



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

Date of Review: 7-9 December 2015
SP012-C2-R010

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eleven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

Outstanding 1

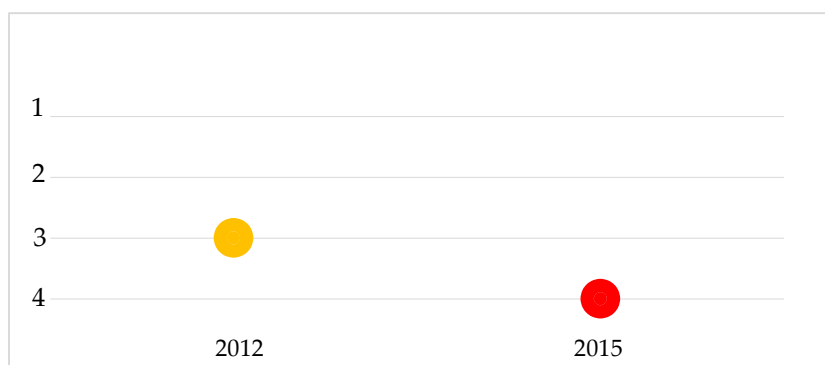
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	4	4
	Students' personal development	3	3	3	3
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

School Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Inadequate'

Judgement justifications

- The overall effectiveness of the school is inadequate due to the poor quality of main processes that are adversely affecting the students' academic achievement. The quality assurance of outcomes and processes by the school's leadership is also ineffective.
- Students' academic achievement, particularly their attainment in most core subjects, in both internal and external assessments, is below average. Their progress in lessons and in their written work is below the satisfactory range.
- Students' personal development is satisfactory. Across the school, students demonstrate very positive attitude with a high level of mutual respect for peers and teachers.
- The effectiveness of teaching and learning across the school in most core subjects is inadequate, mainly due to the ineffective use of teaching and learning strategies and resources. This leads to limited active participation by students. The limited use of assessment in lessons and poor use of its results fails to support students of different abilities.
- The systems to assess and monitor the academic progress of different groups of students are not effective enough. Students of different abilities are not

sufficiently supported and are not making significant progress, in their understanding and skills. Consequently, the quality of support and guidance to students is inadequate.

- Leadership, management and governance have serious weaknesses. Self-evaluation lacks rigour and is not

embedded in all systems of the school. Strategic and action planning is vague.

- The professional development of staff is limited due to the lack of precise identification of staff's needs and the resulting failure to provide explicit programmes to meet those needs.

Main positive features

- Students' commitment to positive behaviour and their respect for others' views, feelings and beliefs.

Recommendations

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

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's self-evaluation is ineffective in identifying the key strengths and areas for improvement. It lacks the productive involvement of all the stakeholders and is not embedded in all the school systems.
- Strategic and action planning lacks sufficient details including time frames, accountability, key performance indicators and procedures to meet the key objectives.

- The leadership is not effective in developing the teaching staff to its full potential and maximising its capability. This has a significant impact on students' academic achievement.
- The Board of Management is ineffective in providing sufficient

strategic and financial support to enable the school to improve adequately according to its agreed priorities.

- Over the past three years the school has not made sufficient effort in complying with previous QQA recommendations, impacting in a decline in the overall effectiveness of the school.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- In internal examinations, students achieve high pass rates across the school. However, proficiency rates are high in the primary school only.
- In external benchmarks, students' performance is very low in core subjects including mathematics, science and social studies in All India Secondary School Examination (AISSE) and in mathematics, economics, accountancy and computer science in All India Senior School Certificate Examination (AISSCE).
- Tracking the progress of the same cohort for the last three years indicates that the majority of students are not making sufficient progress, and their performance in most core subjects is declining.
- In Arabic, the primary school students demonstrate standards in line with their age related expectations. For example, in primary students can read and construct grammatically correct sentences. However, students' writing skills are underdeveloped. Moreover, students' reading, writing and speaking skills in the middle and high schools are below the expected levels.
- In English lessons and in written work, the majority of students across the school demonstrate high standards and good progress. Students' communication skills are well developed.
- In mathematics, most students demonstrate standards below their age related curriculum expectations. Only a minority of primary students can identify various shapes, others struggle to count the total number of faces and recognise similar shapes. By the time students reach middle school the majority struggle to solve equations independently. Their mathematical skills are underdeveloped.
- In science, the majority of students across the school demonstrate age related standards. Primary students show age related understanding of the human digestive system. Middle school students can describe different types of joints in the human body. They can also explain simple electrical circuits and the direction of flow of current. Grade 8 students can explain the functions of various cellular organelles. In the high school the majority of students demonstrate age appropriate understanding of compression and rarefaction in sound waves. They can work out the floral diagram and floral formula of a given flower. They also can perform chromatography on paper. However, students' progress in a significant number of lessons is limited.
- In Hindi, across the school students' standards and progress are in line with their age related curriculum expectations.
- In the commerce stream, students demonstrate weak standards in all commerce subjects.

