



**British School  
Overseas**  
Inspected by Penta International

# **Inspection Report**

## **Nadeen School**

### **Bahrain**

Date **7<sup>th</sup> - 9<sup>th</sup> June 2022**  
Inspection number **20220607**

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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 pupils; 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 pupils 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 teaching was observed across the school. This included looking at pupils work in books, work on display and talking to pupils. School documentation and policies were analysed, and data reviewed. Discussions were held with the staff, the school's board of governors and director, parents, and groups of pupils. The lead inspector was Nicola Walsh. The team members were Siobhan Brady and Sam Cuthbert.

## 2. Compliance with regulatory requirements

Nadeen School has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

### 3. Overall effectiveness of the school

Nadeen school is a very special place for the pupils and the families it serves. Pupils flourish at the school, due to the school's close attention that it pays to pupils' personal development. The impact of this can be seen in high levels of achievement in academic standards. The curriculum offered is directly relevant to pupils' needs. Teachers make creative use of classroom resources and outdoor learning environments to challenge and inspire pupils. Such that all pupils enjoy learning, as do the staff who work there. This is an outstanding school.

#### 3.1 What the school does well

There are many strengths across the school, including the following:

- the school's ethos, vision and values that are embedded and promoted in every action the school takes
- the board of governors, the director and head teacher have a deep and accurate understanding of the school's strengths and areas for improvement which they are using to plan and improve the school further
- a rich curriculum supported by a wealth of resources and teaching aids
- consistently good and often excellent teaching across the school
- creative and inspirational use of the school's accommodation and outdoor areas
- the provision for pupils with special and unique needs
- pupils who flourish, fulfil their potential, enjoy their education, and develop their personal qualities to the full
- highly effective communication at all levels
- an empowered staff team, who value their role and make a positive difference to pupils and their families
- the best interests of the pupils are at the heart of everything that this school chooses to do
- a positive and nurturing environment that enables all pupils to enjoy school
- the director and headteacher are a very strong team who have made an outstanding contribution to the school's success.

## 3.2 Points for improvement

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

- i. further embed and promote the inclusive and nurturing aspect of the school's provision as the school moves to its' new site
- ii. manage the change of leadership effectively, so that there is no decline in outcomes for pupils
- iii. retain the unique ethos as the school grows and develops.

## 4. The context of the school

Nadeen school is situated in the centre of Manama, Bahrain. The school offers full time supervised education for pupils aged 3 to 11 following the English national curriculum and Early Years Foundation Stage. The school is fully inclusive and over one third of pupils on roll at the school follow an adapted curriculum. The provision for these pupils is bespoke to their individual needs and provided by qualified staff.

The school was established in 1978 and has grown to occupy four villas. The school's accommodation provides a safe and nurturing environment, which promotes creativity, reflection, and curiosity. The school is moving to a new school in January 2023 and from August 2022 the school will offer provision for pupils in Y7. Plans are in place for the school to grow and offer secondary provision soon.

Pupils at the school represent 53 different nationalities, of which 10% are British and 40% enter the school with English as a first language. Almost half the pupils in years 1 -6 have been in the school less than two years, transferring from other schools internationally and locally. Most teachers at the school are expatriates and all hold qualifications recognised by the DfE. The school supports staff working towards achieving PGCE. Staff CPD is embedded across the school and staff work with external organisations to ensure the school is updated in the latest policies and practices. The director of the school actively supports the day-to-day management and the long-term strategic development of the school. The current head teacher who has been in position at the school for over 19 years, with 10 years as headteacher, is due to retire at the end of this academic year.

## 4.1 British nature of the school

- The school delivers the English national curriculum to pupils in the primary classes
- The school delivers the Early Years Foundation Stage curriculum in nursery and reception classes
- A progressive and systematic phonics system, based on the UK DfE letters and sounds, is taught to pupils in EYFS and key stage 1
- Standardised assessments are UK sourced
- The school promotes British values through the school's vision, curriculum and extracurricular activities, outdoor environment and displays
- The schools' board of governor's replicates that of a UK school
- There are established links with the British embassy, the adjacent British club, and British establishments in Bahrain
- The senior leadership at the school replicates a British school structure
- Policies mirror those required by UK government schools
- The school is very well resourced in materials that are in use in British schools
- Libraries are very well stocked with British literature, reflecting the modern multicultural character of the UK
- The school's house point, school council, and rewards system reflect those used in English schools
- The opportunities for pupils to take on leadership roles and to act democratically
- The fully inclusive admissions policy and procedures of the school, which replicates that offered by UK government schools
- The school takes every opportunity to celebrate aspects of British culture, such as the recent Queen's platinum jubilee celebrations
- Most of the staff appointed to positions on the leadership team are British

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by Nadeen school meets the requirements of the BSO standards and is outstanding.

#### 5.1 Curriculum

The school meets the standard and is excellent.

The curriculum is relevant, creative, and closely matches the needs of its pupils. The school has inclusion and diversity and ‘a shared love of learning’ at the centre of its vision and mission. This is evident across the curriculum, in schemes of work, planning, progression, and delivery. The school prides itself on providing an empowering and nurturing curriculum, so that all pupils have every opportunity to learn and thrive.

The school delivers the English national curriculum (ENC) across the primary school. From September 2021, nursery and reception classes implemented the statutory framework for the Early Years Foundation Stage (EYFS). The school uses a published UK maths scheme to support the planning of maths throughout the school, along with published schemes of work for literacy, handwriting and reading that focus on speaking and writing to support progression in English. The school delivers other curriculum areas through a cross-curricular approach which it refers to as creative curriculum studies. (CCS). This approach combines science, computing, PSHE, history, geography, art, design, and technology. Plans are delivered over three-week blocks. Pupils create a ‘big question’ at the start of the unit and investigate how to seek solutions. This pupil led approach encourages pupils to be highly involved from the outset. Physical education is delivered twice weekly by specialist teachers, and delivered at The British Club, adjacent to the school’s site. Here there is a large sports hall with equipment to deliver the ENC. Music is also timetabled weekly with a specialist teacher.

