2	2
The quality and effectiveness of teaching and learning	3	3	3	3
The quality of the curriculum implementation	3	3	3	3
The quality of support and guidance for students	3	3	3	3
The quality and effectiveness of leadership, management and governance	3	3	3	3

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 3 Satisfactory

Although students' personal development is good and results in final examinations are high, their satisfactory achievement could be improved further, especially in Arabic. Standards are slightly better in English and science than they are in mathematics. Students do not achieve as well as they could because teaching and learning do not focus sufficiently on developing their skills of independence and enquiry. The school is caring and runs smoothly. The evaluation of the impact of teaching and learning on students' progress in lessons is not sufficiently rigorous. Whilst planning is positive in setting some direction, top level improvement priorities have not been identified clearly enough. Leadership, management and governance are satisfactory; as are support and guidance, and curriculum implementation but too little is done to support students with special educational needs. Parents and students are pleased with the school.

- How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school has satisfactory capacity to improve because it has an appropriate administrative and teaching structure with the senior leaders committed to school improvement and high levels of care. All aspects of its provision are currently satisfactory and personal development is good. The school secures excellent examination results year-on-year and is successful in ensuring the students' good personal development. However, school self-evaluation is not sufficiently systematic or rigorous. Generally the school's planning is not built clearly enough on identified top level priorities to improve the teaching in ways necessary to meet consistently the immediate academic needs of students across the school, especially those with special needs and in developing students' independent learning and investigative skills.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 3 Satisfactory

Students' performance in the AISSCE is excellent and particularly so in English. Significant numbers of students reach the highest grades in the All India Secondary School Examination (AISSE) and the AISSCE assessments. In lessons and in students' work, the majority of students' standards are good and they take great pride in their work, although they lack sufficient understanding of key concepts, especially in mathematics. In most lessons in core subjects, the progress students make in relation to their starting points and abilities is satisfactory.

In Arabic, students' progress in listening, speaking and reading aloud is well below age-related standards. Their writing skills are less-developed across the school. In general, students have limited Arabic skills, both as first and additional language learners.

In English, the standards of students, school-wide are above age-related expectations. Students' oral and comprehension skills are well-developed. They are able to analyse and deduce from poems and excerpts using highly effective comprehension and communication skills. Their speaking and reading skills are better than their writing skills, especially extended creative writing.

In mathematics, students' standards are in line with age-related expectations in all grades. Primary school students perform basic arithmetic operations with confidence and demonstrate good arithmetical skills. They understand place value of digits and accurately write the numbers in their expanded form. Middle school students work confidently with numbers and linear equations. Senior school students show good graphical and algebraic knowledge, for example while dealing with problems on parallel, coincident and intersecting lines. Generally, the progress made is not as good as in English and science where standards are higher.

In science, most students' standards are above age-related expectations. Primary school students show a sound understanding of the concepts they learn, for example in classifying liquids used in daily life and the role of minerals and vitamins in healthy food compared with the hazards of junk food. Senior school students show good knowledge overall and the majority show age-appropriate understanding of the content of the science curriculum. However, their investigative and practical skills, across the school, are insufficiently developed.

□ How good is the students' personal development?

Grade: 2 Good

Students are proud of their school and participate enthusiastically in sporting and other competitions when selected. Similarly, as part of an extremely supportive multi-age house grouping system, they are eager to present the daily assembly. Attendance levels are high throughout the school and students are punctual to almost all lessons. These levels are well-maintained and encouraged through careful monitoring systems.

Personal development is not better than good because in a significant number of lessons students lack confidence to work independently, with too few opportunities presented for them to develop their capacity. They are keen and attentive listeners, responding eagerly in lessons, yet they take too little responsibility for their own learning, for example by using their initiative to ask questions or share their opinions. Older students work very well collaboratively, particularly in their roles as prefects, but to a lesser extent in lessons when working with partners and in small groups, with teaching giving too few opportunities to do so.

Students are well-disciplined, with highly respectful behaviour in lessons. The class representatives and prefects are self-regulating and behave in a very mature, confident and responsible manner. Students unhesitatingly express their feelings of safety and security around the school and enjoy harmonious and respectful relationships with each other. They speak knowledgeably and with a sound understanding about the heritage and culture of Bahrain.

The quality of provision

□ How effective are teaching and learning?

Grade: 3 Satisfactory

Almost all teachers have strong subject knowledge and give very good explanations, which help the majority of students extend their knowledge in almost all subjects. However, insufficient modelling of standard Arabic impacts on students' language acquisition and progress. Most teachers plan lesson content carefully and use the standardised format to manage lesson time well.

Lessons are well-organised and highly focused on preparing students for success in examinations. However, the vast majority of lessons lack attention to the different needs of

students and lack variety in teaching strategies. Lessons are often characterized by extensive talk by the teacher and the use of whiteboards. In a few highly motivating lessons, students have the chance for role-play and group work, such as clay modelling in pairs to explore place value in mathematics. Additionally in good lessons, effective use of questioning techniques allows for student participation and discussion. Nevertheless, most lessons provide insufficient opportunities for students to develop skills including independent learning and higher order thinking.

In the most successful lessons, teachers make effective use of the limited resources to enhance students' learning. In many lessons, resources are basic and limited to teacher-made charts, flashcards, and occasionally models or specimens. The science laboratory however, is adequately equipped and when presented with opportunities, senior students show confidence and skill in experimental work. Although students use information technology (IT) for work completed at home, there is insufficient use of IT in school in all subjects.

