



الهيئة الوطنية  
للمؤهلات وضمان جودة التعليم والتدريب  
National Authority for Qualifications &  
Quality Assurance of Education & Training

## **Directorate of Private Schools & Kindergartens Reviews**

### **Review Report**

**The Indian School  
Riffa and Isa Town – Central Governorate  
Kingdom of Bahrain**

**Date of Review: 6-15 January 2014**

SP045-C1-R045

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## Directorate of Private Schools & Kindergartens Reviews

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The Directorate of Private Schools & Kindergartens Reviews (DPS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DPS is responsible for:

- evaluating and reporting on the quality of provision in all private schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for private 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 private 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 seven days, by a team of twenty three 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

<b>School's name</b>		The Indian School											
<b>School's type</b>		Private											
<b>Year of establishment</b>		1950											
<b>Age range of students</b>		6-18 Years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-5				6-8				9-12			
<b>Number of students</b>		<b>Boys</b>	5032	<b>Girls</b>	4569	<b>Total</b>		9601					
<b>Students' social background</b>		Middle income											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	20	20	20	17	18	18	18	19	20	18	15	15
<b>Town /Village</b>		Riffa and Isa Town											
<b>Governorate</b>		Central											
<b>Number of administrative staff</b>		59 administrative staff and 20 technicians											
<b>Number of teaching staff</b>		437											
<b>Curriculum</b>		National Council of Educational Research and Training (NCERT), India											
<b>Main language(s) of instruction</b>		English											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		<ul style="list-style-type: none"> <li>• Grade 10: All India Secondary School Examination (AISSE)</li> <li>• Grade 12: All India Senior School Certificate Examination (AISSCE)</li> <li>• Grades 3-10: (Optional) International Benchmark Tests – Australian Council for Educational Research (IBT-ACER)</li> </ul>											
<b>Accreditation (if applicable)</b>		Affiliated to Central Board of Secondary Education (CBSE) Delhi, India											

Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented	Physical Disabilities	Learning Difficulties
Major recent changes in the school	1950	900	-	-
	<ul style="list-style-type: none"> <li>Primary grades 1-2 moved to a new campus in West Riffa in January 2014</li> </ul>			

## 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

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

Overall effectiveness is satisfactory, with good students' personal development. Most teachers embed positive values in lessons. However, students' varied abilities are insufficiently challenged, with limited use of assessment results to meet all their needs. Students show immense enthusiasm and confidence while participating in school activities and events. Curriculum implementation is satisfactory, with a broad range of subjects enriched with various extracurricular activities. Students with problems are sensitively supported. The school responds well to parents' and students' views, being a community school. It has a clear system of management where roles and responsibilities are well delegated. However, self-evaluation mechanisms lack rigour, reducing their effectiveness, and action planning does not effectively ensure identification and spreading of good practices. Parents and students express their satisfaction with the school.

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

#### Grade: 3 Satisfactory

The school has a suitable administrative and teaching structure in place, with the senior leaders committed to school improvement. The leadership possesses sufficient knowledge of school's strengths and areas for improvement, which are reflected in the on-going developments such as the establishment of a new campus and learning resources. The leadership also plans for progress and monitors activities which impact positively on students' good personal development. However, strategic planning is not sufficiently explicit and lacks rigorous procedures to effectively monitor teaching and students' academic achievement. The school Board and leadership are fully committed to the improvement of school resources, evident in the introduction of the new and well equipped primary campus.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

In the CBSE examinations, AISSCE students regularly achieve high pass rates, with a significant cohort of students securing 80% marks and above. Students consistently attain high pass rates in AISSE, with the majority of them obtaining CGPA 8 and above out of 10. In internal examinations, although most students have maintained stable and high pass rates in the core subjects over the past three years, it is not evident that this performance is matched in lessons and in their written work. Although only a small cohort of between 7% and 20% of students from Grades 3 to 10 are included in IBT-ACER, they perform better than the students who appeared from Middle East, particularly students from Grades 7 to 10 in English and mathematics, and from Grades 7 and 8 in science.