During the period of online learning the school designed a ‘Think Big Thursday’ project where pupils immersed themselves on a single project for the day. This developed within pupils, independence, and creativity. It also encouraged ‘learning by doing’ and had the added benefit of pupils spending less time in front of a computer screen.

The school follows the Bahrain national curriculum for Arabic, Islamic studies, social studies, and citizenship. To meet the requirements of the ministry of education the school offers Arabic to all pupils whose first language is Arabic, and this is delivered

by a specialist teacher in Arabic to pupils from Year 1 onwards. In Year 2 these pupils follow a ministry curriculum course in social studies. For pupils who identify as Muslim they study Islamic studies. Pupils whose first language is not Arabic learnt about Arabic culture in weekly timetabled lessons prior to Covid. These lessons are taught in English, and support pupils to have a greater understanding of the cultures, festivals and traditions of Bahrain and the local region.

The school's curriculum is delivered in different approaches to suit the needs of the learner. Most pupils are taught the curriculum in classes where the teachers provide a range of challenges and support through whole class teaching and differentiated approaches. However, pupils' needs may be met by a variety of different support strategies. Often by the support of a shadow teacher in mainstream classes, or pupils may be withdrawn for group or individual intervention time and/or specialist teaching in small groups. This includes specialist lessons in physical development, art, and music therapy where there is an identified need.

The school also seeks to identify where pupils may have barriers to learning. The school's unique child program enables pupils to develop skills in all aspects of their development. Such as increasing a pupil's self-esteem through taking on leadership roles or positions of responsibility. The school will actively seek to provide opportunities for every child to excel in one aspect of the school's curriculum, even if it requires the school to modify what it offers to facilitate this.

There is a strong focus on pupils acquiring basic skills. Regular sessions for maths, literacy, reading, and handwriting are timetabled and supported by published schemes of work. Regular training for staff ensures there is consistency across the school in approaches. Phonics is taught to pupils in the foundation stage and key stage 1 using the DfE's letters and sounds and an interactive website. This ensures pronunciation of sounds matched to the relevant grapheme is articulated clearly. From next academic year the school will follow the recommendations of the UK DfE and use an approved, systematic, synthetic phonics (SSP) programme.

Reading is promoted through shared, guided, and independent reading sessions and areas for quiet reading are available at all times of the day. Library sessions are timetabled weekly. The librarian promotes a love of reading amongst pupils, and they talked confidently about how to choose a book 'that you can read' using the five-finger approach. Pupils selected, through a class vote, to listen to 'Cloudy with a chance of meatballs' at a timetabled library session during the inspection visit. Books are widely available. An online book source was provided for pupils during the period of online learning and remains in use. An outdoor library allows pupils to choose at break times, and each class follows a set text chosen to support the CCS theme.

Nadeen school also promotes through its curriculum, 8 learning behaviours. These are referred to as the 8Cs approach. These are, 'Creativity, Curiosity, Communication,



Collaboration, Confidence, Craftsmanship, Commitment and Critical Thinking.’ Through the application of these in lessons, pupils develop strong learning behaviours. The 8Cs are displayed in every classroom and are frequently referred to in lessons.

The school is extremely well-resourced. This enhances the delivery of the curriculum and supports teachers to deliver high quality lessons. A full-time member of staff organises and replenishes the resources across the school to support curriculum delivery. A central, compact storeroom houses a wealth of resources matched to the requirements of the ENC and EYFS. These are used to update resources in classrooms, as and when required, to support the delivery of specific curriculum themes. Resources around the school are stored purposefully and used appropriately by pupils and staff. They are refreshed regularly to meet changes in the curriculum and inspire pupils. It is a notable strength of the school.

Since the end of the pandemic, the Foundation Stage Team has been re-designing and implementing a Covid safe curriculum. Teachers plan tasks that enable child initiated and adult led learning opportunities across the seven development areas. A range of different areas, indoors and outdoors, provide for role play, imaginative and creative play, construction skills and physical development. Children were observed using different plastic kitchen tools to make patterns with paint. A group of nursery children were very excited to make juice in an outdoor kitchen. In the reception outdoor area children were observed, highly engaged in making a magic potion and could talk about what they were using. Visitors to the foundation stage classes enhance the curriculum and develop in children an understanding of the world. Such as a recent visit by a dentist and a visit to a farmers’ market to learn about vegetables. English is a key focus across the school and the lessons demonstrate the level of expectation for pupils. All staff and pupils use English as the primary language throughout the school day and this was evident during the inspection. Curriculum plans evidence a high-level of expectation with language. Curriculum delivery includes a variety of different ways for pupils to interact and communicate, including group work, paired work, and discussion.

Where pupils are identified as not making progress in English, teachers first identify where the gaps exist. A published assessment programme is used to track an individual’s progress in English, where English may be an additional language. Attainment levels in listening, understanding, speaking, reading and writing are measured and where gaps in progress exist these are reduced, through targeted intervention and support. The school’s English Additional language (EAL) team works closely with the inclusion team to ensure curriculum provision is in place where it is needed.