Teachers regularly set homework that helps reinforce and consolidate learning, but is not sufficiently challenging. Homework is marked regularly, although not consistently with informative comments to help students know how to improve their work. Assessment, both formative and summative, is regular and well-planned with detailed records maintained. However, the results are not rigorously analysed to inform planning in order to meet the learning needs of all students in lessons. As a result, while in the most effective lessons students of all abilities are supported and challenged to make good progress, this is inconsistent throughout the school. Nonetheless, assessment results are used to support both high and low achieving students through special classes outside lessons that help them perform better in external examinations.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 3 Satisfactory

The curriculum provides a prescribed range of subjects, as required by the CBSE, for Grades 1 to 10 and offers an appropriate mix of subject choices for Grades 11 and 12 students. Annual review ensures well-organised syllabus coverage. Adjustments to the way the curriculum is implemented so as to address students' different learning needs are lacking. Occasional cross-curricular links, particularly in Grades 1 to 3, enable students to experience a more coherent curriculum. The implementation of the school's new continuous comprehensive evaluation programme and extra-curricular activities, such as the whole-school reading day, provide students with an interesting range of learning situations.

Good relationships and excellent discipline among students are encouraged, for example through science lessons and value-based lectures. House activities support the school's strong community spirit, and leadership roles for older students encourage their understanding of their rights and responsibilities; students show respect and care for their school.

Informative visits by members of the community provide lectures on career guidance for Grades 11 and 12. Together with the examination-orientation, these students are successfully prepared for university entrance. However, more limited use is made of local resources to enrich the curriculum for all students and annual field trips are rarely curriculum-related. Students and parents, through the students' council and questionnaires contribute suggestions for enrichment activities.

□ How well are students guided and supported?

Grade: 3 Satisfactory

Students settle successfully into the school environment. The school carefully and consistently records and monitors students' performance in regular assessments. However, students' progress within lessons is less effectively monitored resulting in the learning needs of a small minority not being properly met. The school gives very limited attention both to the identification of special educational needs as well as the effective deployment of staffing and resources to support students with particular learning needs. Appropriate attention is given to monitoring students' personal development.

Students are confident to approach their teachers who provide sensitive help when they face any problems. This is supplemented by, prefects who give caring support to younger students during break-times. Although students receive helpful career guidance and information regarding Indian universities, there is more limited advice given to students wishing to study elsewhere. Parents are justifiably confident that they are well-informed about their children's achievements through regular reports, the student diary and drop-in meetings every Saturday.

Well-followed behaviour expectations ensure a respectful, secure environment where first aid is available. Although procedures for maintenance are broadly satisfactory, their effectiveness are less than they should be in making sure all areas, such as bathrooms, are maintained in good condition.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 3 Satisfactory

Leadership, management and governance are satisfactory overall, though there are good features. The school is well organised and runs in an efficient and orderly manner. The senior leadership and staff focus on taking good care of the students. Their commitment to ensuring that the students do well is evident in the good personal development, positive behaviour and constructive attitudes displayed by the students. However, the ambitious mission 'to pursue excellence' has some way to go. Current strategic planning is insufficient to guide this route. Fundamentally, the quality of teaching is too inconsistent to ensure that students' make the progress of which they are capable. Management's regular evaluation of teaching and learning is rather more procedural than effective in translating findings into strategies for improvement.

Planning is sufficient, but it does not provide clear 'top level' priorities based on rigorous school self-evaluation processes. The principal knows there is room for improvement and takes initiative, for example teachers attend professional development workshops; but the implementation of important concepts is only adequately managed into classrooms. Not enough has been done to raise the quality of the weakest practice towards becoming closer to that of the best.

The school uses its spaces efficiently, but resources are minimal. Appropriate textbooks are in good supply, but library books and other teaching aids are not. Significant investment has been made in improving the infrastructure for the power supply. There is a rolling programme of repair and up-grade to air-conditioning. However, the use of modern technology and electronic communication, both in teaching and more widely is scarce.

Parents and students are very supportive. The school is open to hearing their views, but it does not actively seek their concerns systematically. During the review, older students expressed a view that Saturday classes could be approached differently and that time could be saved during the other days to increase teaching time. The reviewers had some sympathy with their view.

Links with the local community are good and have been built up over many years through, for example, the school's activities with civic societies and sports. The small governing body has defined responsibilities and contributes appropriately. It is dedicated to maintaining good value-for-money education for its community.

The school's main strengths

- High performance of Grade 12 students in AISSC board examinations, particularly in English
- The well-disciplined, respectful behaviour of students in lessons and around the school, with the feelings of safety and security expressed and enjoyed by students
- The students' understanding of their rights and responsibilities of being part of a community
- Students are sensitively supported and helped when they face personal problems.

Recommendations

In order to improve, the school should:

- ensure the development of basic skills in Arabic
- develop a wide range of teaching strategies to ensure:
 - differentiated teaching to meet the needs of all students
 - development of higher order thinking skills, investigative and enquiry based skills and capacity for collaborative and independent work.
- use the results of formative and summative assessment to plan specific objectives to guide teaching and learning in all lessons
- provide more rigorous analyses of school self-evaluation to identify top level priorities and actions for improvement
- modify curriculum implementation to meet the different needs of students and establish cross-curricular links to bring coherence to the curriculum.