



**British School  
Overseas**  
Inspected by Penta International

**Inspection Report**

**Capital School**

**Bahrain**

Date of inspection      **9-11<sup>th</sup> May 2022**

Inspection number      **20220509**

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt. The inspection and this report follow the Department for Education (DfE) schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers, and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social, and cultural development of; their welfare, health, and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British schools overseas.

During the inspection visit, inspectors observed all teachers. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the board of governors, a range of teachers, parents, and groups of pupils. Two and a half school days were monitored. The lead inspector was Nicola Walsh. The team members were Reema Abishmt and Brittany Smith.

## 2. Compliance with regulatory requirements

Capital School Bahrain meets the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

The school offers a British education that is well suited to meet the needs of its pupils.

The curriculum draws upon English schemes of work, is adapted to include the ministry requirements, and is balanced. Across the school pupils gain new knowledge and enjoy learning.

Teachers provide a good level of education. Pupils' behaviour is good, they are respectful of one another and of all staff. Teachers and leaders are supportive and are keen to see the school improve further.

Pupils are known to all staff and the school's principal. There is a strong family and community ethos around the care, guidance, and support that the school provides.

Parents are very positive about the school and the education that the school offers.

Pupils are articulate and have a good command of English. Standards of attainment are in line with related expectations in the UK and are improving over time.

### 3.1 What the school does well

The school has many strengths which include:

- Pastoral care and guidance
- The sharing of good practice to further improve teachers' performances
- Positive relationships between staff and pupils
- Leadership roles for pupils
- Improving standards in English and mathematics
- Confident, friendly, and articulate pupils

## 3.2 Points for improvement

Whilst not required by regulations, the school might wish to consider the following points for development:

- Develop and empower a strong senior leadership team, that can (for example)
  - manage change and influence policy decisions
  - ensure subject leaders are in place to monitor and evaluate the quality of teaching and outcomes for pupils
- improve visibility of safeguarding systems, across the school, including developing a PHSE curriculum for all pupils
- Improve the quality of all teaching, so that it is consistently good or better, including by putting a greater focus on monitoring pupils' progress in lessons, in pupils' work books and through assessments

## 4. The context of the school

Full name of school	Capital School		
Address	Al Ahli Club, Zinj, Bahrain		
Main telephone #	+973 1700 8880		
Website	www.capitalschoolbahrain.com		
Email	info@capitalschoolbahrain.com		
Principal	Mrs. Nicola Matthews		
Chair of board of governors/proprietor	Mr. Adel Al Safar		
Age range	3-12 years		
Number of pupils	Total = 437	Boys = 234	Girls = 203
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 58	(6-11 years) 353
	(12-16 years) 26	(17-18 years)	(18+ years)
Total number of part-time pupils	0		

The Capital School Bahrain is situated in Manama Bahrain and offers international co-education for pupils aged 3 to 12 years old. It is not licensed to take on pupils with special educational needs. The school was established in January 2015 and has grown considerably. Such that the school is locating to new premises at the start of August 2022. Once the school has relocated the school will begin to grow into an all through school offering education up to year 13.

A new principal was appointed to the school in August 2020 and has made significant positive changes to the school such that she has the trust of parents and staff. The school is now thriving after a period of online learning.

The pupils on roll at the school represent many different nationalities of which the majority are nationals of Bahrain. Other pupils are nationalities of countries such as Egypt, India, Pakistan, and Jordan. As a result, almost all pupils speak English as a second language. Although the school has suffered from a decline in pupils on roll this is now improving. Many pupils join the school into established year groups, in September 2021, 55% of pupils joined in year 1 and year 2.



