



## The Indian School



30 November – 04  
December 2025



Location  
Isa Town and  
East Riffa



School Type  
Private



No. of Students  
10,404



Grade Levels  
1 - 12

Overall effectiveness

### Good

Students' Academic  
Achievement

Students' Personal  
Development and  
wellbeing

Teaching, Learning  
and Assessment

Leadership,  
Management and  
Governance

### Review Summary

The school provides accessible and equitable education, welcoming students from all backgrounds and supporting them to reach their potential. Leadership offers stability and clear forward-thinking direction, working closely with the Board of Governance and parents to sustain academic growth while managing challenges related to space, enrolment and financial resources. Students are highly motivated, participating enthusiastically in a wide range of co-curricular activities, competitions and events that develop confidence, leadership skills and capabilities across academic, artistic and sporting fields. To build further on these positive features, the school should strengthen teaching practices to ensure greater consistency across all phases, with more effective differentiation that extends high-achieving students and provides targeted support for those needing additional guidance. In addition, Arabic provision should be improved for the small number of students who opt to study the subject.

## Key Positive Features

- Accessible and equitable education: The school welcomes students from all backgrounds and has a nurturing environment where students feel respected, valued, and are supported to attain their potential.
- Leadership resilience and strong community partnership: A stable, forward-thinking leadership, supported by Board of Governance and parents, drives sustained academic achievement and growth despite challenges and constraints.
- Nurturing holistic growth: Students demonstrate strong self-motivation and actively engage in cocurricular activities, competitions and events at school, interschool and national level, resulting in the development of their talent, leadership skills and competencies across academic, arts and sports.

## Recommendations

- Strengthen teaching practices: Ensure consistency in effective teaching across all phases, by promoting differentiated instruction to further challenge the high achieving students while offering targeted support in lessons for those in need.
- Improve Arabic standards: Develop skills in Arabic language for the few students who opt for it.

## Students' Academic Achievement

### Good

- Students' attainment is good overall in both internal and external examinations. Over the past three academic years, internal examination pass rates have remained at 100% across all grades and core subjects, and more than 90% of students have achieved success across all subjects in external examinations. In the 2024–2025 academic year, students continue to achieve high results, with most exceeding curriculum expectations. Internal examinations are well structured, appropriately challenging, and aligned to curriculum competencies, although alignment is weaker in Arabic. In 2025, outcomes in the Central Board of Secondary Education (CBSE) examinations are similarly positive, with a high proportion of students achieving grade B1 or above in most subjects in Grade 10 All India Secondary School Examination (AISSE) and Grade 12 Senior School Certificate Examination (SSCE). However, attainment is relatively lower in some second-language subjects in Grade 10 and in a few Grade 12 subjects, particularly Economics and Artificial Intelligence.
- Progress in lessons is above expectations in most subjects, especially in Middle and High Schools, while progress in Primary meets expectations. Students demonstrate strong learning skills, including independence, problem-solving, critical thinking and developing scientific reasoning. High School students show notable technological capability through digital presentations and AI-based projects.
- Students' language skills are good overall, particularly in English and Hindi. Primary School students identify character traits and create new storylines in writing, while Middle and High School students demonstrate increasing analytical skills when interpreting literary texts. However, Arabic proficiency remains underdeveloped for the small number of students who study the subject.
- Progress in mathematics and science is good, particularly in Middle and High School. Students confidently apply advanced mathematical concepts such as permutations, three-dimensional geometry and conditional probability, and demonstrate secure scientific understanding through topics such as biodiversity and hydrocarbons. In Primary, they make steady progress in basic mathematical skills and foundational scientific concepts.

