



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**The New Indian School
East Riffa – Southern Governorate
Kingdom of Bahrain**

Date of second monitoring visit: 24 October 2018

Date of first monitoring visit: 8 May 2017

Date of last review: 7-9 December 2015

SP012-C2-Mb005

Introduction

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA), to verify the improvements that have been made according to the overall outcomes of the first monitoring visit. During the monitoring visit, improvement in students' performance were evaluated during class observation, the learning walk, scrutiny of students' written work and monitoring of general progress.

The Previous Judgement

- The school has made 'Insufficient progress' in the first monitoring visit in May 2017.

Summary of the second monitoring results

The recommendations	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Sufficient improvement
The monitoring visit overall judgement	In progress
<ul style="list-style-type: none">• The school is going to be scheduled within the regular reviews as per BQA procedures.	

* The recommendations are included within the report.

The overall outcomes of the visit

In order to make sufficient improvements, the school is required to:

- Further improve the effectiveness of leadership, management and governance by:
 - evaluating the impact of the school's strategic and action planning and updating it with clear focus on improvements priorities
 - rigorously monitoring the impact of professional development programmes on teachers' performance in the classroom.

- Further enhance students' academic achievement by:
 - applying a wide range of teaching and learning strategies and resources
 - encouraging and motivating the students to participate actively in lessons
 - the effective use of assessment, homework and activities for learning.

Additional remarks

- The school should focus more on providing professional development programmes on class management, with particular attention to management of learning time.

The Progress in the recommendations

Recommendation 1:

- Improve the effectiveness of leadership, management and governance by:
 - embedding rigorous self-evaluation systems in all aspects of the school
 - developing and implementing clear strategic and action planning, fully focused on improvement
 - providing professional development programmes that cater for teachers’ needs, and monitor their impact.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted the self-evaluation, involving students, parents, teachers and management staff. The process includes reviewing examination results, teaching processes, curriculum and activities. • A three-year strategic plan has been developed which focuses on areas such as the integration of technology in teaching, classroom practices and tracking students’ performance. The school’s action plan is aligned with the strategic plan. • Lesson observations are conducted regularly by Heads of Department and the school’s senior leadership. In-house and external workshops are organised for teachers as a part of their professional development programme, which is based on their identified needs from lesson observations. These include ‘Effective Classroom Management’, ‘Lesson Planning and Preparation for Teaching’ and ‘Teaching English Language with Activities’. 	<ul style="list-style-type: none"> • The self-evaluation results are adequately used to identify priorities for improvement such as teaching and learning processes. • The strategic plan is based on views of stakeholders and is sufficiently detailed. The action plan is linked to strategic priorities. However, the school does not sufficiently monitor the impact of its plans or update it focusing on further improvement. • The feedback on lesson observations and the training workshops provided to teachers has improved the effectiveness of teaching and learning, which is evident in the better lessons, particularly in science and mathematics. However, the improvement in teachers’ practices is not consistent across the school, especially in the assessment procedures and in providing support to students during lessons.

Recommendation 2:

- Enhance students’ academic achievement by:
 - applying a wide range of teaching and learning strategies and resources
 - encouraging and motivating the students to participate actively in lessons
 - effective use of assessment, homework and activities for learning.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school monitors and reviews the daily lesson plans to ensure the utility of learning resources. Class observations also focus on teachers sharing lesson objectives during lessons. • Teachers use different teaching strategies and incorporate visual aids, discussion and brain storming in lessons to motivate and engage students. • Teachers assess students in most lessons with oral and written tasks, with a focus on oral closed questions that get whole class responses. Homework is assigned in the majority of lessons. 	<ul style="list-style-type: none"> • Inconsistent teaching and learning strategies are implemented. In the better lessons, teachers use experimental strategies, questions for learning, discussion, pair and group work and practical experimentation. However, in a number of lessons, particularly in the High School, lessons are affected by inconsistent time management as well as by varying opportunities being provided for students to participate and develop their skills. • Teachers use a variety of resources such as models, experimental materials, pictures, posters, physical objects and written tasks, which have a more positive impact in mathematics and science lessons. • Encouragement is inconsistent. In the better lessons, age appropriate strategies such as colouring, presenting in front of class and positive words in Elementary School motivate students to participate in lessons. However, in a number of High School lessons, encouragement is inconsistent, with motivation and words of praise given mainly to students who present work in front of class, where more opportunities are given to higher achievers which affects other students’ participation.

	<ul style="list-style-type: none"> • Whole class verbal and written assessment is used in the majority of lessons, with a variety of challenging tasks given in the better lessons in mathematics and science. Teachers mainly support students during assigned tasks by answering questions and re-teaching parts of lessons, and in better lessons, pairing students to support their colleagues. However, individual support opportunities are uneven. Higher achievers are not consistently challenged and homework, though generally assigned in most lessons, is mainly unified.
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Recommendation 3:

- Provide effective support to different groups of students by developing rigorous systems to assess and monitor their progress.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school supports the different groups of students, through scheduled remedial classes for low achievers after school hours and on Saturday for core subjects across the school, and individual attention before examinations through review sessions, while high achievers are mentored by teachers. • The school tracks and monitors students' progress, particularly with the low achievers, based on their examinations results. 	<ul style="list-style-type: none"> • The school adequately meets the learning needs of the different groups of students. Remedial lessons for low achievers is positively impacting their attainment and progress. Special educational needs (SEN) students are monitored daily and are subject to a special examinations committee. These measures contribute to the improvement in pass and competency rates in core subjects. • Talented and high achievers' experiences are enriched through higher order thinking activities outside the lessons. They take part in internal and external competitions such as a Quiz competition

	<p>prepared by the Indian Embassy, the Bahrain Students' Innovation Congress, and participate in the Model United Nations (MUN) activities. Their achievements are celebrated by certificates of merit and Honour Society Awards.</p>
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Appendix 1: Basic Information about the School

The school name (Arabic)	المدرسة الهندية الجديدة												
The school name (English)	The New Indian School												
Year of establishment	1990												
Address	Building 129, Road 4014, Block 941												
Town / Village / Governorate	East Riffa / Southern												
School's Contacts	17622350					Fax			17622351				
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				6-8				9-12				
Number of students	Boys	1,233			Girls	1,287			Total	2,520			
Students' social background	The majority of students are from a middle socio-economic background												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	7	7	7	7	7	6	6	6	6	5	5	5
Major recent changes in the school	<ul style="list-style-type: none"> New appointments in the 2018-2019 academic year: <ul style="list-style-type: none"> The school Principal A Deputy Principal 2 Head of departments, for science and French 5 teachers: 1 Hindi, 2 English, 1 science, 1 French 2 students' counsellors. 												

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	The school is not achieving sufficient improvement in the recommendation. It is not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues relate to health and safety.