The school is licensed to accept pupils with special educational needs. The school’s admission policy is fully inclusive, reflecting best practice in the UK. The quality of

education that the school provides for pupils who have special educational needs (SEN) is excellent. The learning support team, led by the SENCo, supports a wide range of needs through careful provision mapping. SEN pupils working 6 months behind age related expectation through to moderate to high needs are supported through a clearly defined levelled system of support to ensure access to an adapted curriculum. Support sessions range from 2 – 10 per week depending on need. Sessions vary from closing the attainment gap to building social skills and independence. Identification of need is managed through the admissions process and through the close tracking of internal and external data. SEN pupils are included in the classroom through differentiated and/or scaffolded work or 1:1 support by a shadow teacher. This approach is highly effective and allows for significant progress in lessons. Timetabled support allows pupils to work with different staff members and this facilitates independence and social skills.

Transition for all pupils between key stages is eased as the site and the school number on roll is small. Pupils know one another and all staff. The school is retaining its current year 6 pupils as they progress into year 7 for next academic year. Pupils who leave the school to attend other local schools are very well supported by the school to meet the requirements and expectations of the new school. The school actively supports families especially as they relocate abroad and families arriving new to the school.

More extra-curricular activities have recently been reintroduced after a period of online learning. Although throughout online learning, clubs such as music, drama and art clubs were provided. During summer 2020, teachers offered clubs for 90 minutes each in art, crafts, drama, stories, English, Arabic, poetry, numbers, reading and music, music and movement, Lego, games, and cooking. This enabled pupils to remain busy and active whilst they were at home due to Covid regulations. Currently the school offers face-to-face sessions in phonics, arts and crafts, construction, multisport, Arabic, French, sports development, music, and Gaelic football.

Themed days and weeks also enhance the timetabled curriculum, such as a science fair and book weeks. Break times for pupils offer another opportunity for extracurricular activities through the very wide range of resources available every break time. In addition, the music teacher offers singing, ukulele, and bucket drumming sessions at break times to develop pupils' instrumental skills and facilitate an opportunity for pupils to perform informally together. The school regularly seeks opportunities to develop pupils' skills, such as a recent lifesaving training session led by the Royal Lifesaving Society Bahrain, to the oldest pupils.

## 5.2 Teaching and assessment

Teaching and assessment across the school are excellent: lessons are consistently good and often outstanding. Across the school, teachers plan tasks that foster an enjoyment of learning amongst pupils. Teachers plan together, so that there is consistency across year groups. Subject coordinators oversee teachers' plans so that there is clear progression in skills.

Teachers and teaching assistants know their pupils very well and relationships are strong. Tasks and activities are pitched to meet the needs of pupils. Teachers across the school ensure that the environment is conducive to learning, using attractive resources and outdoor areas. Classroom management skills are exemplary. Teachers engender a desire to succeed so that pupils make progress and those that are falling behind, including a few from very low starting points, catch up quickly in basic skills.

Planned target time is delivered by teachers to pupils in small groups to ensure pupils have no gaps in their knowledge. Summative assessment is regular and routine so that teachers know where pupils are in their learning and what they need to learn to do next.

In EYFS, lessons were developed providing a wide range of activities and teaching pupils in small groups. Teachers use a range of resources that stimulate interest, promote creativity, and encourage children to act independently. Planned activities were engaging for pupils but also planned to develop key aspects of the seven developmental areas. Pupils were actively engaged in all elements of their learning and were confident to talk about what they were doing.

In the primary section, teachers plan tasks that are imaginative and creative so that pupils are engaged and on task. A science lesson to investigate the fizziness of drinks resulted in Y4 pupils learning about the addition of carbon dioxide to drinks. The teacher prompted pupils to consider how they conducted a fair test and the reliability of the conclusions. Pupils were also able to list the variables involved and begin to see the relevance to real-life situations.

Teachers make good use of Chromebooks to provide pupils with tasks that allow them to work at their own pace through a series of challenges. This was observed with upper key stage 2 classes to complete spelling and maths challenges in target time. All pupils from year 3-6 have their own Chromebook. The planned use of talk enables pupils to talk about what they are learning to do and share their ideas. In a year 5 science lesson pupils enthusiastically worked out the number of non-magnetic materials to find the access code to allow entry to a virtual kitchen.

Teachers use a range of techniques such as hot seating and active tasks that engage

pupils in the learning. A year 4 Arabic class acted out movements and in a year 6 English lesson pupils were questioned by other pupils to enable them to visualise an imaginary animal. Questioning is a regular feature to check on pupils' understanding. Teachers provide challenges to individual pupils by varying the depth of questioning for recall, or to prompt deeper thinking. This is used extensively in the primary section, so that teachers know where pupils are in their learning against the learning objective.

Teaching assistants work effectively with the teachers and impact on the progress pupils make in class. Teaching assistants were observed writing words onto working walls to support learning. They support small group work and interact with pupils to ensure they are on task and actively learning.

Assessment is routine and regular throughout the school. PIMA and PIRA tests take place three times a year. This summative data is stored and shared with senior leaders. The data is analysed so that any pupils who are not making progress can be identified, and targeted support is put in place. Teachers also submit teacher judgements regarding pupils' attainment levels. This is recorded centrally so that any gaps in learning can be addressed, with regards to reading, writing or maths. Teachers and phase leaders and the senior leadership team had a clear understanding of the abilities of the pupils in each class, because of regular summative assessments and marking of pupils' work.

Teachers also use formative assessment techniques in class through questioning and use of individual white boards. Teachers marking of pupils' work is detailed in the books that were sampled during the inspection, and teachers give feedback that is relevant and useful. Pupils talked about 'knowing what to do because their teacher helps them.' In the best lessons observed, teachers gave spoken feedback to pupils either in small groups or in 1:1 conferencing about a previous piece of work. Teachers also maintained contact with pupils who were working remotely online. This timely and purposeful feedback ensures pupils know the next steps in their learning and can learn through making mistakes that are addressed sensitively by the teachers.

