



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

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

**The Indian School  
West Riffa / Isa Town – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 16-22 January 2018  
SP045-C2-R048**

## Introduction

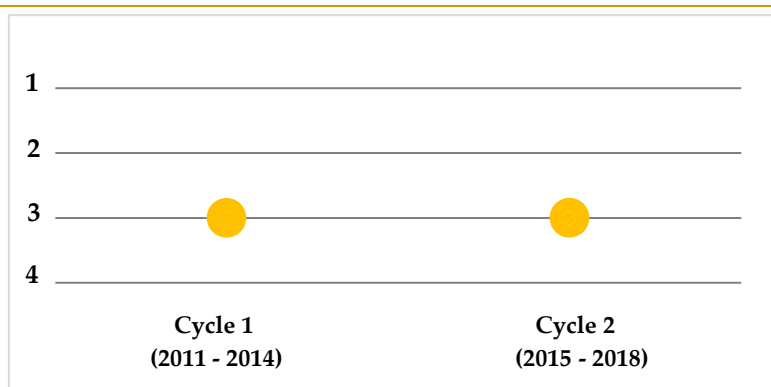
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of twenty one reviewers. During the review, reviewers observed lessons and other activities, scrutinised students’ written work and analysed the 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students’ academic achievement	3	3	2	3
	Students’ personal development	2	2	2	2
Quality of processes	Teaching and learning	3	3	2	3
	Students’ support and guidance	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	2	3
Capacity to improve		2			
The school’s overall effectiveness		3			

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



<b>1</b>	<b>Outstanding</b>	<b>2</b>	<b>Good</b>	<b>3</b>	<b>Satisfactory</b>	<b>4</b>	<b>Inadequate</b>
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## School Report

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### 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

- The school maintained its satisfactory overall effectiveness except for the aspect of support and guidance which has improved from satisfactory to good.
- Students' standards in most core subjects are good, particularly in High School. In internal examinations, students' pass and proficiency rates are mostly high, except in Arabic which is opted for by very few students.
- In the Central Board of Secondary Education (CBSE) examinations, Grade 10 students consistently attain high proficiency rates in all core subjects. Grade 12 students attain high rates in most subjects. However, the proficiency rates are lower in some commerce subjects.
- Most students are self-disciplined and eager to learn. They are attentive even in the less effective lessons. In the good and outstanding lessons, students are self-confident in the various activities such as debates and presentations.
- Effective and engaging teaching and learning strategies are used, particularly in High School, which have a positive effect on students' progress. However, in the less effective lessons, productive use of learning time and assessment to support and meet students' needs are inconsistent, affecting the progress made

by the different students and their understanding and skills.

- A variety of extracurricular activities are offered to students that suit their needs and experiences, including cultural days and events.
- The school tracks students' attainment in examinations and provides effective support and remedial sessions. This

enables most students to maintain their high results and good standards.

- The school's leadership is aware of improvement priorities due to its continuous self-evaluation process. However, documenting the self-evaluation results, planning and identification of performance indicators are less thorough.

### **Main positive features**

- Students' standards, particularly in the CBSE examinations and the progress High School students make in lessons.
- Most students are self-disciplined and driven to learn.
- The wide range of extracurricular activities provided for students, which enhance their experiences.

### **Recommendations**

- Improve the effectiveness of leadership, management and governance by:
  - systematically documenting improvement priorities and developing the school plans to include clear performance indicators and monitoring mechanisms
  - ensuring the impact of professional development programmes on the progress made by the different categories of students in lessons.
- Utilise the good and outstanding practices in High School to improve teaching and learning by:
  - further developing students' understanding and skills
  - employing effective and engaging educational strategies and resources
  - managing learning time in a productive manner
  - using effective assessment methods and utilising the results to meet students' different learning needs, particularly the low achievers.

### **□ Capacity to improve 'Good'**

#### **Judgement justifications**

- The school has been successful in maintaining its satisfactory overall

performance despite the growth in student numbers. Furthermore, the school

has improved the effectiveness of support and guidance provided to the students, which shows positively in students' performances in internal and external examinations in High School.

- Students are motivated towards learning and take responsibility for their own learning, which shows in their ability to complete tasks independently and assist their peers when needed.
- The school monitors its performance and students' results regularly, and as a result continuous teachers' professional development and students' support programmes are provided that improve teaching and learning, particularly in High School.
- The school's vision focuses on shifting learning to be more student-centred, which clearly shows in many lessons in

Middle School and most lessons in High School.