## 4.1 British nature of the school

- The school delivers the English National Curriculum (ENC) and the Early Years Foundation Stage (EYFS)
- The school is organised into Key Stages and year groups
- The school's assessments are UK sourced
- The school promotes British values through the school's curriculum, ethos, displays and events
- The school is resourced in materials that are in use in English curriculum schools
- The school has a uniform policy, like many English schools
- The school's four houses are named after British monarchs' royal residencies
- Classes are named after British trees
- The school's house point, and rewards system reflect those used in English schools
- The school has a large majority of teachers trained in UK educational institutions with UK qualifications
- The academic calendar replicates that of a British school

## 5. Standard 1 The quality of education provided by the school

The quality of education provided by Capital School Bahrain is good and meets the requirements of the BSO Framework.

### 5.1 Curriculum

The school has a curriculum policy which states that the school follows the English National Curriculum (ENC) for pupils in primary and secondary sections. EYFS is in place for pupils under the age of 5. The curriculum is also adapted to fully incorporate the requirements of Bahrain Ministry of Education and offers Islamic studies, social studies, and Arabic.

Specialist teachers deliver Arabic, Islamic and social studies, French, ICT and PE across the primary and secondary school. Years 1-5 are taught by one teacher for all subjects to include English, mathematics, science, history, geography, and art. However, year 5 have specialist science teaching. Years 6 and 7 are taught by specialist teachers for all subjects. The subjects offered to year 6 and 7 are English, mathematics, science, French, history, geography, PE, ICT. All year groups have a timetabled library session once a week.

The foundation stage curriculum provides a range of teacher led and play-based learning experiences. This is delivered through a themed curriculum. This was evident in a FS2 class where pupils were pretending to be in a spaceship and using the associated language of alien and planet. A FS2 pupil pretended to drive a space rocket and pupils watched the teacher attempt to launch a small rocket using recycled materials. There is a strong emphasis on literacy and numeracy within lessons and this includes the teaching of phonics. Outdoor provision enables pupils to take risks and improve aspects of their physical development, although the use of this area has been restricted by Covid. Teaching assistants are used effectively to deliver tasks to small groups of pupils well matched to their needs.

Long term and medium-term plans ensure that there is progression in acquisition of skills and knowledge as pupils move up the school following the requirements of the ENC. The school delivers the curriculum through published schemes of work for mathematics and reading assessment. Pupils' communication skills are embedded as they work in groups and investigate problems. Year 4 pupils were able to talk in groups to solve a question about circuits. They then were asked to test their answers and were provided with materials to do this. However,

collaboration and discussion has been restricted due to Covid and these pupils worked effectively and within the guidelines. The curriculum also enables pupils to learn about British culture. In a year 4 history lesson pupils studied the invasion of Romans into Britain and in year 3, pupils were reading historical fiction based on 11th century Britain.

Reading is encouraged through the curriculum. For example, in year 3, pupils were reading and enjoying 'The Anglo-Saxon Boy' where pupils discussed the actions of the main character. The strong focus on phonics teaching in the foundation stage classes is enabling pupils to begin to read words quickly. Pupils were observed blending and segmenting sounds in the foundation stage. Also, a focus on the use of language through play was very evident. However, a consistent phonics programme is not yet in place such that the strong phonics provision in foundation stage is not yet being built upon. Timetabled library sessions led by the school's librarian ensure pupils across the school are exposed regularly to good quality texts. Events such as World Book Week and a visit to the children's library at a local cultural centre further promote a love of reading across the school. A trophy is awarded to the pupil who reads the most books in the year group. Pupils have access to a wide range of texts through an online library and pupils are seen reading in their free time across the school.

A wide range of extra-curricular activities were in place before the restrictions to prevent the spread of Covid began to have an effect. There are plans to re-establish these now the pupils are back in school. However, themed days and events take place within the school day and events such as Languages Day enhance the curriculum and broaden pupils' experiences. A street party to celebrate the Queen's platinum jubilee has been planned to take place in the school in June. A range of visitors to the school enhance the curriculum and help to develop pupils' understanding of the world around them. Recent trips to a local theatre, a trip to a local cultural centre and Al Areen wildlife centre and local library trip have broadened pupils' understanding of the world.

