



Bahrain Indian School



19 – 21 May 2025



Location
Abu Saybea



School Type
Private



No. of Students
872



Grade Levels
1-12

Overall effectiveness

Outstanding

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school leadership's clear strategic direction, effective governance and active stakeholder engagement contribute efficiently to the school's culture of high expectations reaching an outstanding standard of education. Students consistently achieve high academic standards and demonstrate continuous progress across the school, with strong outcomes in both internal and external Board examinations. Students' personal development is exemplary. They behave respectfully and contribute confidently to school life through leadership roles and participation in a broad range of extracurricular activities, including national and international competitions.

Teaching is consistently effective, and assessment practices are well established, with academic support and enrichment programmes being tailored to meet the needs of different ability groups.

Key Positive Features

- High academic attainment: Students consistently achieve strong results in internal assessments and in the Central Board of Secondary Education (CBSE) examinations.
- Effective teaching strategies: Teachers use a range of engaging strategies and resources, to promote active participation and ensure students' progress.
- Promoting confident and responsible learners: Students demonstrate high confidence, take responsibility for their learning and actively participate in a broad range of extracurricular activities and competitions that caters for their interests.
- Strategic and responsive leadership: The school's leadership team demonstrates strong awareness of its priorities and implements systematic planning, supported by active contributions from the Board.

Recommendations

- Strengthen teaching effectiveness: Enhance the impact of professional development on teaching practices by increasing the level of challenge in assessments and providing students with focused support, to ensure further progress across different ability groups in lessons.

Students' Academic Achievement

Outstanding

- Students consistently achieve high academic outcomes across the school. Internal assessment results for 2024–2025 indicates a 100% pass rate in all core subjects, with the vast majority of students attaining high results. Assessment across the school is robust and well-structured to align with curriculum competencies and is accurately marked. However, in few subjects, internal assessments in Primary School require greater challenge to fully reflect students' high capabilities.
- Students' strong performance is consistently reinforced by the school's external results in CBSE examinations, including the All India Secondary School Examination (AISSE) for Grade 10 and the All India Senior School Certificate Examination (AISSCE) for Grade 12, where students have maintained consistently high levels of performance over the past three years.
- Students acquire knowledge, concepts and learning skills well above curriculum expectations over time, supported by robust academic interventions and external support sessions, particularly in High School. Younger students develop strong analytical skills in English, progressing to advanced literary analysis in upper grades like interpretation and thematic reflection. In mathematics, Primary students develop strong core arithmetic skills, and confidently apply advanced concepts like derivatives in High School. In science, students consistently and effectively progress from identifying needs and environmental relationships, to applying analytical skills in physics at High School. While this sustained progress over time reflects the strength of the school's academic system, the pace of progress made by the different ability groups in lessons is slightly affected at times by teaching and learning practices, such as the need to provide greater challenge for high-attaining students and more targeted support for the less able ones during assessments.

Students' Personal Development and Wellbeing

Outstanding

- Students across the school exhibit exemplary behaviour and a strong sense of personal and social responsibility as they are self-disciplined, independent, and confident in expressing their opinions. Positive relationships with staff are built on mutual respect and trust, contributing to a safe and inclusive environment. Their conduct reflects a deep appreciation for local heritage and global values, which is reinforced through meaningful participation in events such as the 'Multi-Cultural Festival' and charity fundraising for 'Think Pink'. These experiences significantly contribute to students' wellbeing and high personal development.
- Students benefit from a broad range of extracurricular that enrich their experiences and foster a healthy sense of competitiveness. They participate in recognised platforms such as the 'Bahrain Student Innovation Congress', 'Youth Leadership Toastmasters' and 'Model United Nations', where they develop confidence, communication, and global awareness. Many students also achieve commendable ranks in competitions including the 'Khalid bin Hamad Chess Championship', CBSE 'Sports Clusters', and the 'World Scholar's Cup'. Notably, some students take the initiative to publish original storybooks and contribute to filmmaking projects, reflecting creativity and a willingness to explore interests beyond the classroom.
- Students also demonstrate leadership throughout school life by taking initiative in forming the 'Student Council', supporting peers through the 'Buddy System', and leading clubs such as the 'Robotics Club'.
- In lessons, most students—particularly the high achieving—are assigned roles like 'Young Teachers' during flipped learning or Project Presenters. While these opportunities promote collaboration and confidence, offering all categories of students more consistent chances to lead learning within the classroom would further enhance their development.

Teaching, Learning and Assessment

Good

- Teaching across the school is consistently effective, with teachers using a wide range of strategies, such as Flipped Learning, project-based tasks, and structured discussions. Lessons are thoughtfully planned with clear objectives and meaningful links to real life, such as connecting literary analysis and scientific investigations to the Sustainable Development Goals (SDGs), helping students deepen their understanding and skills.
- Resources are used purposefully to enhance learning, including smart boards, interactive platforms and visual aids. Classrooms are welcoming and inclusive, promoting a motivating learning atmosphere. In most lessons, teachers manage time effectively to ensure balanced content delivery and engagement. However, in a few less effective lessons, the pace of activities hinders optimal use of time, impacting students' optimal progress towards intended learning objectives.
- Assessment practices are well established and aligned with curriculum expectations. Teachers use formative and summative methods, such as open discussions, written tasks and practical application, to monitor and support student progress. However, feedback and targeted support for low-attaining students remain inconsistent at times, and there is a need to provide more prominent and consistent opportunities to challenge high-attaining students.
- The school offers well-structured academic support and enrichment programmes tailored to different ability groups. The low-attaining students benefit from targeted sessions, while the high attaining are supported through initiatives such as the '360-Degree Programme' for entrance examination preparation and the 'Shadow Programme' for internships. Student progress is consistently tracked through external benchmarks such as Structured Assessment for Analysing Learning (SAFAL), the International Olympiad Foundation, the National Genius Search Examination, and Shastra Pratibha, where they achieve commendable outcomes. This contributes to the high progress students achieve overtime in their attainment.

Leadership, Management and Governance

Outstanding

- Driven by a strong strategic vision, the school demonstrates highly effective leadership with a firm commitment to continuous improvement. The senior leadership team operates with a clear mission focused on holistic student development and global citizenship. Data-driven decision-making is supported by annual reviews, staff appraisals, and coordinated action planning. Strategic priorities are shaped through the triangulation of stakeholder feedback and student outcomes.
- The school's comprehensive five-year strategic plan (2023–2028), based on realistic self-evaluation, outlines clear Key Performance Indicators (KPIs). However, the plan would benefit from greater specificity in baseline data and implementation steps.
- A structured appraisal system informs staff professional development planning, with workshops on academic tracking and integration of life skills into the curriculum. Departmental workshops further enhance pedagogy, including model lesson planning with a focus on critical thinking and problem-solving. Staff well-being is actively nurtured through appreciation initiatives, celebrations and performance-based incentives.
- Innovation and resilience are embedded in the school's culture. Investments in smart classrooms, virtual labs, and digital tools enhance learning. Structured internal assessments and the 360° academic programme, particularly to prepare High School students for competitive examinations support rigor and reflection.
- Governance is strategic and participatory, with strong alignment between the school and its wider network. The Board provides oversight in staffing, budgeting, and academic standards. Parental and community engagement is robust through Parent Teacher Council (PTC), regular Parent Teacher Meetings (PTM), and student council. However, the school would benefit from enhanced sports facilities to better support students' physical development.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.