- The senior leadership inspires staff, who show commitment and willingness. Members of the Board of Directors play a vital role in supporting the school and its initiatives, like the launch of the mobile application for parents.
- The school still faces challenges in the large number of students in the school and classrooms, improving the school's buildings and facilities, and assuring consistent impact of professional development programmes on teachers' performance in lessons and the resulting impact on the students of different categories across the school.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Students' pass rates are high in most core subjects in the internal examinations for the years 2014-2015 to 2016-2017. In the 2016-2017 examinations, the proficiency rates were good overall, except in Arabic which is taken by a very small cohort of students.
- In Primary School, the proficiency rates range between 72% in Grade 5 mathematics and 88% in Grade 1 mathematics. In Middle School, they range from 46% in Grade 8 mathematics to 78% in Grade 7 science. In High School, the percentages vary greatly. They range between 19% in Grade 11 science and 76% in Grade 9 English.
- In the CBSE 2017 examinations, Grade 10 students consistently attain high pass and proficiency rates in all subjects in the All India Secondary School Examination (AISSE). The proficiency rates range between 48% in Arabic as a second language and 88% in English. Grade 12 students attain high pass and proficiency rates in most core subjects in the All India Senior School Certificate Examination (AISSCE). The proficiency rates range from 34% in biology to 77% in English. However, the proficiency rates are lower in some of the commerce subjects including accountancy, psychology and marketing.
- In the Scholastic Assessment Test (SAT1), taken by a small cohort, most students attain scores at or above the international mean in critical reading, writing and mathematics. In the SAT subject tests, their scores are better in physics and chemistry than in mathematics.
- In Trends in International Mathematics and Science Study (TIMSS) 2015, the school's scores are better in Grade 8 than in Grade 4 in both mathematics and science.
- The standards of most students across the school are satisfactory in Arabic as a second language and good in English, mathematics and science.
- The progress made by students of different abilities in lessons and written work is satisfactory overall in Primary and Middle Schools, though the less able students do not progress well due to the insufficient support provided to them. High School students make good progress in lessons and in their written work.
- In English, students have a good grasp of all the language skills. Most students use a good range of vocabulary and understand grammar and texts. However, students' skills in Arabic are less developed, particularly for the non-native speakers. In Hindi, although students' reading comprehension and speaking skills are good, their extended and creative writing skills are underdeveloped.
- In mathematics, most students have good basic skills. On the other hand, their ability to apply reasoning and problem solving techniques are not strongly developed in the Primary and Middle Schools.

- In science, most students across the school develop a good understanding of scientific concepts. High School students have good experimental skills. However,

their research-based independent scientific enquiry and investigation skills are less developed, particularly in the Primary and Middle Schools.

### Areas for improvement

- Students' progress compared to their abilities in core subjects in the less effective lessons.
- Arabic skills of non-native speakers and creative writing skills in Hindi across the school.
- Students' skills in problem solving, research-based independent scientific enquiry and investigation in the Primary and Middle Schools.

### □ Students' personal development 'Good'

#### Judgement justifications

- In the good and outstanding lessons, most students are eager to participate, particularly in High School. Most students are self-confident when expressing their opinions and making presentations. They debate and have the initiative to put their suggestions forward and support their colleagues. However, their contributions vary in the less effective lessons, despite their attentiveness to the teachers' over-explanations, their eagerness to learn and take responsibility for their own learning and complete tasks independently. Opportunities to assume leading roles are less available in those lessons.
- Most students participate in the various extracurricular activities such as Model United Nation (MUN) and competitions like 'CBSE Bahrain Cluster', and 'Sastra Pratibha Contest'. They lead teams and students' committees, such as the House system and 'Tarange', effectively.
- Most students are self-disciplined, well behaved, respect each other and show responsibility through maintaining the school property. They take part in voluntary work, as in Earth Day, and celebrate the national festivals of different cultures, all of which indicates their harmony and sense of security.
- Students show their understanding of Bahrain's heritage and culture by participating in national events such as the celebration of Charter Day and the Bahrain First Festival, and visit places like the Tree of Life.
- Most students attend school regularly and are on time. They exhibit good independent learning skills when preparing for lessons and researching and working on creative projects like recycling. However, in the satisfactory lessons, teaching hinders students from

developing such skills, particularly in Primary School.

