



**British School
Overseas**
Inspected by Penta International

Inspection report

**St Christopher's
School**

Bahrain

Date
Inspection number

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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, over 110 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Elizabeth Clancy. The team members were Sarah Brannon, Stewart Cowden, Ciprian Ghisa, Lydie Gonzales, Glyn Kilsby and Graeme Malcolm.

2. Compliance with regulatory requirements

As a result of this inspection, the 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 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

St Christopher's School provides an outstanding quality of education to the students and families that it serves. The curriculum offered is creative and inspiring. St Christopher's School community upholds the core values of care, honesty and mutual respect, as well as promoting the St Christopher's 6 C's of compassion, confidence, commitment, courage, creativity and curiosity. Pastoral care is outstanding and the wellbeing of students is a key priority. The leadership provided by the principal and his team is strong. The school provides a comprehensive range of staff professional development opportunities across the school, ensuring continued high standards of teaching.

3.1 What the school does well

There are many strengths at the school, including:

- A strong sense of community that is highly valued by its students, staff and parents;
- The principal and leadership team clearly articulate an imaginative and forward-thinking vision for the school;
- The introduction of an ambitious and imaginative *Future Ready Curriculum*;
- An impressive enrichment programme that adds considerable value to student experience;
- Students' behaviour and attitudes exemplify the qualities of fine young citizens of the world and they are excellent ambassadors for the school;
- The quality of education throughout the school is excellent.

3.2 Points for improvement

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

1. Further develop the use of data to improve outcomes;
2. Improve the quality of teaching by encouraging teachers and teaching assistants to create more opportunities to provide student led activities;
3. Move from implementation to embedding the *Future Ready Curriculum* to harness its transformational potential.

4. The context of the school

Full name of School	St Christopher's School				
Address	PO Box 32052, Isa Town, Kingdom of Bahrain				
Telephone Number/s	+973 17605003				
Website Address	www.st-chris.net				
Key Email Address	office.principal@school.st-chris.net				
Headteacher/Principal	Dr Simon Watson				
Chair of board/Proprietor	Mr Brendon Hopkins				
Age Range	3-18 years				
Total number of pupils	2,392	Boys	1,157	Girls	1,235
Numbers by age	<i>0-2 years</i>	n/a		<i>12-16 years</i>	890
	<i>3-5 years</i>	277		<i>17-18 years</i>	287
	<i>6-11 years</i>	938		<i>18+ years</i>	n/a
Total number of part-time children	n/a				

St Christopher's School was founded in 1961 and is a co-educational, international school, providing a British style education for students from 3 to 10 years of age. The school has been ranked as one of the top 100 private schools in the world by Spears since 2021. The school is licensed under Bahraini law as a private and non-profit-making school, registered with the Ministry of Education of Bahrain as a 'foreign educational institution.'

It is the only non-profit school delivering the English National Curriculum (ENC) in the Kingdom of Bahrain and is registered with the Department for Education (DfE) in the UK. The school is currently situated on two separate sites. The infant and junior schools are based in Saar and the current senior school is situated in Isa town.

Sparta, St Christopher's sports and arts academy, provides a range of activities in addition to the extra-curricular activities (ECA) programme. Over 1,200 students are currently enrolled in activities which are also offered to the wider community. *Little Chris*, a provision for pre-school children and parents has recently been launched and has received positive feedback.

4.1 British nature of the school

The school's ethos and approach to education is recognisably British and the school's values and practices are clearly aligned with British values.