PHSE is timetabled for non-Arabic speaking pupils once a week. Arabic speakers learn about social and moral issues through Islamic, social studies and Arabic classes. Pupils learn about topics such as healthy eating and social issues through curriculum activities. Pupils in year 2 learnt about keeping your community clean in an Arabic lesson. A group of year 2 non-Arabic speaking pupils enjoyed talking about how to play nicely and representing this as a drawing on a worksheet. In year 1 PSHE, pupils worked in groups to think of statements to say to show kindness to a character from a story who was being bullied. Circle time is a regular event in the foundation stage and Key stage 1 classes where pupils can talk about issues that are related to their daily lives. PHSE is also delivered discreetly through form tutor time at the start and end of the school day in

primary and secondary classes. However, a PHSE programme offered to all pupils would ensure all pupils have equal access to a high-quality curriculum.

Intervention for pupils who require support is in class and provided by teaching assistants overseen by the class teacher. Pupils with significant needs are not accepted into the school. However, when pupils are admitted and awaiting a diagnosis of need, they are very effectively supported by 1:1 provision until the school can find the appropriate provision for these pupils.

## 5.2 Teaching and assessment

Teaching across the school is good. Where good practice is shared this is impacting on improving the quality of teaching across year groups. Teachers use questioning well to check on pupils' understanding. Teachers plan lessons that follow the requirements of the ENC and EYFS and monitor pupils' understanding.

Teaching and assessment in the foundation stage is effective and meets the needs of the pupils. Teachers plan activities that are theme based and engage children's interest. The use of teaching assistants to deliver tasks well suited to individual children's needs is very effective and enables pupils to make progress. Teachers and teaching assistants set high expectations of behaviour, so that pupils are independent and can use equipment and resources appropriately. As a result, pupils tidy away and respond to teachers' commands very quickly, in a calm and purposeful manner.

The foundation stage leader uses assessment to measure the attainment of pupils against the early learning goals. She is new to the role, and she is sharing her knowledge across the foundation stage. This will empower other practitioners to make accurate and reliable assessments against the early learning goals. Pupils' workbooks evidenced that teachers are giving feedback that enables even the youngest children to make progress and learn from their mistakes.

In KS1 teachers plan tasks that engage pupils who are keen to learn. Teachers ask questions and pupils are eager to respond. Many lessons are planned around the use of the interactive whiteboard and through PowerPoint presentations. Most pupils respond quickly to the teacher's questions. However, teachers also facilitate class and table discussions, 'think-pair-share', is used as an approach to encourage pupils to talk about their ideas and focus less on the teacher.

In the best lessons teachers plan tasks that enable pupils to be active learners. In a year 2 science lesson pupils used magnifying glasses to draw diagrams and label parts of a plant. Where teachers plan tasks that are different there is a greater level of challenge for all pupils. In a year 2 mathematics lesson, different worksheets were pasted into pupils' workbooks prior to the start of the lesson.

In KS1, procedures and routines are embedded as seen in the classroom management techniques and smooth transitions. year 1 classes effectively use a countdown or clean up song to prompt students to prepare for the next lesson. 'I am learning to' statements are used in many subjects and year groups.

Teaching assistants are used to support pupils' learning in small, focused groups as well as whole group support.

In KS1, pupils' phonics screening assessments are in place and pupils' attainment is comparable to UK standards. Pupils who are identified as low attainers receive in class interventions administered by the teaching assistants and overseen by the class teacher, as well as one-to-one and group interventions with the learning support teacher.

In KS2 and year 7, teachers plan lessons that make good use of the time available and use methods and approaches used in English schools. A large majority of teaching is based upon the use of interactive whiteboard to make presentations to the whole class. Teachers impart their knowledge to the pupils and then use questioning to check on understanding. In a lesson on coastline erosion the teacher questioned pupils to check on understanding of the images in the interactive whiteboard. However, there were missed opportunities for pupils to be active and explore the physical properties of chalk or granite.