SEN teachers use their specialist subject knowledge to plan tasks to engage pupils who have very low age-related attention spans and/or have an identified special educational need. In a music therapy lesson the teacher had planned a wide range of activities to encourage the two pupils to engage with the music. They were able to perform very simple sound patterns using bells, respond to changes in pitch using their voices, and sensitively use a rain shaker to accompany a piece of classical music.

Teachers of SEN pupils are accountable for the monitoring and tracking of progress of this group of pupils. They create and use individual education plans to ensure targets are specific, measurable, achievable, relevant and time bound. The systems in place to utilise individual education plans (IEPs) ensures SEN pupils are given the

appropriate level of challenge related to their needs. The SEN team have a range of published tests to assess different aspects of SEN and assist with setting targets. Parents speak highly about the support offered by the inclusion team and feel they are kept well informed about the progress of their child, based on their individual starting points. Parent voice is an important part of the IEP process. Parents are guided on the process of gaining a formal diagnosis and external reports are used in the creation of the IEPs. External therapists deliver sessions within the school and work closely with the SENCo.

## 5.3 Standards achieved by pupils

Pupils across the school of all ages are self-motivated to learn and curious to know more. They arrive at school on time and attend well because they enjoy school. Pupils are respectful and courteous to their peers and staff. Relationships are strong at all levels. Pupils know when to work, to manage distractions and study with intent.

Across the school pupils' behaviours demonstrate a mature level of tolerance and understanding. Pupils understand that other people may be different from themselves and are supportive and kind when they need to be. Pupils were observed helping other pupils to access equipment and open gates. They are very understanding where pupils may have significantly different levels of abilities than themselves.

Pupils collaborate very effectively on tasks to solve problems, take turns and are respectful of school's property. Pupils were observed working together at play time to solve a problem to move a ball from one height to another using drain pipes and PE cones. They are resourceful and learn from making mistakes. They take risks in their play, so that they become creative thinkers and are resilient to defeat when posed with a challenge.

Academic standards are often excellent across the school. Pupils may enter the school at exceptionally low starting points. For example, pupils are admitted to the school with no English or very low levels of ability, and unable to access the standardised tests. The school's internal data indicates that across the primary school, 84% of all pupils were at or above age related expectations in reading, 81% in writing and 89% in maths. This is impressive when over a third of all pupils in the school are requiring additional support to meet their needs.

Pupils' development in nursery and reception are assessed against the seven areas of the early year's foundation stage. In 2021 pupils had spent a great deal of time working online and this impacted on pupils' overall development in key areas. The school's internal data for pupils at the end of early years foundation stage in 2021 indicates that a large majority of pupils were at expected levels in their development. Certain aspects of pupils' development were lower, such as physical development and the school attributed this to lack of opportunities during online learning. However, the school acknowledges that this data may not be reliable and has worked to re-assess pupils as they entered year 1. Pupils currently in EYFS are working at age-appropriate levels and are on track to reach early learning goals, except for pupils who were admitted into the school with significant needs.

Standards in pupils' workbooks and in talking to pupils indicates that standards are high particularly in upper key stage 2 and when pupils have been in the school for

two or more years. Pupils talked articulately and confidently about what they were learning to do and what they needed to learn to do next. As a result, progress in learning is strong across the school. Particularly for many pupils who enter the school with very low academic attainment, with low self-esteem or no English. These pupils do exceptionally well. Highly positive relationships between staff and SEN pupils allows for this group of pupils to consistently reach their personalised targets.

Across the school standards in maths are stronger than reading and writing. The school attributes this to maths being better suited to learning online, during the recent pandemic.

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

The spiritual, moral, and cultural development of pupils provided by Nadeen school meets the standard required for BSO. It is excellent across the school.

The school promotes a very friendly and welcoming environment, and pupils demonstrate an exceptionally positive attitude to school. One pupil stated, 'it is very easy to be happy in this school'.

Pupils are considerate and well-mannered. A real strength of the school is the attitudes of the pupils towards each other and their thoughtful approach, especially towards pupils with significantly different needs. The pupils demonstrate tolerance and equality in lessons, in their play, and as they move around school. Every pupil is accepted and enabled to participate. Pupils accept and celebrate diversity and pupils are given opportunities to promote their own uniqueness through awareness days, such as dyslexia awareness days, autism acceptance, mental health awareness, world Downs syndrome day, deaf awareness days. The school has developed this through exemplary staff modelling and the inclusive ethos of the school. 'Nadeen's got Talent' and interhouse talent shows enable pupils who have special talents to share this with others through performance.

Pupils' social and moral development is promoted throughout the school's curriculum, extra-curricular opportunities, and ethos of the school. There is an expectation that pupils take responsibility for themselves and others. All year 6 pupils take on leadership roles of responsibility. Y6 leaders routinely tidy away the resources used by younger members of the school after break times. Y5 pupils are responsible for composting in the school's garden. There are many leadership roles to which older pupils can be appointed such as chicken carer, lead chicken carer, cat manager, EYFS mentor, art support, lead mentor and three mentor roles, IT leader and 4 members of the IT team. Pupils make an application to apply for these roles and follow an interview procedure before being appointed. A head girl and head boy represent the school, as ambassadors of the school and are selected from the oldest pupils in the school. The head girl initiated a whole school writing competition.