- The school is a member of British Schools in the Middle East (BSME) and the Council of British International Schools;
- The Deputy British Ambassador is co-opted onto the board of governors;
- The principal is a member of HMC, the head of junior school is a member of IAPS and the head of infant school is the BSME representative for Bahrain;
- The school follows the national curriculum for England and most teachers are UK trained;
- The school commemorates key British dates on the school calendar. These include the laying of a wreath and reading of a lesson by the head boy and girl at the annual Remembrance Service at the British Embassy;
- Other recent events have included celebrations for Her Majesty Queen Elizabeth II's Platinum Jubilee in May 2022, as well as the signing of a book of condolences in memory of the death of the queen;
- The school libraries contain a wealth of English literature that students may access under the supervision of a knowledgeable librarian;
- Performance management systems follow a similar approach to many British schools;
- The school's professional learning programme includes some of the leading names in current British education such as Tom Sherrington and Kate Jones. This is further borne out by the school's pedagogical rubric which clearly reflects some of the latest thinking in British education;
- Assemblies in EYFS and primary cover a variety of UK themes, ranging from British values to aspects of British culture.

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

The quality of education provided is outstanding.

A broad and balanced curriculum meets the needs of all the students. Teachers' excellent subject knowledge across the school facilitates effective questioning to deepen the level of learning. Strong foundations are provided to enable students to suitably prepare themselves for their educational journey through the school.

5.1 Curriculum

The quality of the curriculum is excellent.

St Christopher's School provides a broad and balanced curriculum. It demonstrates a wide range of learning experiences supported by a substantial provision of extra-curricular opportunities. Adaptations are made to fit the Bahraini context and to ensure relevance to the students. The curriculum has been built around the vision, mission and values of the school to promote a holistic approach to the development of each student as an individual.

The *Future Ready Curriculum* (FRC) at St Christopher's is evolving and being developed. It is an ambitious project which is being led and supported by strong leadership and curriculum teams. The school should be complimented on its desire to keep education evolving and being prepared to take research driven risks to try to raise the quality of the curriculum. There is an impressive vision that the FRC will unite the school and that students will build a portfolio of their achievements related to these attributes as they progress. The FRC is an innovative approach to developing students' 21st century skills, integrating competencies specific to academic, metacognition, service, enterprise, digital and wellbeing fields into the current schemes of work. This is still in its early stages and it will be exciting to watch its development.

Other new initiatives in the last two years include the introduction of *White Rose* maths, *Essential Letters and Sounds* at the beginning of this academic year and a new PSHE programme that started in January. However, some time to embed these systems is now required.

The drive towards innovation is evidenced also through the very effective use of technology and of online resources to support students' learning. This is clearly a strength of the school and it ranges from the *Seesaw* platform and student hubs to spherotanks.

Students in the Early Years (EY) follow the English EYFS curriculum which is directly aligned to the UK with 2022 revisions. A secure foundation is provided for students

through careful planning and mapping. The focus on early language development was visible in the lessons observed and in documentation provided, clearly at the core of a curriculum appropriate to the youngest learners in the school.

At Key Stage 3, all students follow a range of subjects that give them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Non-Arabic nationals have the option to study Arabic, French or Spanish or a combination of two subjects. Arabic nationals can opt to study Spanish or French through opt-in morning lessons, although the timing of these lessons is currently under review.

At IGCSE, all students study mathematics, English language and literature, science, at least one language (Arabic for Arab nationals, French or Spanish, history or geography, plus two options from art, business studies, computer science, DT, drama, economics, geography, history, ICT, music, physical education. Post-16 education offers students a choice of A Levels, the IB Diploma programme and BTEC. The school is mandated to deliver the Bahrain Arabic curriculum to Arabic nationals and this is implemented from year 1 upwards. Students have the option of studying Arabic at GCSE and A level.

There is a rich and varied programme of extra-curricular activities for students from reception upwards which is well supported and enhances the learning opportunities available, allowing students to develop their interests. Sparta is an activity programme run by a team of coaches who also support PE activities.. This is further enhanced by a wide variety of theme days, off-site visits, sporting tournaments, and events which have a positive impact on the wider curriculum available to students and extend learning beyond the classroom.

Teachers effectively plan the curriculum to provide a wide range of learning experiences supporting student engagement with their learning through topic work and themed activity days. Planning is collaborative across the year groups ensuring the sharing of ideas as well as providing continuity.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Nearly all lessons observed across the school were good or outstanding and none of the observed lessons were considered unsatisfactory.

