



The New Indian School



11 – 13 May 2026



Location
Buhair



School Type
Private



No. of Students
3443



Grade Levels
1 - 12

Overall effectiveness

Satisfactory with Good Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Students in grades 10 and 12 achieve well in most subjects in the external Central Board of Secondary Education (CBSE) examinations, reflecting effective support and steady progress over time. Students across the school demonstrate confidence, positive attitudes, and active participation in school life through a wide range of extracurricular opportunities that support their personal development. School leadership and governance provide clear strategic direction and foster a collaborative culture that promotes continuous improvement, shared values, and students' academic and personal growth.

However, teaching and learning practices are not yet sufficiently consistent in securing sustained progress for all groups of students. The school needs to strengthen the use of assessment for learning, provide greater challenge for the more able students, and ensure more targeted support for those requiring additional assistance during lessons. The impact of professional development programmes also needs to be monitored more closely to ensure that improvements in classroom practices are consistently reflected in students' outcomes across all phases. Arabic skills need to be strengthened for the small group of students who choose to study the subject.

SP012-C4-R050

1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

Key Positive Features

- Leadership and governance: School leadership demonstrates a clear vision and effective strategic planning, supported by collaborative practices contributing to continuous improvement, students' development, and shared values.
- Students' results in external examinations: Students achieve positive results in most subjects in the external CBSE examinations, reflecting effective support and steady academic progress over time.
- Students' confidence and personal growth: Students across the school demonstrate self-confidence and positive attitudes through active participation in extracurricular activities, supported by the school's strong focus on their wellbeing and holistic development.

Recommendations

- Enhancing teaching and learning practices: Ensure that students make sustained academic progress through the effective use of assessment for learning, greater challenge for the more able students, and better-targeted support for those requiring additional assistance within lessons.
- Monitoring the impact of professional development: Enhance the effectiveness of professional development programmes provided to teachers by monitoring classroom practices more closely; to ensure that improvements are consistently reflected in students' academic progress across all levels.

Students' Academic Achievement

Satisfactory

- Students' attainment is positive overall in both internal and external examinations. Over the past three academic years, internal examination pass rates reach 100% across grades and subjects, and the vast majority of students have achieved success across subjects in external examinations. In the 2025–2026 internal examinations, students achieve well in most subjects and grades. Examinations are generally well structured, appropriately challenging, and aligned with curriculum competencies, although they are less challenging in Arabic. In 2024–2025, outcomes in the Central Board of Secondary Education (CBSE) examinations are positive, with a high proportion of students achieving Grade B1 or above in most subjects in the Grade 10 All India Secondary School Examination (AISSE) and the Grade 12 Senior School Certificate Examination (SSCE). However, attainment is relatively lower in some second-language subjects in Grade 10, and in Informatics Practices and Applied Mathematics in Grade 12.
- Students in High School demonstrate steady progress over time and achieve well. In lessons, students' progress meets expectations in most subjects across the school. While some students make positive progress, particularly in High School, low-achieving students make inconsistent progress overall, with less progress evident in some lessons due to insufficient targeted support. Students across the school demonstrate adequate learning skills, including problem-solving and scientific reasoning, while independent learning and critical thinking skills are more developed in High School.
- Students' language skills are secure overall, with more developed skills evident in English. Their progress in comprehension, the application of grammatical rules, and analytical skills is adequate overall in both English and Hindi. However, Arabic proficiency and progress remain underdeveloped among the small number of students who study the subject.
- Progress in mathematics and science is adequate overall. In mathematics, students develop appropriate problem-solving skills and apply concepts related to numbers, algebra, and probability with increasing confidence. In science, students demonstrate adequate observation, and interpretation skills, and develop their understanding of scientific concepts through practical experimentation from Primary to High School.