The school council also meets regularly and influences decisions regarding the business of the school. They are elected to the school council where they can take on roles such as chairperson of the school council, deputy chairperson, treasurer, secretary. Class representatives ensure the pupils from each class are represented on the council. The meeting agenda items and minutes are displayed on the schools notice board. The minutes displayed during the inspection visit were related to the upcoming 'Nadeen's Got Talent' show. This strong council structure replicates the world of work. It ensures pupils understand how to run effective meetings, the importance of roles, pupil voice through representation, and communicating through minute taking.



Pupils are also encouraged and supported by the school's staff to lead on issues that they are passionate about. Currently the year 6 school mentors are leading a campaign to increase the awareness of wearing seatbelts in cars. These pupils are monitoring the use of seatbelts by both adults and children before and after school. They are delivering assemblies to encourage pupils to wear seatbelts and encourage their parents too. Through data collection they are monitoring the impact of their campaign and are optimistically planning to extend the campaign further. This campaign was instigated by the pupil's and supported by the headteacher in implementation. The leaders speak very confidently and passionately about their desire to improve this area of safety in their community. Further opportunities are provided through a public speaking competition which enables pupils to develop skills in presenting and communicating effectively to an audience in English.

The school's PSHE curriculum and the behaviour policy that is enforced consistently across the school ensures pupils know right from wrong. There are 4 school rules to which pupils must adhere to. Rewards systems in class such as house points, collective pots and points awarded on a social media app ensures that pupils know when they do well. The school has a house system to which house points are awarded and these are counted half termly and the results announced in assembly. House competitions take place throughout the year which give opportunities to compete in physical sporting events, creative and critical thinking tasks. The school celebrates achievements in its annual prize giving day at the end of the academic year and announces the winning house. Sanctions are rarely used, and positive behaviour strategies are consistently employed by staff. In the history of the school, there have been no exclusions. This demonstrates how effectively pupils' behaviour can be managed positively by a school with a fully inclusive admission policy.

The cultural development of pupils is strong due to many opportunities embedded in the timetabled curriculum and the celebration of many cultural days and events. Recently the school celebrated The Queen's platinum jubilee, with a large street party in the school. Displays and activities in school further embedded the importance of this cultural event to the school. In a reception class activity, children chose which jewels to match to the crown. Pupils enjoy trips to watch performances by visiting theatre companies and the school's choir regularly perform off site at local events.

The local Bahraini culture is promoted through the daily singing of the national anthem. Every December the school celebrates Bahrain National Day. Traditional Bahraini craftsmen visited the school to share with pupils their weaving and pot making skills. Arabic Mother's Day is celebrated in school. During Ramadan and Eid, the whole school learns about the significance and importance of this special time for Muslims. The school participates in local competitions with local schools and this year the school worked with *Injaz Bahrain* who provided workshops for the pupils.

International days, topic days, themed assemblies, Remembrance Day, Earth Day, and environmental week are celebrated routinely in the school's calendar. Opportunities for pupils to understand that there are other people who may be less fortunate are provided by

community-initiated charity collections. Recently pupils collected soft toys and clothing for Afghan children and sent toiletries for Afghan women.

Spirituality is promoted through the provision of quiet reflective areas, such as the tree house or fairy garden. Pupils are emerged in an environment that promotes opportunities for awe and wonder, such as the growing of vegetables from tiny seeds and the eggs that the chickens produce. The caring of animals and plants encourages pupils to think deeply and reflect upon questions that no one may have answers for. The artistic displays around the school that celebrate and enhance the natural environment are inspiring and creative. Signage around the school often prompts pupils to think and consider. No opportunities are missed by the school to encourage pupils to think deeply and consider.

## 7. Standard 3

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

The welfare, health, and safety of the pupils at Nadeen school meets the requirements of the BSO standards and is excellent.

The pupils are exceptionally well cared for throughout the school. The provision for safeguarding and the wellbeing of pupils is of the highest standard. It is highly visible on posters across the school's site, in the appropriate deployment of staff, in signage and in the strong culture of vigilance that exists throughout the school. Robust policies and procedures are implemented to promote the welfare, health, and safety of all pupils.

All staff have a clear understanding of their responsibilities and commonly undertake a broad range of training to keep up to date in keeping children safe, this includes the security and support team. The five designated safeguarding officers have received training from the NSPCC and their policy is in line with UK best practice. All staff receive annual safeguarding training and can identify when a pupil may be at risk of neglect, abuse or exploitation and they know how to report their concerns. Staff who join the school mid-way through the academic year receive training in safeguarding pupils before they begin to work in the school.

Pupils talk confidently about who they can talk to if they felt unsafe and spoke about the positive relationships within the school which make them all feel included. Pupils are happy. Positive relationships and behaviour were observed at breaktime with no-one alone. One pupil commented, "If someone was on their own, we would go over and play with them". Parents have confidence in the school's procedures for keeping children safe.

Pupils are aware of ways to keep themselves safe, both in school and online. The school has systems in place to deal with bullying and the pupils are aware of which adults they can go to if they have any problems that need resolving. E-learning is taught throughout the school and pupils have regular times throughout the year where e-safety is a focus. Pupils demonstrated that they are aware how to stay safe online, by not sharing passwords with strangers, and what to do if they felt like they had a problem with someone via an online platform. The school actively monitors pupils' internet use through an online app and provides workshops for parents regularly on raising awareness of cyber bullying.

Pupils of all ages are confident to talk to visitors on site and they know who visitors are due to the different coloured lanyards. Supervision of pupils is appropriate. The entrance gates are carefully monitored with appropriate staffing inside and outside of the campus. The boundary gates are secure when not in use and closely monitored when in use. The privately run bus drivers are aware of the members of staff on site who they can talk to should they have any concerns. The car park is supervised by staff at busy times of the day to minimise risks to pupils. All staff wear high visibility vests and understand their role in supervising the car park. Standards around fire safety are met. Fire extinguishers, fire doors and exit plans are located

throughout the school.