Throughout the school, teachers work skilfully to plan and teach lessons which meet the needs of students. They demonstrate a deep understanding of the curriculum and the subject being taught, together with robust knowledge of how students learn effectively. Teachers have high expectations of students in terms of attitude, behaviour and learning outcomes.

The environment of the school is exceptional and contributes significantly to students' learning experiences. Within the EY section, learning spaces are stimulating and make imaginative use of both indoor and outdoor spaces. These areas give young learners a wonderful opportunity to develop both language and social skills.

Classrooms and shared spaces throughout the primary school are inviting, stimulating and well resourced. There are clear links between classroom displays and the activities going on in lessons. In corridors, shared areas and open spaces there are well designed, attractive displays that feature the values and vision of the school. These create a sense of shared community and are regularly referred to by staff and students.

Both within and outside lessons, students' behaviour is excellent and the school has an atmosphere that is positive, productive and joyful. Student wellbeing is a priority for the school. For example, in a year 3 maths lesson in learning support, each student recorded and commented on their level of happiness at the start of the lesson. At breaktime and when moving around the school, students were calm, courteous towards each other and well behaved.

Time is used effectively and lessons start promptly. Students entered classrooms quietly and often engaged immediately in an activity without any instruction from the teacher. This shows that classroom routines are in place and expectations for behaviour and work are high. Within lessons, students stayed on task and levels of focus were excellent. This was nearly always because the level of the learning activity was well matched to the needs of the students. The climate of lessons is consistently positive.

Teachers have excellent subject knowledge and in the best lessons, demonstrated an imaginative range of strategies. Student collaboration was used effectively, such as in a year 4 science lesson where groups investigated the risks posed to endangered species, by using a range of research tools. Students developed good study habits and demonstrated high levels of self-control and self-discipline.

Senior school lessons are well-structured and schemes of work support progression towards external examinations, as well as effective preparation for the next phase of the students' education. Examples of outstanding practice were demonstrated across all departments. High expectations were set from the moment the students entered the department area. The corridor leading to the learning space was intentionally designed to be a source of inspiration and trigger imagination and exploration of the senses. The classroom itself displayed exemplars of skills to practise and steps to success, targeted at different year groups. The use of students' external examination final products contributed to nurturing a strong sense of self-motivation towards meeting and exceeding expectations. Students' individual needs were catered for, supported by immediate personalised feedback and role modelling of next steps. The routines were well-established and lesson time was used purposefully to maximise learning. The students demonstrated an ability to think for themselves and articulate their learning with pride and enthusiasm. Teachers had a gratitude board, further evidencing a genuine care for the students' wellbeing.

The best lessons observed included effective use of collaborative learning strategies, teacher-designed resources anchored in the school's pedagogical rubric and careful integration of technology. They created a high level of active engagement. Thoughtfully planned activities allowed all students to manipulate, refine and extend their understanding of the subject taught and develop an ownership of the learning process.

Other common elements of the best lessons were personalised, actionable feedback, references to metacognition, highly impactful questioning techniques, and effective differentiation. This enabled students to verbalise what they had learnt and what their next steps should be to deepen and further their progress.

A year 8 religious education lesson was an excellent example of the school's willingness to maintain an open dialogue on diversity, inclusion and the perceptions of others. The lesson was planned and delivered with much consideration. It offered multiple opportunities for critical thinking, deepening of learning and self-reflection, within a highly respectful environment, skilfully led by a passionate teacher.

The very few less successful lessons lacked passion from the teacher, had no embedded classroom routines, a slow pace, no seamless transitions from one activity to the other, lack of variety of learning opportunities and an inadequate level of challenge.

Student wellbeing and an understanding of feelings of self and others is an explicit part of the curriculum. In a year 2 English lesson, students used a variety of paired and group tasks to explore the vocabulary of emotions. The importance of empathy was seen in an after-school debating group where year 6 students discussed topics that challenged their thinking and promoted an understanding of meaningful moral issues. The value given to wellbeing and mental health was demonstrated in a year 5 and 6 assembly highlighting Children's Mental Health Week.