Teachers ensure pupils have an accurate understanding of the terminology used, such as the word 'contaminants' in a lesson on flooding. In the best lessons observed pupils were active participants and tasks were well matched to abilities. In a year 4 science class pupils built electrical circuits, they listened well and responded to the teacher's instructions. In a year 3 mathematics lesson on subtracting fractions one teacher very effectively supported pupils working through tasks at their own pace and with different levels of challenge. In a history lesson pupils played a game to learn more about Mayan civilization. In these lessons where active learning was evident, pupils were purposefully engaged, and challenge was appropriate.

Assessment of pupils' work in primary and year 7 is inconsistent. There is a written marking policy, but this has not yet been implemented consistently across the school. Teachers test pupils regularly using published assessments for mathematics, science and reading. Teachers analyse the data from these tests, and this helps to identify the pupils who require more support, particularly in reading and mathematics. However, the tests used in reading are not consistent across key stage 1 and 2 so that the results are not easy to track and compare. A more consistent, structured tracking of reading assessments is needed to track data across year groups and throughout the school. Investing in a reading program to be used throughout the school and providing training for teachers would ensure the data collected is valid and reliable. However, it is only recently since the return to face-to-face teaching that tracking of reliable pupils' attainment data has been possible.

### 5.3 Standards achieved by pupils

Pupils enjoy school and this is evident in good attendance. This is almost in line with UK standards after a long period of online learning. Pupils are friendly and confident. They are respectful of one another and the school's environment and one another. They play appropriately and interact well.

In lessons pupils are receptive learners, all pupils follow the teacher's instructions and listen attentively. They participate well by responding to questions. Pupils have a good standard of spoken English, although most pupils are speaking in English as a second language. English is the only language in use across the school.

The school's internal data shows that standards of attainment in English and mathematics in year 2 have consistently been slightly above age related standards. In year 6 there has been a significant improvement over the last 3 years in the percentages of pupils attaining age related expectations in English and mathematics. In 2021 the school's data indicates that pupils at the end of key stage 1 and key stage 2 were attaining in line with age related standards.

The school's internal assessment systems are not yet consistently reliable. This was evident in the mathematics data for this academic year, from term 1 to term 2. A closer analysis of the data by a subject specialist leader is required before the data can be seen as a reliable source of information regarding pupils' attainment across the school. However, in pupils' books and in lessons most pupils were working at the age-related expectations and following the curriculum standards. Pupils talked about making progress in learning new knowledge in mathematics and science.

## 6. *Standard 2* Spiritual, moral, social & cultural development of pupils

The quality of the pupils' spiritual, moral, social, and cultural development meets the standard for BSO. It is good across the school.

Pupils are respectful of their own culture and those of others. The school ensures that cultural occasions are celebrated and shared across the school. Pupils celebrate world language day, cultural days, and Bahrain National days. They also celebrate British events and learn about British culture through the curriculum and in school events. Pupils also learn to understand moral and social issues through the promotion of events in the school's calendar such as Women's Day, Remembrance Day, and Think Pink days.

Pupils' moral values are embedded through the consistent application of the school's behaviour policy and the rewards system that is in use across the school. Pupils like to receive points on a social media app and accumulate house points, which lead to the award of the house cup. This is presented to the house with most points at the end of the year. The recent visit of a police officer to the school helped pupils to understand about the rule of law and how to be good citizens. The school has an anti-bullying week with events designed towards older pupils so that there is a clear understanding of bullying and how to respond to it. This has been led by the school's counsellor.

The school's student leadership team is prominent across the school. The head boy and girl greet pupils as they arrive at school each morning and help with temperature checks of pupils. A photograph of the school's leadership team is displayed in the entrance hall. House captains and prefects monitor break times and help to improve behaviour as pupils move around the school. They actively support younger pupils and are elected to their role from the older year groups in key stage 2 and year 7.

