



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Bahrain Indian School
Abu Saiba – Northern Governorate
Kingdom of Bahrain**

Date of Review: 15-17 October 2018

SP064-C2-R059

Introduction

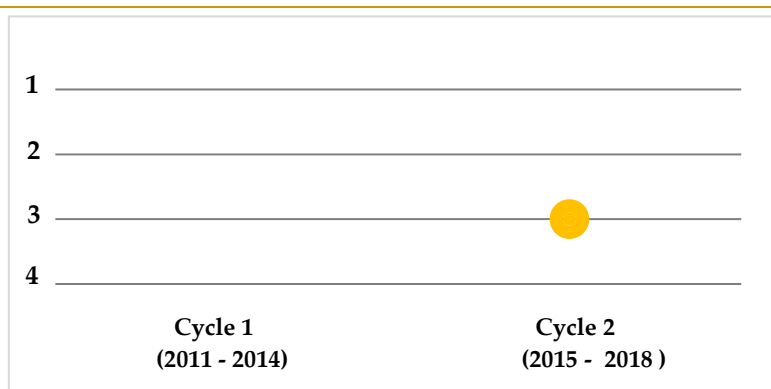
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	2	-	3
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	3	2	-	3
	Students' support and guidance	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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



1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
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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 'Satisfactory'

Judgement justifications

- Students' pass rates are high in internal examinations. However, their proficiency rates vary. Students' standards are good overall, while their progress is satisfactory, particularly in Primary School.
- Most students are self-driven and committed to moral values. They behave positively and are self-confident when participating in the various activities.
- Despite the use of a range of teaching and learning strategies and resources in lessons, their effectiveness varies, particularly in the Primary School. This is due to inconsistencies in the use of learning time, support to low achievers and quality of feedback provided to students.
- Students' academic and personal needs are well met through enrichment and remedial programmes and a wide range of extracurricular activities that meet the students' needs and interests.
- Although the school carries out a regular self-evaluation of its performance, the school plans are not systematically updated according to its results. Plans lack key performance indicators to enable

the leadership to systematically monitor performance. There is a positive ethos of enthusiasm for development. The Board

of Directors contributes effectively in improvement planning.

Main positive features

- Students' positive behaviour and their embracement of moral values.
- The provision of a wide range of extracurricular activities that meet the students' interests and needs.
- The positive ethos prevailing in the school community which generates enthusiasm for development.

Recommendations

- Improve leadership, management and governance by:
 - utilising the results of self-evaluation to align the school plans, and set monitoring mechanisms through clear key performance indicators
 - monitoring the impact of professional development programmes on teachers' performance in lessons, particularly in the Primary School.
- Ensure students' progress in lessons and in their written work in the Primary School.
- Improve the effectiveness of teaching and learning, especially in the Primary School by:
 - managing learning time productively
 - using assessment results to challenge students of different abilities and support low achievers
 - providing constructive feedback to students in lessons and their written work.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school's self-evaluation processes are regular and involve stakeholders. However, the school's strategic and action plans lack clear key performance indicators to accurately measure and monitor the school's performance.
- The school's judgement on its performance in the self-evaluation form matches the judgements reached by the

review team in most aspects in the Middle School and in personal development and support and guidance in the Primary School.

- Relationships in the school are cordial, staff and leaders share a common mission and ethos of collaboration, and teamwork prevails in the school community.

- Various resources and facilities such as science and language labs are available at the school. However, the effectiveness of the use of learning resources is inconsistent in lessons.
- The school provides professional development programmes and monitors

teachers' performance through systematic class visits. The impact of these procedures is evident in the good standards and attainment of most students.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- Students attained a 100% pass rate in the core subjects across all grades in the internal examinations in the past three academic years. However, the proficiency rates vary. In the year 2017-2018, the proficiency rates are high in Arabic, Hindi and science and inconsistent in English and mathematics.
- In the Primary School, proficiency rates range between 37% in Grade 5 English and 100% in most subjects in Grades 1 and 2. In the Middle School, the range is between 33% in Grade 6 English and 100% in Grade 6 Arabic and Grade 8 science and English.
- In the 2016 Progress in International Reading Literacy Study (PIRLS), the school's average is above the international average by 33 points.
- In the 2017 Australian Council for Educational Research (ACER) International Benchmark Test (IBT), the vast majority of students who participated achieved 61st International percentile or above. However, the number of students who sat the test was low, being less than 50% in most grades.
- Students' standards in most core subjects are good, while their progress in lessons varies, particularly in Arabic and English in the Primary School. Low achievers make less progress due to insufficient support being provided to them. Progress in students' written work is inconsistent, and their work is mostly unified for all students across all subjects.
- Most students have age appropriate fluency and comprehension in languages:
 - In English, students read and analyse texts with good understanding. Speaking skills of the majority of students are good, while their extended writing skills are satisfactory across the school.
 - In Arabic, while students' reading and speaking skills are satisfactory, their writing skills are less developed.
 - In Hindi, their reading skills are better than their speaking and writing skills, particularly for non-native Hindi speakers.
- Throughout the school, students' mathematical and reasoning skills are sufficiently developed. Most students are able to solve problems in mathematics. They find areas of geometric shapes in Primary School and confidently solve algebraic expressions using identities in the Middle School.
- In science, most students across the school develop a good understanding of scientific concepts and develop critical thinking skills adequately. They investigate states of matter through inquiry in Primary School and discuss the practical applications of static electricity in Middle School.