Fire drills and evacuation drills take place regularly. Maintenance and security staff are trained in use of the fire extinguishers. Outdoor temperatures and air quality are monitored daily and if there is an increased risk to health outdoors, then the school adapts their plans. Shading is plentiful throughout the site. Drinking water is available at strategic points. The school maintenance team have an excellent understanding of the unusual nature of the school's accommodation and routinely check and monitor the site for any issues. Risk assessments are in place, and these are to be updated to meet best practice in the UK.

Pupils' packed lunches reflect the work that has been done on healthy eating by the school. Healthy lifestyles are promoted through assemblies and the school garden promotes pupils' interest in organic and natural products. Healthy lifestyles are further promoted in charity fundraisers which involve sponsored run, walks or cycles. Recently a virtual 'climb Everest and walk to Nayamba' challenge took place during online learning to encourage pupils, and their families, to be active. The school participates in externally organised sporting events such as the Sparta Challenge and the Bahrain primary sports league. When Bahrain's Sports day takes place, the school promotes a week-long focus on physical movement. The school has two fully qualified specialist PE teachers who promote the benefits of physical exercise across the school.

The welfare of all pupils is closely monitored. There are very high standards of pastoral care in the school. The teachers at the school informally monitor all aspects of a pupil's development, including pupils' welfare and personal development. Where there are concerns the teachers will formally track learning behaviours, social or emotional development. Pastoral concerns are highlighted where they may be impacting on academic progress or attainment and specific actions taken to address the issue. This close knowledge of pupils by teachers is praiseworthy and impacts on the pupils feeling cared for, and parents having trust in the school.

A qualified school nurse works full time at the school. She ensures that staff and parents are fully updated of any health trends within the school or community and is registered with the ministry. She advises on vaccination requirements. The school's clinic is resourced appropriately and has a fridge to store medicines and a cabinet to store pupils' records securely. The school nurse ensures that first aid boxes are positioned across the school and are frequently checked. The nurse delivers basic first aid training to staff annually. 10 additional staff members have recently completed the 'International award in emergency first aid at work.' Where pupils have high medical needs, these are monitored closely, and appropriate training put in place for key members of staff. The school nurse supports teachers in the teaching of topics such as 'healthy me' and works with older pupils on hygiene issues.

Recently staff have received training on 'Responding to Children's Emotional Wellbeing' led by a clinical psychologist who is a consultant to the school. All staff received training on 'A trauma sensitive approach for schools' and attended webinars in 'Transitioning back to

school'. The school actively supports the well-being of the whole school community and pro-actively supports families where there is any identified need.

The school has considered every care and attention to promote pupils' welfare, health, and safety. The school satisfies the requirements of the ministry of civil defence, ministry of education, and the ministry of transport regarding the local regulations related to pupils' welfare, health, and safety.

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

The suitability of the proprietor and staff at Nadeen school meets the requirements of the BSO standards. Processes and procedures are excellent.

All employees including the proprietors must receive approval from the Bahrain Ministry of Education to work at the school. The school's advisory board and board of governors also undergo checks to ensure that they meet the requirements of the ministry. All employees must adhere to all contractual and local government regulations. Senior and HR staff are vigilant and ensure the school remains compliant with these regulations.

Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school. 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. Information regarding staff who have left the school in the past 3 years, the board of governors and privately arranged shadow teachers are also detailed on this record. All information is stored securely and confidentially.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. All staff must supply a reference letter from the previous two places of work. In most cases these are followed up by telephone by the school's head teacher. Volunteers are not used in the school on a regular basis and when they visit, they are never left accompanied with pupils.

Qualifications are checked by the ministry and attested for overseas staff. VISA details are stored centrally on the single central record for all staff. The school also completes social media searches to ensure that all staff are suited to work with children.

Advertisements to recruit staff to the school promote safer recruitment practices. This is then followed up with a question to all referees about the person's suitability to work with children. Once a person is appointed to role there is a probationary period of 3 months where new staff are monitored.

Induction processes are clear and structured. On induction staff meet initially with HR and have their details checked against those submitted. Then this is followed by a visit to different sections of the school's operational teams to receive guidance around the school's expectations. This includes a mandatory session on safeguarding and keeping children safe.

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

The premises and accommodation meet the standard required for BSO. The inspirational use of space is outstanding.

The school operates from four villas. These have been acquired over time and have been adapted to suit the needs of the school. The school is situated in a quiet residential area and benefits from a large unsurfaced car park in front of the school's perimeter fence. The British club, used for PE activities and for whole school events and assemblies, is situated behind the perimeter wall of the school. The ministry of education in Bahrain has approved the use of The British Club as an offsite sports and whole school events facility.

There is no access for vehicles onto the school's site. One small main gate, opposite the first villa, is permanently monitored by security staff and allows access for pedestrian visitors, staff, and pupils throughout the day. There are two smaller gates, one at the rear of the school and one in front of villa three. These are locked and only opened when there is the authorisation to do so. Security staff are highly visible and monitor pupils, staff, and visitors as they leave and enter the site. The perimeter of the whole site on which the four villas are situated is clearly marked by a high wall or fence.

In between each villa the outdoor learning environments have been creatively developed to inspire pupils to learn through play. The school has made the best possible use of the small spaces and the warm outdoor climate. Separate shaded playground areas are well equipped with slides and climbing apparatus. These provide pupils with an opportunity to take risks, be imaginative and improve their physical development through play at break times. This includes the 'ship' which has been on the site since 1978.