Students' Personal Development and Wellbeing

Good

- Students across the school benefit from a range of extracurricular activities, events, and programmes that enhance their talents, interests, and self-confidence. Opportunities such as 'Mathletes', 'Model United Nations' activities, and creative programmes encourage students to participate actively and develop their academic, creative, and communication skills. Students achieve notable success in competitions, including winning the overall trophy at the 'American Mission Hospital Med-Athlon' and first place in the 'STEM' Quiz at the Dr. Kalam STEM/SPACE Conclave. Students also participate successfully in sporting events, including the 'Asian Youth Olympic Games' and 'CBSE National Skating' competitions. Students' literary and creative development is further supported through the publication of their work and the 'NIS UNESCO' Newsletter.
- Students are provided with a range of leadership opportunities through the 'Student Council', 'House Captains', 'Discipline Marshals', and 'Model United Nations' (MUN) teams. Students contribute actively to assemblies, awareness campaigns, and environmental initiatives, including the Green Education Initiative. These experiences strengthen students' communication, teamwork, and sense of responsibility. Students generally demonstrate good self-confidence and positive attitudes. However, opportunities for students to take greater ownership of their learning and to develop independent learning skills are inconsistent across lessons.
- Students' personal development is effectively supported through a positive school culture and appropriate support systems. Initiatives such as meditation sessions and the 'Academic Excellence' Award contribute positively to students' behaviour and emotional wellbeing. Students' awareness of citizenship and social responsibility is enhanced through charitable activities, sustainability projects, and participation in national and international initiatives.

Teaching, Learning and Assessment

Satisfactory

- Lessons across the school provide a positive and supportive learning environment, and teachers employ an appropriate range of teaching and learning strategies that are effective in the majority of lessons. These include collaborative and experimental learning, inquiry-based activities, and the use of educational resources such as interactive whiteboards and scientific equipment. In the more effective lessons, students participate actively, take responsibility for their learning, and apply their understanding to real-life contexts. However, in many lessons, teaching remains overly teacher directed, limiting students' engagement, participation, and depth of learning.
- Teachers generally manage lessons appropriately through clear planning, instructions, and positive classroom relationships. In the better lessons, particularly in science and Hindi, activities are purposeful, well-paced, and appropriately meet students' needs. However, inconsistencies in time management reduce lesson productivity. In some lessons, lengthy explanations limit opportunities for application, assessment, and deeper learning, while students' participation remains uneven. Teachers use oral and written assessment methods aligned with the curriculum expectations, and assessment practices are stronger where activities are appropriately challenging and linked to practical application, particularly in High School science. However, questioning and discussion in most lessons tend to mainly involve the more able students, with insufficient strategies used to engage and assess the understanding of all learners, particularly the low-achieving students. As a result, the identification of students' progress and the development of higher-order thinking skills are inconsistent.
- Appropriate academic support is provided outside lessons based on diagnostic assessment and identified learning needs. Low-achieving students benefit from regular remedial support programmes conducted on Saturdays, while high-achieving students are provided with enrichment opportunities, including research-based activities and projects. These opportunities contribute positively to students' academic achievement in Grade 12, where some students have successfully qualified in the competitive Joint Entrance Examination (JEE). However, the effectiveness of the targeted support within lessons remains inconsistent across subjects and phases.

Leadership, Management and Governance

Good

- School leadership provides purposeful strategic direction through coherent improvement planning and clearly identified priorities that support the school's ongoing development. Curriculum review processes promote consistency across phases through alignment with CBSE requirements and the integration of digital learning tools such as smart boards. The school's recognition as a UNESCO Associated Schools Network (ASPnet) school in 2024 further reflects its commitment to global citizenship, sustainability, and inclusive educational values. However, some performance indicators within the school's plans remain broad and activity based, limiting the precision with which leaders measure the impact of improvement initiatives on teaching quality and student outcomes.
- Leaders make effective use of self-evaluation, lesson observations, surveys, and performance evidence to identify priorities and guide school improvement. Monitoring systems are systematic and include unified lesson observation tools, coaching, peer teaching, and follow-up action plans, contributing to a collaborative professional culture and reflective practice among staff. Professional development is continuous and well structured, with teachers benefiting from regular training, mentoring, and external programmes. However, the impact of professional development programmes on classroom practices and students' progress is not monitored consistently enough in the less effective lessons.
- Innovation is increasingly embedded within school life through digital learning, sustainability initiatives, UNESCO values, and curriculum-linked inquiry projects that strengthen students' engagement and social responsibility. A strong sense of community and resilience is evident through collaborative planning and students' participation in environmental, wellbeing, and community initiatives. Communication with parents and stakeholders, including the Board of Directors, is effective and supports the school's ongoing development.

Next Actions

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