Pupils make relevant and purposeful contributions to the school by leading on events such as cultural day and initiating recycling bins across the school. Pupils also make regular contributions to the school's newsletter and school yearbook.

Harmony week recently took place to develop pupils' social skills after a long period of social distancing. This resulted in pupils being much more aware of how to be kind and respectful of one another particularly in upper key stage 2 and year 7.

The school has been unable to offer assemblies and the wide range of high quality extra-curricular activities that were in place before the period of online learning. Pupils are looking forward to these being re-established in the future. Assemblies and timetabled tutor time at the end of the school day are often used for a quiet time of reflection.



## 7. Standard 3

### The welfare, health, and safety of the pupils

The school meets the standard and is good.

There is a high level of pastoral care and guidance at the school. The school creates a friendly and welcoming environment for students. Members of the staff greet students during arrival and throughout the day. The school counsellor has a strong presence in the school and is accessible. Pupils stated that the best thing about school is, 'helping people, friendly teachers, nice people, friends and that they are always learning new stuff'.

Arrival and dismissal procedures are appropriately supervised and safe. Although during the inspection and in the schools records it was noticed that each day a few pupils arrive late. A security guard monitors each of the two perimeter gates. Every person who enters the school premises has their temperature checked as required by local health regulations. The school has two buses that are hired from an external company and include a bus nanny. All pupils are required to use their seat belt when taking the bus. The bus coordinator and bus nanny ensure all pupils are safe and accounted for during arrival and dismissal. Bus pupils enter through an additional entrance, which is monitored by a security guard.

The school counsellor is new to the school this year. She provides effective support for behaviour and emotional issues through an open-door policy and being very proactive within the school community. She is establishing records on pupils at the school and has taken over the behaviour log, although major behaviour infractions are rare. Minor behaviour incidences are quickly dealt with. The school's counsellor deals with behaviour issues in line with the school's policy through a supportive and restorative approach. Pupils and parents report that bullying is rare at the school and that behaviour is good.

Pupils who are absent are promptly called by the school counsellor on the first day of absence. Daily records are kept on pupils' attendance and absences are closely monitored. Each week, the class who has the highest attendance of the week receives the 'Best Attendance Trophy'. Attendance is also reported in the weekly newsletter to further promote good attendance.

Parents report that they feel their children are safe while at school. Pupils report that they feel safe because the principal and counsellor are always visible around the school, and at the start and end of the school day. All staff have received appropriate training in safeguarding, fire safety and first aid. Teachers know whom to contact should they

have concerns about their pupils, but this was not always clear with support staff. It is recommended that further training should take place to ensure that all staff at the school fully understand the highest professional standards around keeping children safe.

Supervision of pupils at break times and around the school is appropriate and effective. Outdoor areas are pleasant and appropriately resourced for all pupils at break times. The younger pupils share a gated area that contains several slides and a tunnel. Remaining outdoor areas are shaded and enclosed with a perimeter fence. Pupils stay in their designated area so that year groups and classes do not mix as per Covid regulations.

An up-to-date record is in place for fire drills and the testing of fire alarms. There are regular fire drills, the most recent of which was completed in March. The school reports that the building can be evacuated quickly from the upper floors via the one wide stairway. There are fire extinguishers throughout the school with a clear record of maintenance on each unit. The evacuation and exit points are clearly labelled throughout the school. The school does not yet have a lock down drill in place.

A risk management policy is in place with a sample of risk assessments available. The school should consider appointing an appropriate person who has the responsibility and is fully trained to write and implement risk assessments across the school. This will ensure all areas of the school, where there is an increased risk, are risk assessed, reviewed and records stored centrally.

The school's site maintenance team are effective in maintaining a site that is safe and fit for purpose through regular reviews. The school site has a high perimeter fence which is monitored with sensors and CCTV cameras that can be accessed in the IT room, the principal's office or offsite. Corridors, the science laboratories, and ICT laboratory are also monitored by cameras. Visitors are not required to carry an identity pass that indicates they are visitors to the school.