A treehouse is situated in-between the villas and provides a quiet reflective space and is often used by pupils who want to read. A fairy garden in front of the school, enables pupils to entertain their imaginations. There are many small spaces that facilitate opportunities for pupils to be creative and constructive. Design and technology resources such as wood work pieces are stored so that pupils may build large and small structures at break times using wooden blocks or pieces of old piping. An outdoor kitchen allows pupils to engage in pretend play, this is creatively shaded by a large tree. An outdoor library of books engages pupils in reading and creatively reuses old library stock. A group of pupils were seen printing patterns with small stamps in a table at break time, whilst others engaged themselves in running games.

At the side of the villas, small spaces are used to house the school's chickens and ducks. These are in a large, caged area and are the responsibility of the pupils. Access is restricted through a series of locked gates. In other areas role play and a wide variety of seating areas interspersed with decorative planted pots and garden areas, create a very homely feel. There

is a sense of ownership by the pupils as many of the plants and posters are the work of pupils. Gates mark the separate areas of the school and where these need to remain closed a sign ensures that this happens.

Every classroom is different. They are situated in each of the four villas on either the ground floor or second floors. Classrooms for the youngest pupils are based in ground floor rooms. Teachers are careful to ensure that the classroom accommodation does not impact on learning and strategically arrange classroom furniture so that in L shaped room's all pupils can see the board. All classrooms are equipped with interactive boards. Space within the premises is used highly effectively. Careful consideration has taken place to ensure that the spaces are used to maximum benefit. Each year the school's administration staff, and senior leaders consider the numbers registered to each class to determine which room they will use the following year.

All nursery and reception classrooms have access to shaded outdoor learning areas which allows for continuous provision of role play, creative and construction activities. Due to the limited amount of space, the early years teachers make use of the larger play equipment and create obstacle courses on the main playgrounds. One nursery class is accessed via steps so this impacts on smooth free flow between indoor and outdoor areas.

There is a separate specialist room for music, in a temporary building that is separate to the main school's villas. The room is very well resourced and is suitable for the delivery of music. The school's library is compact, organised and is well stocked. Learning support areas are situated close to the classrooms, in shared areas, allowing for a seamless transition between interventions. There are three indoor break-away areas for small group work and seven classrooms for support sessions. The school uses the facilities of the British Club for PE, and this is located a short walk away. However, the school does not have access to a swimming pool and is unable to teach swimming, which is a requirement of the ENC. There is no canteen on the site.

Every effort has been taken to adapt the villas and the outdoor areas for safe use by the school. Staircase spindles are covered and windows on upper floors have restricted opening. Windows allow for ventilation in addition to air conditioning units located in each classroom. The perimeter of the building is secure and CCTV systems are in place.

Displays throughout the school are informative and representative of the work of pupils. They enhance both the indoor and outdoor areas. They are imaginative and celebrate pupils' work. They very effectively highlight events and reinforce the positive inclusive ethos of the school. The site is very well resourced with equipment, and this is stored neatly across the site. Due to the nature of the accommodation disabled access is extremely limited. Ramps have been provided and access has been considered however due to the nature of the buildings this is not possible throughout.

The school is in the process of building a new school, which will contain purpose-built



classrooms, and specialist teaching areas. The design has been carefully considered to meet the school's vision and mission statement and is creative and inspiring in its design. The new accommodation will provide access for people with disabilities and provide up to date equipment for specialist teaching areas, the EYFS and all aspects of physical education.

## 10. Standard 6

### The provision of information for parents, carers, and others

The provision of information for parents, carers and others meets the standard: the school provides an excellent level of feedback for all.

Parents felt very well informed about the day to day running of the school. There is a wealth of different means of communication that ensures parents are fully informed and regularly updated.

Communication through social media apps, emails, text messages, and a monthly newsletter ensure communication is frequent and relevant. Although parents did state at times, they are a little overloaded with the wealth of information. They explained that it can be confusing, but added teachers are very helpful and supportive to make sure parents know what's happening in school.

An email at the start of the term or block of work ensures parents know what their children are learning to do in school. This is very detailed, and parents talked about how much they like this information and helps them to support their child at home.

The views of parents are regularly sought through questionnaires and feedback is always provided. 'There are so many surveys that we feel like we're all partners in the school' said one parent. The parents were recently involved in the interview process for the appointment of the school's new principal. They have also had time to meet with the recently appointed principal so that they also feel involved in the process of handover and have trust in the procedures.

Regular workshops regarding e-safety help to update parents in an area that is constantly changing. The school is very quick to inform parents where there are any concerns regarding the health and safety of their children. They are highly responsive where there are issues identified beyond the school that parents may need information on. The school nurse informs parents promptly when there are health issues, and the school was extremely pro-active in communicating any regulations around COVID. The school communicates messages to parents to ensure the pupils' lunch boxes stay healthy and parents liked this.

The formal end of year reports and parent teacher meetings twice a year ensure parents know what their child can do and what they need to learn to do next. One parent commented 'my child has made outstanding progress; they've done so much for my children it's phenomenal.' The school has an attractive and informative website on which the school's details, policy documents, procedures, and the required elements to meet this standard are published.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets in full the requirements of the BSO standards.

There is a clear complaints policy and procedure in place for handling complaints. This is reviewed on an annual basis and evidence of frequent and regular review is included in the policy overview. The policy and procedure are available on the school's website and available upon request from the school's administration team. The difference between a complaint and an initial concern are clearly defined in the policy.

