



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 first monitoring visit: 8 May 2017**

Date of last review: 7-9 December 2015

SP012-C2-Ma005

## Introduction

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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 it enacted according to the recommendations of the last review visit. During the monitoring visit, improvements in students' performance were evaluated during class observation, a learning walk, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged 'Inadequate' in the review visit, which was conducted in December 2015.

### Summary of the first monitoring results

<b>The recommendations</b>	<b>The description</b>
Recommendation 1	Insufficient improvement
Recommendation 2	Insufficient improvement
Recommendation 3	Insufficient improvement
<b>The monitoring visit overall judgement</b>	<b>Insufficient progress</b>
<ul style="list-style-type: none"><li>• The school needs a second monitoring visit after one year.</li></ul>	

\* The phrasing of the recommendations appears in the report section below.

## **The overall outcomes of the visit**

- 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
  - the 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.

## **Additional remarks**

- None.

## The Progress in the Recommendations

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### 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: insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• A well-defined action plan has been created focusing on areas such as classroom practices, effective teaching and discipline.</li> <li>• As part of the self-evaluation processes, the school leadership, Heads of Departments and members of the administration regularly meet to plan, discuss and deliberate on the difficulties faced in the respective sections, like enhancing students’ participation and confidence in lessons through improved teaching strategies.</li> <li>• The school provides several workshops and seminars internally and externally to support its teachers, particularly in core subjects.</li> <li>• The school has started making use of teaching computer software applications that will help to enhance teacher’s performance. These have been introduced as workshops in core subjects like mathematics, science and social studies. This was mostly due to the lack of a fully trained teacher in these subjects.</li> <li>• Heads of Departments, who were also experts in their respective fields, have been</li> </ul>	<ul style="list-style-type: none"> <li>• Though the school leadership monitors teaching as part of the self-evaluation process, and recognises areas for improvement such as the need for teaching strategies that will enhance students’ participation and confidence, the actions taken are not sufficient to bring about change throughout the school.</li> <li>• The workshops and seminars provided do not have sufficient impact on classroom practices in most lessons, as whole class teaching still prevails and assessment to meet the needs of the different categories of students is still weak.</li> <li>• The strategic and action planning currently implemented by the school does not consistently provide the rigorous feedback needed to positively impact on teaching and learning.</li> <li>• Lesson observation forms are outdated as they comprise a checklist that focuses on the presence of specific procedures in lessons rather than delving into the details of such practices, their quality and the impact on learners. Too much focus is placed on teaching rather than on</li> </ul>

instructed to give model classes on alternate Saturdays for their faculty members.	learning. Feedback is not comprehensive and follow up on teacher improvement is not robust.
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### 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: Insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• Formative and summative assessments were commenced in 2016-17 and the data is used to evaluate the students' performance.</li> <li>• In a small minority of lessons, particularly in mathematics and English, the main teaching and learning strategies includes teacher-guided question and answer sessions, discussions and elaboration of concepts by building up on students' prior experiences, and use of the available learning resources. However, in the majority of lessons whole-class teaching with excessive teacher-talk and lecturing are the predominate mode for teaching, which focused mainly on conveying facts. In the better lessons, which were a small minority, teaching encourages students to actively participate in lessons.</li> <li>• In most lessons, assessment for learning is oral, dominated by closed questions with either volunteer or choral replies expected.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2016-2017 internal examinations, students achieved high pass rates and high proficiency rates across all grades. However, in most grades and subjects the proficiency rates are declining in 2017, as compared to 2016.</li> <li>• Across the school, in the majority of lessons, the weak teaching and learning strategies result in the limited development of students' knowledge, understanding and skills, particularly in Arabic, English and science.</li> <li>• In the majority of lessons, the limited opportunities for students to actively participate makes students passive listeners, which negatively impacts their learning.</li> <li>• Assessment for learning lacks sufficient rigour and its results are not effectively used to support students of all abilities. Consequently, students' progress in their learning, particularly in English, Arabic and science, is limited.</li> </ul>

**Recommendation (3):**

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

**Judgement: Insufficient improvement**

<b>The procedures</b>	<b>The Impact</b>
<ul style="list-style-type: none"><li>• Beginning of the academic year 2016-2017, the school tracked students’ performance through an automated system that monitors their attainment through summative assessments.</li><li>• The school provides a range of extracurricular activities, including musical contests, photography and poster making competitions, to support the needs of gifted and talented students.</li><li>• Following the second summative assessments, the school provides additional support lessons on Saturdays to the under-achieving students of Grades 6 to 12.</li></ul>	<ul style="list-style-type: none"><li>• The whole-class teaching approach in lessons limits students’ progress according to their different abilities, as there are no significant challenges to high achieving students and little effective support to the less able.</li><li>• The identification of the less able students lacks sufficient rigour. The effectiveness of the additional support is also limited. Consequently, and as an example, students lack sufficient grasp of key scientific concepts as they can repeat the facts but cannot explain them by using age related scientific understanding. Similarly, the gifted and talented need further attention.</li></ul>

## 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		1,268		Girls		1,296		Total		2,564		
Students' social background	The majority are from professional and vocational working families, characterised as middle socio-economic background.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	7	8	7	7	7	6	6	6	6	5	5	4
Major recent changes in the school	<ul style="list-style-type: none"> <li>• Creating a specific parking area for school transport.</li> <li>• Installation of CCTV.</li> </ul>												

## Appendix 2

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**Table 1: Judgement on how sufficient are the improvements in the recommendation**

<b>Judgement</b>	<b>Judgement Description</b>
<b>Sufficient Improvement</b>	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which have clearly resulted in improved performance and positively impacted the outcomes.
<b>Partial Improvement</b>	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which have led to varying improvements in performance and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school has not achieved sufficient improvement in the recommendation. It was 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\***

<b>The Overall Judgement of Progress</b>	<b>Judgement Description</b>
<b>Sufficient Progress</b>	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
<b>In Progress</b>	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
<b>Insufficient Progress</b>	The school has not brought about sufficient improvement in one or more recommendations.

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