Cleaners are assigned areas in the school to maintain before, during and after the school day. They report any issues they observe to the maintenance team. Toilets and other areas are well maintained and are clean.

There is no on-site canteen or cafeteria. Pupils are expected to bring their own lunch or snack to food each day. They eat this in communal areas on the playground or in their classrooms. The pupils are expected to bring healthy choices to school, and, in most cases, this was established. Pupils talked about healthy lunch choices. Pupils are encouraged to bring water bottles from home and fill these from drinking water dispensers situated throughout the school. Bottled water is available upon request from the school's reception when pupils forget to bring their own bottles.

The school's nurse is situated in a well-equipped clinic central to the school and within proximity of the EYFS and KS1 areas. The nurse is qualified. She maintains pupils' records and deals with minor accidents and health issues within the school. She also administers medication in line with the school's policy. All staff are first aid trained. First aid boxes are placed strategically around the school and accompany all off site trips, including those to the Al Ahli sports facility used for PE lessons. The nurse ensures these are regularly restocked. Pupils enjoy 2 lessons of physical education each week. They have enjoyed sports days and taken part in local sporting tournaments. Pupils are physically active at break times.

## 8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standards required for BSO.

All members of staff undergo appropriate checks by the ministry of education to ensure their suitability for the role when they are appointed to the school. There are robust systems in place to ensure staff at the school meet the ministry's requirements. Alongside checks completed by the ministry the school completes identity, qualifications and police checks, good conduct or DBS checks for all staff currently employed at the school. Staff who are new to the school are required to have a medical check.

Most teaching staff at the school are sourced from the UK. Qualifications are attested and ID is checked. For overseas staff extra checks are made regarding their suitability to work with children through enhanced disclosure and barring checks or international child protection certificates. Local staff must provide a good conduct certificate.

References were in place for all staff appointed to the school within the last 2 years. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held centrally and by the HR manager in the school. The school ensures that all staff new to the school will need to supply at least two references, of which one is from the most recent place of work. These will be checked for authenticity. Information regarding staff who have left the school was also detailed on this record. All information is stored securely and confidentially.

Recruitment is made through an established UK provider on a website for overseas staff and through word of mouth for local staff. Advertisements to source new staff to the school state the school is committed to keeping children safe. The schools HR lead has completed a safer recruitment course online and is increasing her vigilance around the suitability of staff and her role in keeping children safe.

Induction processes take new staff through the policies and procedures related to keeping children safe that are stored on the school's computer systems. Induction for teaching staff includes guidance around the expectations of the school for activities such as lesson planning, lesson delivery, homework, marking, health safety, welfare, and hygiene issues. The school worked hard to ensure that new staff from overseas were well informed about the school's expectations and procedures, despite only being able to have meetings with groups of three at any one time. One positive aspect was housing staff in a hotel for 5 days to support the process. New teaching staff undergo an interim probationary review to ensure their suitability to the role.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards and are satisfactory.

The school site and buildings are well maintained despite the age of the building and use over time. Signage is clear and appropriate. The school site is tidy, clean, and organised. The school's buildings constitute one main building with three floors, and adjacent outbuildings for administration and year 7.

The ground floor hosts the reception area, principal's office, the school clinic and counsellor's room, and the classes for EYFS and year 1. Most classrooms on the first floor have outdoor access that leads to a shaded outdoor area. The school's clinic is well equipped and close to washrooms.

The outdoor provision for EYFS can be accessed from classrooms, but a height difference between the outdoor area and the classrooms made access more difficult via two steep steps. The EYFS outdoor area is equipped with large play equipment. The area is secure and gated. The EYFS teachers had not yet begun to provide a wider range of activities outdoors due to the restrictions around COVID. A further outdoor shaded area is also in use by year 1 pupils when the weather is not too hot.