Areas for improvement

- Students' standards in most core subjects, particularly Arabic and mathematics.
- Progress made by students with different abilities in most core subjects, within lessons and in their written work.
- Students' basic skills, independent and creative writing skills in Arabic, problem-solving and mathematical skills.

□ Students' personal development 'Satisfactory'

Judgement justifications

- The majority of students participate in school life with enthusiasm and confidence. This includes involvement in events and activities such as morning assembly, solo singing, essay writing and a significant number of other school-wide and inter-school competitions. In a few of the better lessons students show confidence in presentation of their work.
- During and outside lessons, most students show very positive attitudes and communicate with peers and teachers with a high level of mutual respect. They also care for the school fabric, evident from cleanliness and routine movement.
- Students generally feel safe and secure in the school. They can express their needs and ask for support in and out of lessons. Incidents of unacceptable behaviour are limited, documented and adequately followed up.
- Students show adequate understanding of Bahrain's heritage and culture. This is complemented by celebrating National Day and through trips to historical places like Bahrain National Museum. Students extend their understanding of Islamic values through respecting Holy Quran recitations during assembly and in expressing their respect to each other, showing tolerance and understanding for the different religions and nationalities amongst themselves.
- The majority of students attend school regularly and punctually, with average attendance being 88% in the academic year 2014-2015. However, there are a significant number of late arrivals to lessons, particularly after the recess.
- Students adequately work and communicate with each other across the school. Grades 11 and 12 students enjoy leadership roles in Students' Council. They take responsibility in guiding the other students, organising entry and dismissal of students, and in the house system. However, within lessons, a predominantly teacher-centred strategy limits students' abilities to work and communicate effectively with others.

Areas for improvement

- Students' active participation in school life, particularly in lessons.
- Students' attendance and punctuality, particularly after recesses.
- Students' independent learning and inquiry skills.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- Across the school, teacher-centred strategies like teaching the text, use of closed-ended questions, whole-class teaching, lecturing and drilling the facts, are the predominating that restricts the active and productive engagement of students in lessons. Consequently, the progress made by students in lessons in most core subjects is limited. In a few better lessons, students are provided with opportunities to discuss and debate during pair and group work. Available resources include textbooks, teacher-made charts and small pictures but their effectiveness in promoting learning is limited. Lesson delivery lacks sufficient focus on developing and applying skills.
 - Although the majority of lessons are orderly, after the recess most lessons do not begin on time. Lesson planning is restricted to weekly and unit planning, lacking in well-defined specific learning objectives, time-bound activities and assessment strategies to determine the achievement of learning objectives. Consequently, the productivity of lessons in most core subjects is limited.
- Teaching lacks age-appropriate motivational methods that suit the students' abilities and prior learning. Provision of activities tailored to meet all students' needs, ensuring students' active participation, is limited to too few of the better lessons.
 - Assessment for learning is limited. The results are not effectively used to plan for teaching to meet the needs of different ability students in a class.
 - The strict teacher-led approach and whole-class teaching strategy provides limited opportunities to develop higher order thinking skills. Additionally, in lessons, in activities and in homework, teaching lacks sufficient challenge and support to students of different abilities, and does not sufficiently cater to the needs of all groups of students.