- Students work and communicate well together in school activities and

programmes. Most students listen to each other and discuss matters, though this is more evident in the good and outstanding lessons.

### **Areas for improvement**

- Students' participation and development of independent learning skills in the less effective lessons, especially in Primary School.
- Students' communication skills and ability to work with others, and take further leadership roles in lessons.



## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In the good and outstanding lessons, teachers use effective and engaging teaching and learning strategies like questions for learning, role play, discussion, pair work and scientific experimentation. These successfully ensure that most students learn and develop their understanding and skills, particularly in High School.
- Although similar strategies are used in most satisfactory lessons in Primary and Middle Schools, their effectiveness and impact on students' engagement, progress and development of skills and understanding varies. In the inadequate lessons, teaching strategies are mostly teacher-centred, leading to limited progress by the majority of students particularly in the Primary School.
- Teachers use the available learning resources in most lessons, such as models, flash cards and worksheets. However, their impact is inconsistent.
- Students enjoy the better lessons as they are successfully encouraged. They show their understanding either by short presentations or by demonstrations on the whiteboard, particularly in High School. However, in the least effective lessons, insufficient support is provided to the low achievers to overcome their learning difficulties.
- Teachers manage students' behaviour well and the majority of lessons are orderly. However, managing learning time varies, either because of fast transition between activities or not ensuring that all learning objectives are achieved.
- In the more effective lessons, various assessment methods are used to measure students understanding. These can be verbal or written, group or individual. However, in the other lessons the focus is on verbal assessment that is not rigorous nor sufficient to cover overcrowded classrooms, and does not inform lesson planning nor meet the students' leaning needs.
- Teachers allocate an appropriate amount of assignments and homework to students. Students' work is regularly marked and positive comments are sometimes provided to encourage them. However, feedback that guides students to improve is not very much evident.
- Students' higher order thinking skills are developed adequately in the better lessons, such as critical analyses of texts in English and conclusions and justifications in science subjects.
- Activities are differentiated in the more effective lessons, particularly in High School. However, in the majority of lessons, students are not effectively challenged, particularly the high achievers who on many occasions are not provided with work extension.

## Areas for improvement

- Productive management of learning time, and further challenge to all categories of students.
- Effective teaching and learning strategies in Primary and Middle Schools to ensure that students develop skills and understanding.
- Assessment methods and the use of the results in informing planning and meeting the needs of all students, particularly low achievers.

## □ Students' support and guidance 'Good'

### Judgement justifications

- The school is effective in identifying and meeting the needs of different groups of students through assessing, tracking and reviewing their attainment data on a regular basis across all levels.
- Outstanding and talented students are engaged in various internal and external activities such as 'Al Mahd Inter-School Debate' in which they achieved first place. Grades 1 to 3 students participated in the 'APJ Inter-Junior School Science Quest 2017' competition in which they achieved second place. Senior students in the science stream participate in 'Technofest' - the annual science festival. Students across the school participate in 'Youth Festival' which is inclusive of art, dance and cultural activities.
- Students with learning difficulties in Riffa campus are supported through effective remedial sessions. Students in the Isa Town campus are supported by their individual subject teachers. In High School, low achievers are supported by organised remedial classes after school hours. However, students with special education needs (SEN) are still in need of more effective support from teachers.
- The school is very successful in providing sensitive guidance and counselling by assessing student's behaviour through tests like 'The Novaco Anger Scale' and providing individual counselling sessions. Positive attitudes are encouraged through various activities such as 'Healthy, Safety, Security and Environment '(HSSE) Week, and 'Star Class ' in Riffa campus.
- A wide range of extracurricular activities is offered to broaden students' experiences, including inter house and inter school competitions like 'Spectra Inter School Drawing Competition', clubs such as natural club, Sport Academy, the Indian School Band (ISB) and the school singing team.
- The school conducts regular inspections of facilities and ensures that they are well maintained. It ensures the safe departure of students using the schools' buses. However, a few safety and hygiene issues remain, including ventilation in the overcrowded classes and the number of available washrooms that match the student population.