All upper floors of the main building are accessed by one wide stairway with handrails. Classrooms for year 2 and 3 pupils are situated on the first floor along with a well-equipped ICT room. On the second-floor classrooms for year 4, 5 & 6 are provided along with a French room, staff room and the school's library. All floors have washrooms provided for the sole use of pupils, that are age appropriate and cleaned regularly.

The library space is not currently used due to COVID regulations but the librarian visits classrooms, manages classroom libraries and administers the pupils' use of the Collins online library. The library contains a mixture of English fiction and non-fiction, and a small selection of books in Arabic. All books have been organised by band colour to denote the level of reading ability required to read the book.

Outdoor areas are extensive in relation to the size of the school. The school has a large Astro turfed area for use when the weather is cooler. A further large unsurfaced area is adjacent to the school's main entrance gate for staff parking and for parents to drop off and pick up their children. Playgrounds around the school's main building are shaded and tidy. This area is also used for assemblies when the Covid restrictions are lifted.

There is no facility for indoor PE on site. The school utilises the Al Ahli sports centre which is adjacent to the school site. Pupils are supervised as they walk to access this

facility for timetabled PE lessons. This is a large sports hall with appropriate facilities for indoor PE, is air conditioned and suitable for use in the hot weather. However, the school does not have access to a swimming pool which restricts the provision of the full PE curriculum.

The classrooms are well resourced. Furniture is age appropriate, and materials are available to support the delivery of the curriculum. All classrooms have an interactive whiteboard at an appropriate height for pupils to access. Attractive displays of pupils' work enhance classroom and corridor areas. They are attractive and relevant to the work in classes or display information regarding school initiatives.

There are cleaners assigned to areas within the school who ensure classrooms and common areas are clean and hygienic. The school's exit and entrance points are secure and supervised appropriately at the start and the end of the school day. There is external lighting under each canopy at the entrance of the school. Ventilation and lighting are appropriate across the school.

There is very limited access for people with restricted mobility. There are no lifts in place to upper levels and a ramp is only available for ground floor access. The school has plans in place to move to a new site in August 2022 which will address some of the restrictions this site imposes.

## 10. Standard 6 Provision of information for parents, carers, and others

The provision of information for parents, carers and others is good and meets the standard.

School information is clearly shared on the school's website and in a parent handbook. Parents feel well informed via the school app, by phone and email. They reported that the communications from school are timely and appropriate. They particularly liked the school's app and explained that usually teachers respond very quickly to any issues raised. The principal also responds very quickly via emails so that parents feel that any issues are dealt with very effectively. The parent committee meets the principal once a month to talk about school events and ensures parents are informed.

Parents feel that the school provides a wealth of information regarding their child's performance in school. Reports are generated using a social media app that generates a detailed online report against each individual pupil's performance. This gives a clear indication of the pupil's strengths and areas of success. It clearly states where homework has not been completed and reports on performances in tests. The use of this has impacted on improving pupils' behaviour and helped to ensure parents are regularly updated. Particularly with the oldest pupils.

All pupils also receive a termly progress report card that details their child's attainment. Across the school a judgement by the class teacher is awarded for each subject using the terms 'working above', 'working at' or 'working towards' and indicates the associated level of ability. Pupils in the early years receive a termly report card that details their attainment of the early learning goals. An end of year report details the child's overall academic achievement and effort grades and contains detailed comments by the teacher.

A parent committee is in place, and this also ensures parents are kept updated with school events and information related to the school. Weekly school newsletters and the annual school yearbook ensures parents are fully informed about the life of the school. The weekly newsletter contains details around school events and celebrates pupils' success across the school.

The school counsellor has been a welcome addition to the school and parents talked about how the school counsellor supports individual pupils as well as working with groups of pupils. Parents felt that the counsellor was a good link between home and school as the counsellor will contact parents to ensure parents know about their child's well-being at school. This includes academic issues such as failure to complete homework and contacting parents when pupils are absent from school.

The school's website contains information about admissions, school fees, and school uniforms. It is up to date. The school website has a parent handbook link, previous BSO report and the school newsletter. The school calendar and events are also available shared on the website.



## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

The school has a written complaints policy that details the steps that are to be taken in the event of a complaint made to the school. The policy explains how to deal with an informal complaint and where this cannot be resolved, the steps that are to be taken to resolve complaints as formal complaints. There are three steps to deal with a formal complaint. This must first be raised in writing with the school's principal. If the complaint is regarding the school's principal, then the matter passes directly to stage 2. There is a clear timescale of 10 days for the school's principal to respond to a complaint. If the matter is not resolved, then the issue is raised with the school's chairman of the board.

The chairman has 15 working days to respond to the complainant. If the matter remains unresolved then a complaints committee is created to investigate the matter and an investigating officer is appointed who is independent to the management of the school. The complainant has the right to be accompanied to this meeting and the result of this meeting is the final stage offered by the school. Parents also have the option to raise a complaint to the ministry of education. The school shares this information with parents alongside the policy which is on the school's website.

The school and parents reported that formal complaints are extremely rare and resolved quickly. They like the 'open door' policy at the beginning and end of the school day where class teachers and the school's principal are available to speak to parents if required. Bilingual staff can assist with translations if required. Parents reported that the principal is easily approachable and listens to their concerns. Complaints and informal concerns are managed very effectively and meet the needs of the parents and pupils at the school. The school stated that complaints were extremely rare and as such the complaints log is empty.

The complaints policy did not clarify clearly the steps staff need to take to raise complaints; there is also no staff grievance policy.

## 12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school is good and meets the standard.

The quality of leadership and management of the school is good. The school's principal and board of governors have a clear vision for the school and are keen to support the school through a period of extensive change as the school grows and moves to its new accommodation.

The school's board of governor's replicates that of UK schools in that a parent representative and staff representative are elected to the board. The board also constitutes a financial controller and officer with responsibility for health and safety, along with the school's owner who is the chair of the board. They are regularly informed by the school's principal, through detailed monthly reports and meetings, on the school's performance.

A school development plan is in place which identifies the school's priorities. Action plans are in place for each key stage. There is a strong focus on staff appraisal and systems replicate those used in UK schools. Observations of lessons, book scrutiny, and planning is overseen by newly appointed key stage leaders and the school's principal. The principal at the school understands the areas of strength within the school staff because of her close monitoring of teaching and support staff. This is beginning to be used more effectively to develop the school further and share good practice across the school.

The school draws upon outside support through the British Schools of the Middle East and staff have recently attended online conferences. School staff have also shared professional development opportunities with other schools within Bahrain. The staff have access to an online resource of professional development opportunities along with weekly staff meetings. These have recently led training on planning, report writing and flipped learning.

At the time of the inspection there was no deputy head teacher or subject leaders in place. The newly appointed key stage leaders have not yet had time to have an impact across the whole school and need to work further with the school's principal to develop the strengths of the school's leadership team. The early years foundation stage leader who is new to the school this term has had a significant impact leading on staff training in the foundation stage. So that teachers and teaching assistants in EYFS talked about learning new approaches around teaching and assessment in EYFS, in a timely, supportive, and relevant manner. Leaders in other areas of the school have also made a

significant impact in improving outcomes for pupils. The key stage 3 leader implemented a behaviour plan that has significantly raised expectations of teachers and improved outcomes for pupils. However, she was also new to the role last term.

The school's heads of key stages meet weekly with the principal individually, and then together to plan actions for the school. Teachers across year groups work together to plan lessons and this sharing of good practice is enabling teachers who are in the early years of their teaching career to improve.

The day to day running of the school is smooth and effective. Staff receive a weekly email from the school's principal and due to the small size of the school's accommodation messages can be communicated quickly. The principal has an open-door policy and is available for pupils, staff, and parents. A staff room notice board contains relevant information for staff. A separate staff room for Arabic staff is also made available and the head of department communicates in Arabic where this is required.