Areas for improvement

- Students' attainment in internal examinations.
- Students' progress in lessons and in their written work in the Primary School.
- Students' language skills in Arabic and Hindi and their extended writing skills in English and Arabic.

□ Students' personal development 'Good'

Judgement justifications

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| <ul style="list-style-type: none">• Most students are self-motivated and driven to succeed. Across the school, they participate enthusiastically in class assemblies and school events such as Cancer Awareness, Cleanliness Drive and Youth Leadership Programmes. They are involved in weekly club activities and take part in various competitions such as Spectra, National Astronomy and Science Olympiad, Science Olympiad forum, and Sastra Pratibha.• Students take leadership roles during morning assemblies and organised events such as fund raising for charity. Students who are members of Students' Council and Student Editorial Committee voice students' views to the school leadership. The 'House' system enables all students to get involved in competitions and develop healthy competitive spirit. However, in lessons opportunities for their participation and development of leadership skills are less readily available, particularly in the Primary School.• Students feel safe and secure due to the good behaviour of most students, the | <p>overall sense of responsibility and adherence to school rules. They respect teachers and peers and enjoy a friendly ethos at school.</p> <ul style="list-style-type: none">• Students show good respect for Bahraini culture, developed through celebrating National events and visits to heritage sites. They are committed to moral values, demonstrated in their respect for and tolerance of each other.• Most students attend school regularly and punctually, encouraged through awarding prizes. However, absence rates are inconsistent across some grades prior to the summer holidays.• Students in the Middle School develop good independent learning skills when involved in projects, preparation for science exhibitions and research work. In the Primary School, their independent learning skills are less developed, particularly in lessons.• Students work and communicate well together in the better lessons, during house and club activities, interschool competitions and school events. |
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Areas for improvement

- Development of students' independent learning and communication skills, particularly in Primary School.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- In the majority of lessons, teachers implement a variety of effective student-centred teaching strategies. These include learning through games, discussions, pair and group work, role play, and hands-on activities. However, these strategies are not sufficiently effective in other lessons, particularly in the Primary School, resulting in those lessons being less productive.
- In the better lessons, relevant learning resources such as video clips, posters, worksheets, and models are used effectively which promotes students' active engagement throughout the learning time.
- Lessons are planned appropriately and uploaded in the school portal. Teachers share lesson objectives, and in the better lessons, provide clear instructions and maintain a purposeful pace. However, managing learning time varies in a significant number of lessons due to extensive teacher talk and fast transition of activities, particularly in the Primary School.
- Most students are encouraged and motivated through age appropriate positive reinforcement to engage them in lessons. These include short games, praise, and opportunities for students to present their work and share their opinions.
- Various assessment methods are used in most lessons, such as verbal and written, individual, peer and in groups. In the better lessons, teachers provide instant constructive feedback but this varies in other lessons. Assessment results are not consistently used to inform teaching or challenge students of different abilities. This adversely affects students' progress in lessons, particularly in the Primary School.
- Although students' written work including homework is corrected regularly, feedback to help students improve their performance is limited.
- Development of higher order thinking skills is adequate in the majority of lessons. For example, students are given opportunities to research new information, brainstorm, problem solve and investigate in mathematics and science lessons. However, these features are not consistently evident across other core subjects.
- Teachers consider students' different learning styles and in the better lessons, learning is differentiated by task and outcomes. However, in the less effective lessons, teaching is focused on one ability group, mostly the high achievers. The support provided to students who are experiencing difficulties and low achievers during lessons is insufficient.

Areas for improvement

- Productive use of learning time, especially in the Primary School.

- Effective use of assessment results to challenge students of different abilities and support low achievers.
- Provision of constructive feedback to help students progress in their work.