- Students are inducted well through an orientation day which includes a school tour and introduces them to the school rules and systems. Students are assisted effectively while transiting from Riffa to Isa Town campus, and while moving from Grade 9 to Grade 10 through the 'career talk'. High School students attend 'Career Expo', which includes seminars and meetings with the representative of various universities.
- The few students with disabilities in Isa Town Campus are supported by giving them extra time to do work, and they are assisted when needed by their colleagues.
- Students' life skills are appropriately developed in lessons, such as through practical skills in science, and using JAVA programming language in ICT. Various projects are provided that focus on building life skills, for example recycling, planting and writing reports.

### **Areas for improvement**

- More attention to safety measures such as overcrowded classes and hygiene concerns mainly ventilation and number of available washrooms.
- Further support to students with special education needs.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance ‘Satisfactory’

#### Judgement justifications

- The school has a shared vision and mission which is focused on moving towards more student-centred educational practices. Self-evaluation involves all stakeholders and is conducted through seeking opinions and regular meetings to identify strengths, areas for improvement and schoolwork priorities.
- Strategic and action planning focuses on students’ achievement and improving teaching and learning. However, documenting self-evaluation results and school plans is less developed, though they are shared in meetings between departments. A systematic implementation and monitoring approach and clear performance indicators are not clearly outlined.
- The school leadership supports newly recruited teachers to familiarise them with the planning and preparation of lessons. Professional development programmes are continuous and based on regular class observations. Both internal and external training workshops are organised on topics such as ‘Differentiation: Different Strokes’ and ‘Classroom Management’. This shows clearly in the improvement in teaching and learning practices, with more than a third of the observed lessons being good or better. However, there is a greater focus in the lesson observation forms on teaching practices rather than having a more comprehensive approach towards learning and measuring the impact on the progress of students of different categories.
- The staff work in a family-like environment and show a high sense of belonging to the school community. They enjoy positive relationships and are willing to change and assume roles and responsibilities that are delegated through the organised management structure.
- The school utilises its buildings and facilities to support students’ learning. These include the science and computer laboratories and sports facilities. However, the available teaching resources and integration of technology is minimal in the less effective lessons, affecting the engagement of students. In addition, the school still faces a challenge in improving the buildings and facilities to suit the growing number of students.
- The school has established significant links with the local community, including the Indian Embassy, Bahrain Local Radio and the British Council. These links have a positive impact on students’ personalities and career guidance. Parents enjoy strong links with the school leadership and their opinions are welcomed.
- The roles of the school’s leadership and the Board of Directors are defined, separated and respected. The Board

supports, monitors and contributes to strategic decisions that help develop teaching practices and initiatives such as the launch of a portal and mobile

application for parents. They hold the senior leadership accountable for the school's performance.

### **Areas for improvement**

- Self-evaluation documentation and its use in setting strategic and operational improvement plans that are linked effectively to the overall school improvement priorities.
- The impact of teachers' professional development programmes on improving teaching practices and the progress of students of all categories.
- The use of available resources to enhance teaching and learning practices in the less effective lessons, and improvements to the buildings and facilities.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الهندية												
Name of the school (English)	The Indian School												
Year of establishment	1950												
Address	West Riffa, Isa Town Campus, P.O Box 558												
Town / Village / Governorate	West Riffa and Isa Town Southern Governorate												
School's Contacts	17684166			Fax			17682120						
School's e-mail	indschbh@batelco.com.bh												
School's website	www.indianschool.bh												
Age range of students	6 - 18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				6-8				9-12				
Number of students	Boys	5,561			Girls	5,142			Total	10,703			
Students' social background	Most students are from low to average income families with mixed social backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	29	25	24	23	23	23	22	23	21	21	17	17
Number of administrative staff	129												
Number of teaching staff	546												
Curriculum	Central Board of Secondary Education (CBSE), India												
Main language(s) of instruction	English												
Principal's tenure in the school	6 Years												
External assessment and examinations	Central Board of Secondary Education (CBSE) examinations for Grades 10 and 12, ACER (Australian Council for Educational Research)												
Accreditation (if applicable)	-												

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• Reorganised leadership structure by increasing the number of Vice Principals, and delegation of responsibilities to Heads of department and subject coordinators.</li><li>• Integrating and implementing Learning Module System (LMS).</li><li>• Introducing play pen area in Riffa Branch.</li></ul>
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