In general, students' standards are age-appropriate across the school in almost all core subjects. In science, the majority of students' standards are broadly in line with age-related curriculum competencies. Standards in English are age-appropriate across the school, with good vocabulary and understanding of grammar. Likewise, in Hindi and in Arabic students' standards are in line with curriculum expectations. In science, the majority of students demonstrate age appropriate knowledge and understanding of key scientific concepts. In mathematics, students have an adequate grasp of basic arithmetic and geometric concepts. High school students show standards that are above age-related expectations.

In lessons, students are progressing well in mathematics across the school. Likewise, students' across the school show adequate progress in their understanding and knowledge in core subjects including Arabic, English, Hindi, mathematics and science.

Students' listening, speaking and reading skills are sufficiently developed in Arabic. In English and in Hindi the majority of students demonstrate sufficiently developed basic language skills. However, creative and extended writing skills in Arabic and in Hindi are underdeveloped. In science, students' scientific inquiry and practical skills are underdeveloped, particularly in the primary and middle schools.



## □ How good is the students' personal development?

### **Grade: 2 Good**

Attendance levels throughout the school are high and students are punctual for most lessons. Students are proud of their school and enthusiastically participate in its events and extra-curricular activities. However, participation opportunities are more evident in primary school.

Students take on responsibilities through the student councils. They exhibit mature attitudes towards leadership roles with, for example, middle school prefects objecting to graffiti on the toilet walls and providing good role models by picking up litter during recess. Senior students monitor discipline during assembly and recess. Students work independently and cooperatively in small groups. They successfully manage assembly, thereby demonstrating their ability to work effectively as a team.

Students are well-behaved and show a high degree of self-discipline in lessons and when gathered in crowded areas such as the canteens. All students readily express feelings of safety and enjoy an atmosphere free from bullying. Display boards exhibit students' work on events like the birthday of the Prophet Mohammed and Indian Republic Day. Senior students speak knowledgeably about Bahrain. Students demonstrate understanding of the values of Islam. Grades 3 to 12 students are particularly articulate in expressing their respect to each other and showing tolerance and understanding for the different religions and nationalities amongst themselves.

## **The quality of provision**

### □ How effective are teaching and learning?

### **Grade: 3 Satisfactory**

The quality of teaching and learning is on the whole satisfactory, though with many inconsistencies in teaching practices across the school. Most teachers have good subject knowledge and effectively cover the curriculum requirements through clear explanations. However, a majority of lessons are teacher-led, with few opportunities for students' interaction and involvement. In the best lessons, teachers use role play, dramatisation, question and answer sessions and problem solving to develop conceptual understanding and skills. In the lower primary school, where more opportunities to work in pairs or groups are provided, students display creativity, confidence and good communication skills. In a few good lessons in the middle and high schools, teachers effectively use questioning to

develop reasoning skills. However, most lessons do not address the need to develop higher order thinking, analytical and investigative skills. Teachers sometimes use resources like pictures, maps, flash cards, models and video clips to positively impact students learning. However, there are few strategies and limited resources to support teaching. Lesson planning is very generic and often does not mention specific outcomes, time frames or strategies to meet the needs of all students. A majority of lessons aim at whole class teaching in which the teacher provides adequate challenge and support to most students. Occasionally, students are assigned projects on which they can work independently, but most of the work is guided in lessons. Home work is given mainly to consolidate the work done in lessons rather than encouraging students to use a variety of sources including ICT to explore and extend their learning or apply learned concepts to unfamiliar situations. Students are self-driven, responsible and have a sense of purpose, often seen engaged in lessons. Teachers do not often use praise and appreciation to motivate them, but nevertheless set routines and behavioural expectations that lead to smooth class management and create a favourable learning environment. Almost all teachers use questioning to check understanding and regularly correct students' work, though they seldom provide feedback on how students may improve the quality of their work. Assessments are conducted periodically but the results of these assessments are not used to plan teaching.