Areas for improvement

- A range of teaching strategies, well-supported by resources to promote active and productive participation of students of all abilities in lessons.
- Effective assessment for learning and equally effective use of assessment results to identify and support the students of all abilities.
- Productive use of activities and homework for developing understanding and skills.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school consistently records and analyses students' performance in regular assessments in all subjects, recording the proportions of a cohort attaining certain grades. These results are tracked over time for all subjects and levels. However, there is no system in place to monitor and track individual students' academic progress, to support and meet the needs of all students. This has an adverse impact on students' achievements in lessons and in their academic work.
- The school provides adequate care and sensitive support to students who face personal problems. Teachers and coordinators also monitor students' behaviour and implement behaviour management programmes effectively as per requirements. This has a positive and progressive impact on students' behaviour.
- Students are provided with sufficient opportunities to participate in yearly activities such as sports and celebrations, including National Day and Children's Day. Students are adequately encouraged to take part in inter-school competitions such as the CBSE Cluster Meet, Spectra, Techno Fest, quizzes and Spelling Bee. The extent of students' uptake in such activities is satisfactory. The middle and high school students are provided with opportunities to enjoy leadership roles and take responsibilities as prefects, maintaining discipline during recesses.
- The school adequately ensures the provision of a safe and healthy environment for the students and staff through regular maintenance of buildings and facilities, secure transportation arrangements and consistent supervision of students.
- Informal induction and transition procedures involving class teachers and students enable new students to settle in easily. Students are adequately prepared with basic skills for the next stage of their education.
- The school adequately promotes students' life skills through regular assembly programmes and by involving them in various contests such as the Sastra Pratiba and Microsoft MTA scholarship programme.

Areas for improvement

- Identification of students' different learning needs and monitoring their academic progress in order to design adequate remedial and enrichment programmes to effectively support students of all abilities.
- Regular provision of a range of extracurricular activities to promote students' wide-ranging interests and to enhance their personal development.
- Comprehensive and clear advice regarding students' future academic and career choices.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school's senior leadership is aware of the main areas of concern within the school. However, self-evaluation lacks rigour and is not embedded in all school functions. The school sets strategic priorities through regular leadership meetings. However, leadership lacks a systematic approach to self-evaluation of the different aspects of the school systems. Although regular meetings are held to discuss policies and procedures, there is a lack of clear strategic and action planning, including responsibilities and accountability, within the senior and middle leadership.
- Lesson observations are conducted by the Vice Principals and heads of the departments in each term, with verbal feedback to teachers. However, these observations lack sufficient focus on teaching pedagogy and its impact on students' learning.
- General professional development sessions are provided to all teachers on various topics, including communication skills. However, focus on the provision of professional development programmes tailored to teachers' specific training needs and based on evaluation and monitoring of teaching practices is insufficient.
- Although the school's leadership maintains amiable relations with the staff by regular meetings and motivational talks, the impact of these in improving the school's provision and embedding a culture of sharing good practices is too limited. The stress on common planning in students' activities, to enable acquisition of understanding and skills, is absent.
- The school makes adequate use of the available facilities and laboratories. However, except for a few lessons, the use of learning resources is limited to textbooks which does not involve students actively and productively in learning.
- The school's links with the local community are adequately maintained through competitions and attending workshops with other schools, such as with AlNoor School about 'Class Management and Positive Behaviour'.
- The Board of Directors holds termly meetings to follow up on students' results and finances. However, the focus on long term strategic and action planning, linking budgeting to effective resource allocation to promote high quality learning, and accountability of schools' provisions outcomes, is limited.

Areas for improvement

- Explicit strategic and action planning based on rigorous self-evaluation results, with clear time frames, key performance indicators and accountability.
- Professional development programmes based on teachers' needs with clear impact on their performance and actual classroom practices.
- Effective use of learning resources that actively and productively engage students in learning.

Appendix: 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	Building No. 129, road 4104, block 941													
Town /Village / Governorate	East Riffa, Southern Governorate													
School's Contacts	17622350				Fax		17622351							
School's e-mail	nischool@batelco.com.bh													
School's website	thenewindianschool.org													
Age range of students	3 to 17 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys		1272		Girls		1243		Total		2515			
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	7	7	7	7	7	6	6	5	5	4	4	
Number of administrative staff	10													
Number of teaching staff	126													
Curriculum	Central Board of Secondary Education (CBSE)													
Main language(s) of instruction	English													
Principal's tenure in the school	18 years													
External assessment and examinations	CBSE Board examinations AISSE (Class X), AISSCE (Class XII)													
Accreditation (if applicable)	Affiliated to CBSE													
Major recent changes in the school	<ul style="list-style-type: none"> No major changes 													