□ Students' support and guidance 'Good'

Judgement justifications

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| <ul style="list-style-type: none"> • The school systematically monitors, tracks and analyses students' academic progress. The academic support mechanisms include enrichment classes for more able students and, in school and after school, remedial classes for low achievers. • Gifted and outstanding students have opportunities to participate in external competitive examinations such as Science Olympiad Forum (SOF), Sastra Pratibha, Asianet - Think and Learn Challenge (TALC), National Astronomy and Science Olympiad (NASO). • Students' personal needs are addressed well, shown by the case studies of students facing social and emotional problems. Workshops on behaviour management and awareness such as 'Conflict Resolution', and 'Gender Sensitivity' are conducted regularly. • The school efficiently broadens students' experiences and interests by providing a good range of extracurricular activities including diverse club activities, inter house competitions, Youth Leadership Programme and field trips. The school's | <p>'No Child Left Behind' policy ensures total student participation in all activities.</p> <ul style="list-style-type: none"> • The school regularly carries out maintenance of its buildings and facilities and conducts fire drills. Students' arrival and dismissal are monitored well and the use of Radio Frequency Identification (RFID) attendance system with short message service (SMS) to parents contributes to the safety features of the school. However, the available shaded areas and seating places are insufficient. • New students are inducted well to the school and familiarised with the school rules, policies and facilities. Students are prepared for the next stage of their education through awareness lectures and supported through personal recommendations for admissions to high schools following the same curriculum. • The school provides adequate opportunities for students to develop life skills through regular life skills lessons, classes on public speaking and problem solving. However, life skills opportunities are less evident in regular lessons, particularly in the Primary School. |
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Areas for improvement

- Further development of students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school carries out regular self-evaluation of its performance, involving stakeholders. This is adequately linked to strategic and action planning. The five-year strategic plan is based on views of stakeholders and focuses on students’ achievement, quality of teaching, improving the school’s facilities and upgrade of the school for secondary stage. However, the school does not systematically update its plans to link them to its self-evaluation and measured progress on work aspects, despite their awareness of the improvement priorities.
- Review of performance is conducted by the school’s senior leadership in cooperation with subject Heads. Regular meetings are conducted to review schoolwork and discuss planning for improvement. However, this is not clearly reflected in the 2017-2018 improvement plan. Plans lack key performance indicators to systematically monitor progress and measure achievement of goals to plan for the next academic year.
- Professional development workshops on topics such as effective lesson planning and components of good lessons are regularly provided to teachers. This is based on identified needs through regular class visits conducted by the Principal and the coordinator. The impact of this training, though evident on teachers’ performance in the Middle School, is inconsistent across core subjects in Primary School.
- Staff and leaders share a common mission and the school’s leadership encourages a positive ethos that generates enthusiasm for development. This leads to a high degree of commitment and responsibility among staff, which is reflected in their cooperation. The school’s open door policy, staff appraisal and annual increment encourage team work and keenness to improve.
- The school provides an adequate learning environment through the availability of resources and facilities such as interactive boards and science and language laboratories to broaden students’ learning experiences. However, the use and impact of these learning resources is inconsistent in lessons.
- The school has established good links with the local community through contributions to charities such as donations to those in need on ‘Labour Day’ and visits to local institutes.
- Separate and respectful roles exist between the Board of Directors and the school’s senior leadership. The members of the Board meet periodically to monitor the school’s performance and they hold the Principal accountable for performance. The Board is fully aware of

day-to-day happenings, contributes effectively in setting strategic goals, and

fully supports the school financially for the betterment of students.

Areas for improvement

- Using the self-evaluation results to align the school plans and set monitoring mechanisms through clear key performance indicators.
- The consistent impact of professional development programmes on classroom practices, particularly in Primary School.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة البحرين الهندية													
Name of the school (English)	Bahrain Indian School													
Year of establishment	2014													
Address	Building 109, Road 7307, Building 473, Abu Saiba													
Town / Village / Governorate	Budaiya / Northern													
School's Contacts	36174015, 17598000					Fax		17598080						
School's e-mail	Preet@bhavansbahrain.com principal@bhavansbahrain.com													
School's website	www.bhavansbahrain.com													
Age range of students	6-14 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1 - 5				6 - 8				-					
Number of students	Boys		246		Girls		232		Total		478			
Students' social background	The majority of students come from high and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	3	3	2	1	1	-	-	-		
Number of administrative staff	8													
Number of teaching staff	37													
Curriculum	Central Board of Secondary Education (CBSE)													
Main language(s) of instruction	English													
Principal's tenure in the school	1 Year													
External assessment and examinations	<ul style="list-style-type: none"> Australian Council for Educational Research (ACER) - International Benchmark test (IBT) Progress in International Reading Literacy Study (PIRLS). 													
Accreditation (if applicable)	Affiliation with CBSE Middle School													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of new school Principal in 2017. Approval for additional classes up to Grade 12 by the Ministry of Education. 													

	<ul style="list-style-type: none">• The addition of Grade 8 to the school in 2017-2018.• The addition of the following facilities in 2016-2017:<ul style="list-style-type: none">– an auditorium– labs for languages, mathematics, social studies and science– shaded areas in play grounds– a mobile app.
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