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

**Grade: 3 Satisfactory**

While the school offers a range of languages in the middle school and in Grades 11 and 12, its implementation lacks rigour. The planning and schemes of work for different learning needs are not uniform. The four school councils and festivals provide students with leadership, confidence and organisational opportunities. Good relationships are encouraged among students. The curriculum is broad in terms of music, dance and art for all grades but the execution is hampered by constraints of resources and space. Physical education is offered to students, leading to development of skills and expertise which enable them to win laurels for the school and for Bahrain, with six students being in the Bahrain cricket team. The school has strong community links, hosting inter-school competitions and participating in events organized by the Indian Embassy. Participation in National Day and Bahrain First strengthens students' knowledge and understanding of Bahrain. Parents occasionally contribute to curriculum enrichment activities and are involved through Parent Teacher Meetings and lectures on career guidance. Stronger cross-curricular links between subjects is evident in Grades 1 and 2, enabling students to experience a coherent curriculum. Similar links are incidental and insufficient in higher grades. The school environment and resources

are not able to consistently generate a conducive atmosphere to meet the learning needs of all students.

### **□ How well are students guided and supported?**

#### **Grade: 3 Satisfactory**

The school offers a one-day orientation programme for new students, in which rules and regulations are explained. Senior students help those who register at other times to settle in the school. Records of students' academic and personal progress are kept as part of the continuous comprehensive evaluation (CCE). Low achievers are provided with remedial classes before examinations, on Saturdays and in 'small learners' programmes. Overall care for identified special educational needs students is provided.

The school provides good support to students. Those with sickle cells disease are sensitively supported by compensating for their lessons missed during medical crises. Other cared-for cases include: diabetic, partial blindness, and hearing problems students. Guidance sessions are given for students in Grade 5 before going to the intermediate stage, and career guidance for future university studies are regularly conducted.

Parents are well-informed about students' progress through many channels such as SMS, e-mails, diaries and, of particular note, allocating a daily phone hour for communication with parents in the evenings. The school is safe overall, fire extinguishers have been recently replaced and evacuation drills have recently been implemented. However, some health and safety concerns are yet to be resolved, including the demolition of the Netaji Block, toilet hygiene, adequate ventilation and offering healthy food.

### **Leadership, management and governance**

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

#### **Grade: 3 Satisfactory**

The school leadership has both a vision and mission focused on improvement and adequately shared with all stakeholders. The school seeks as much as possible to provide education to all members of the Indian community and prepare them as global citizens. Roles and duties of the leadership and academic staff are well understood, with clear job

descriptions. Senior leadership and members of the Board motivate and encourage staff, responsibilities are effectively delegated and an annual increment is introduced to show appreciation for the commitment and loyalty of staff.

Examinations results are recorded and analysed over time. Based on analyses, students of Grades 11 and 12 are further supported and their learning problems are resolved. However, self-evaluation mechanisms lack rigour and involvement of all stakeholders, reducing their effectiveness. The processes of monitoring whole school performance are not systematic enough. Improvement priorities are set clearly. However, strategic planning is not sufficiently explicit and lacks rigorous procedures to effectively monitor its progress and success. Consequently, action planning is inconsistent and does not effectively ensure identification and spreading of good teaching practices within and across the two campuses.

Subject and academic coordinators and senior leaders regularly evaluate teachers' performance against curriculum and school's expectations. Regular and different training workshops which focus on whole school needs, such as class management and better communication with students, are provided for all teachers. However, this training does not clearly satisfy individual teachers' needs, nor is its impact consistent or monitored.

The views of parents and students are sought through the parents' and students' councils and regular parent-teacher meetings. The school responds adequately to parents' suggestions, such as establishing the new campus for primary students in Riffa. The school has appropriate links with the local community, participating in national events and collecting charity to help poor labour camps. Clear and separate roles are understood and respected between the school's leadership and members of the Board. They have regular meetings and the senior leadership is firmly held accountable for overall performance and the students' academic results, particularly Grades 11 and 12.

## **The school's main strengths**

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- The multicultural harmony of the school population
- students good behaviour and sense of belonging that enables the smooth running of the day-to-day activities of the school.

## Recommendations

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### **In order to improve, the school should:**

- improve teaching and learning by:
  - assessing the learning in lessons and inform teaching to meet the needs of all students
  - increasing the range and effective use of resource and strategies
  - ensuring that students develop investigative skills and higher order thinking skills
  - enhancing students' participation and progress in lessons.
- improve the effectiveness of leadership and management by:
  - identifying and sharing best teaching practices
  - providing additional professional development programmes that are based on teachers' individual needs.
- ensure the regular execution of health and safety procedures in the main branch.