## Students' Personal Development and Wellbeing

### Good

- Students across the school experience a strong sense of belonging while developing their talents, interests and self-confidence. Events such as Kiddies Fiesta and Tarang provide platforms for students to confidently showcase strengths in literary, artistic, sporting and cultural fields. The school's culture of equity and acceptance enables students from varied socio-cultural, linguistic and economic backgrounds to work together respectfully and harmoniously, demonstrating empathy, responsibility and mutual respect. Participation in morning assemblies, the school band, prefect and house councils, and clubs such as photography and nature further promote creativity, teamwork and student voice. Students take pride in notable achievements, including publishing original books, earning recognition in the India Book of Records and organising Bahrain's largest Model United Nations conference. Engagement in events such as the ICC Criiiiio Cricket Festival, girls' cricket tournaments, Bahrain and Bharat Scouts and Guides, and the Human Flag Formation during National Day celebrations reflects strong commitment, enthusiasm and cultural awareness.
- Provision for the high achieving, including gifted and talented students, is purposeful and well planned. Inter- and intra-school competitions provide opportunities to develop strengths in debating, public speaking, music and sport. Leadership skills are strengthened through the prefectorial board, guides, scouts and class monitor responsibilities, allowing students to contribute meaningfully to daily school life. Students achieve success in scholastic and co-scholastic activities including the International Maths Olympiad, Bahrain GPIC Environmental Research Programme, Mini Olympics, CBSE Cluster competitions and the Sastrapratibha award.
- Students are well-behaved, punctual and self-disciplined. Warm, respectful relationships between students and teachers contribute to an inclusive and supportive school culture where students feel valued, confident and motivated. In better lessons, students participate actively in discussions and deliver presentations confidently, including through persuasive writing tasks. To enhance personal development further, increasing structured opportunities for students to take leadership roles within lessons would enable more students to lead confidently and take greater responsibility in their learning.

## Teaching, Learning and Assessment

### Good

- Teaching, learning and assessment are effective overall, supported by well-structured plans and carefully sequenced delivery. Positive relationships and clear behaviour expectations help maintain a purposeful learning atmosphere. Teachers typically use direct instruction to meet age-appropriate objectives, breaking content into manageable steps that activate prior knowledge before introducing new concepts and guiding practice. Questioning and presentations are the most common strategies, while in stronger lessons role-play, debates, demonstrations and structured discussions promote deeper understanding and faster progress. Effective use of resources—such as smartboards, textbooks, artefacts and laboratory equipment—helps sustain engagement. Good practice is particularly evident in Middle and High Schools, where learning is more frequently linked to real-world contexts and students have greater opportunities to think critically and apply higher-order reasoning. However, differentiation is not consistent across phases; in some lessons, high achieving students are not effectively challenged, and those requiring additional support do not always receive it. Arabic lessons are below expected standards, with students making slower progress than in other subjects.
- Diagnostic assessments are used well to establish baselines, identify gaps and guide planning. Progress is monitored through quizzes, class tests, internal assessments and term examinations, with results informing interventions, adjustments to pacing and support strategies. Low-achieving students benefit from remedial lessons, targeted worksheets and intervention sessions, while the high achieving access supplementary material through the school LMS alongside teacher guidance when needed. Project work, enrichment tasks, competitions, Olympiads and co-curricular activities further extend learning. The cumulative impact of these planned academic support systems results in improved outcomes for most students as they move through the school. However, assessment for learning is not always effective, and inconsistencies in checking understanding hinders the progress for some students.

## Leadership, Management and Governance

### Good

- The school's leadership demonstrates clear and forward-focused direction, with a strong emphasis on digital transformation and infrastructure improvement, including the installation of interactive screens in all classrooms. Strategic planning is purposeful and structured; the School Strategic Plan (2023–2028) prioritises smart classrooms, faculty development and student-centred learning, while the current action plan translates these priorities into operational steps with defined timelines and accountability indicators.
- Leadership decisions increasingly promote equitable access to modern learning resources, supporting sustained academic growth. Self-evaluation processes are generally accurate and identify relevant priorities such as assessment standardisation and enhanced use of digital tools. While the planning framework is robust, progress tracking is occasionally affected by KPIs that are broad in nature rather than measurable in outcome. Refining these indicators would strengthen coherence and enable more precise evaluation of improvement impact, particularly as the school continues to navigate pressures linked to physical space, enrolment expansion and financial capacity.
- A structured culture of professional development is evident. Monthly Faculty Development Programmes (FDP) on themes including 'Art-Integrated Learning' and 'Competency-based Education' support curriculum alignment and strengthen teaching practice. The greatest impact is observed in High School, where active methodologies and digital integration are more consistently embedded.
- Governance and community partnership are notable strengths. The parent-elected Board of Governance responds constructively to financial constraints and remains firmly committed to the school's mission. Forward-looking initiatives, including AI and Data Science integration in curriculum and planned solar power implementation, demonstrate adaptability and sustainability. Regular stakeholder engagement, transparent decision-making and an open-door communication culture reinforce the school's stability and resilience.

#### Next Actions

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