The steps taken to resolve complaints are clear. There are five stages to the procedure and each stage states the timescales for which the school should act to acknowledge and respond to the complaint. In all cases these are prompt, and no more than three working days should pass, in which the school will acknowledge a complaint made at any stage.

At any stage of the process the senior leadership are required to be informed. Any staff member involved in discussing a complaint or initial concern must inform the SLT and provide details in writing by the end of the school day. This ensures there is an ongoing record of the issues raised and senior leaders are fully informed.

The school is clear that anonymous complaints will not be acknowledged. Although if there are issues to be investigated regarding the day to day running of the school and not a staff member, then the matter may be investigated informally. Such as, a muddy car park or an untidy lost property box.

The policy is clear in stating that all matters will be treated confidentially, and the school will provide an empathetic and supportive approach to the matter raised. Any complainant is allowed to be accompanied to meetings if they feel that the support is helpful.

The policy requires the school to keep a record of any formal complaints, however the school reports that although there is a policy and procedure for formal complaints in place, there is no evidence of formal complaints being raised in the past 3 years. Complaints have always been resolved informally.

Parents expressed how complaints are rare due to the 'open door' policy, all staff are approachable and available to talk in person if there is a concern. The school's leaders are always available, including the school's director who is available throughout the day, and at the start and end of the school day in the car park. Parents felt that complaints were dealt with fairly and the schools leaders listened sensitively to the very few concerns that they raised.

All parents can contact the ministry and raise a complaint directly, in line with the requirements of the ministry of education. The policy states that any party may raise issues at any time, although the school encourages all parents to follow the policy procedures.

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

The leadership and management of Nadeen school is excellent and meets the requirements of the BSO standards.

The school's senior leaders have an inspirational effect on the whole school community. They pay very close attention to the day to day running of the school and the detail in the school's provision, so that no opportunity is missed to promote the ethos of the school. They work together closely so that ideas are shared, and decisions agreed collectively. The senior leadership team comprises the director, the head teacher, and deputy headteacher. The director is the daughter of the founder of the school, and both mother and daughter retain directorship of the school. The director is a working director within the school and the chair of the board of governors. Her selfless determination to steer the strategic direction and maintain her mother's educational ethos, vision and mission for the school is evident at all levels. As she works closely with the senior leadership team daily within the school, she can pay close attention to the business of the school and meets formally three times a week with the head teacher and deputy headteacher. There is a strong culture of asking questions and ensuring everyone is accountable for their role in ensuring the highest standards of education for pupils.

The school's board of governors meet regularly with the head teacher. They are regularly updated and receive termly head teacher reports that detail the business of the school. In addition, at such a crucial time in the school's history -where there is a planned changeover in leadership, and the relocation of the school's accommodation- the school's director appointed an executive advisory board. They advise on the actions that need to be implemented and they act knowing the uniqueness of the school. This decision by the director evidences her willingness to seek advice and act collectively, before making decisions. This is a strength of the school, no one acts alone, and decisions are collective.

The school's actions are policy driven and these are reviewed regularly following a policy review calendar. Policies related to the school's administration and reviewed mid-August so that they are ready for the start of the new school year. Academic policies are reviewed in January every two years. Any changes are always communicated to staff. During the pandemic, a COVID handbook was created which was continually updated and revised policies, where it was required by regulations. The COVID handbook ensured staff were fully compliant with the latest health regulations and the response of the school was timely. The school is currently reviewing its policies, procedures, and risk assessments to be prepared for the move to the new school.

Staff CPD is a priority within the school and staff meetings are held on a bi weekly basis, as well as in PPA time. There has been an emphasis recently on staff led CPD. Teacher appraisals also inform the CPD and the school improvement plan. When staff attend CPD sessions with

an external authority staff are expected to give feedback to all staff. The school encourages staff to enrol on further formal qualifications, currently there are staff attending NPQLT, MA in SEN, PGCE, EAL qualifications.

It is notable that one of the first INSET sessions after the period of online learning was to meet with the whole school to reaffirm the importance of the school's vision and mission statement which drives the school. Teachers talked about feeling empowered to lead by example, contribute new ideas and be creative. They also commented that the CPD offered by the school is a careful balance between individual support and internal professional development opportunities matched to the needs of different groups of staff.

Communication at the school is very effective so that all actions are agreed and implemented, and staff know what is expected of them. An active upper leadership team, subject leaders, phase leaders and EAL leader all meet regularly at various times throughout the week. They share information both upwards to the SLT and down to teachers. Monitoring the quality of education in the school involves subject leaders monitoring subject teaching, phase leaders collaborating closely with teachers within their phase and knowing where the strongest aspects of provision are and sharing good practice. There is an emphasis in utilising what is in place. Through modelling and team teaching, teachers can learn from one another. There is a real sense of teamwork and support to ensure the pupils benefit from high quality teaching, care guidance and support.

A school improvement plan (SIP) is in place and is continually revisited throughout the year. All stakeholders contribute to the priorities in the SIP through the analysis of questionnaires, data, staff appraisals, monitoring of lesson observations and work scrutiny, and feedback from the advisory board and the MoE. The SIP is a working document, and all staff can contribute. The current SIP has 5 priorities that are clearly identified. The school also has a very detailed SEF in place that is evaluated against the BSO criteria. The SEF is evidenced, and the judgements are accurate. This in turn informs the school's improvement planning.

The day-to-day business of the school is well organised and flexible. Very effective deployment of staff ensures all aspects of the school's organisation is delivered well. Such as the appointment of a full-time resources assistant to ensure teachers are equipped with what they need to make learning challenging and relevant. The use of the school's accommodation and the care guidance and support provided to all pupils is exceptional due to a high level of commitment from all staff, and where all stakeholders put the needs of the pupils first.