The primary school is well resourced with teaching assistants and curriculum support staff. It was pleasing to see the support given by parent volunteers during the school day where two parents made a valuable contribution to a primary design technology lesson. This team provides a wonderful resource that enriches the quality of education and frequently supports students who require additional assistance. In the best lessons, teaching assistants were proactive and well directed. In some less successful lessons, teaching assistants were under used and opportunities to provide support were missed.

Good use was made of data in lesson plans to identify students who require support and also those who may require additional challenge during a lesson. In the best lessons, the differentiation required by the identified students was apparent, but this was inconsistent across the school.

The assessment of student work within the primary school was generally very good. Teachers made use of 'think pink' and 'green for growth' highlight pens and many student books identified targets and areas for growth. Many students were able to talk confidently about how successful they were and what they needed to do to improve. In some lessons, students were given the opportunity to respond to teacher assessment.

In addition to regular teacher assessment, the primary school uses CAT4, progress tests on maths (PTM), English progress tests (NHRT) and attitudinal surveys (PASS). This data, combined with reports from class teachers is used to track progress and identify any students who might be under-achieving or require additional support. The primary learning support department then use the data to plan support where required. Approximately 12% of students are on the learning support register which details the learning need and level of support that is provided. A well-staffed and proactive learning support department shares student information using student passports and individual education plans. Support is well co-ordinated and individual teaching, small group work and in-class support is effective and a strength of the school.

Over the past few years, the school has increased its focus on data, aiming to streamline use of data across the school; its collection, recording and use, to inform planning and adaptation of the curriculum. The intention is to ultimately maximise students' learning and outcomes. Students' progress can be tracked and centrally recorded in a whole-school system that is easily accessible and manipulable by teachers. Training is currently underway to enable teachers to make use of data to modify their classroom practice, implement interventions and continue to better meet the needs of the students.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

Students across all year groups make consistently excellent progress, which is illustrated in the regular assessments, progress tests and IGCSE, A-Level and IB exams results. The students display very good behaviour and their attitude towards learning is very positive and open to collaboration, allowing them to make constant progress.

Students' progress is very rigorously monitored across all key stages. Teachers are provided with comprehensive data that allows them to track the individual students' academic flight paths, making sure that all students reach their full potential. Assessment data is stored on the school dashboard where data from iSams relating to CAT4s and New Group Reading Tests (NGRT), Writing TAs and PTMs are quickly and easily extracted.

Progress and attainment reports are produced for all key stages and for all individual subjects. The senior and middle leadership teams have an in-depth understanding of the students' abilities. A range of intervention strategies are in place to accelerate progress where needed.

Most children in the early years age group arrive with skills in English language and communication that would be typical for their age. There has recently been an increased number of students with EAL needs joining the school and there is a strong identification and targeted interventions programme in place to provide the relevant level of support. This is slightly more embedded in the Primary School than in the Senior School and is an area that is currently being developed.

Almost all students achieve above the expected standard in phonics in year 1 largely due to highly effective teaching. At the end of the reception year, students are very well prepared for the demands of the ENC. By the end of year 1, most pupils develop oral vocabulary and the ability to understand and use a variety of grammatical structures. In KS2, students achieve attainment scores well above those of UK students, with over 86% of students meeting or exceeding expectations in mathematics across all year groups and over 92% meeting or exceeding expectations in reading. By the end of KS3, 100% of students are at or above the expected level and are well-prepared for the GCSE programme.

In KS4 and 5, the standards achieved at St Christophers are above UK expectations. At GCSE and A Level, attainment is excellent across the majority of subjects, and in recent years, constant progress is evidenced.

In 2022 examinations, at GCSE, 63% of students achieved A*/A grades compared to 60% in 2019, 80% achieved A*-B grades. At post sixteen 55% of grades were A*/A equivalent. In 2022, 70,6% of grade at A Level achieved were A*-B grades compared to 66% in 2019.

In 2022, 100% of students at St. Christopher's passed the IB diploma, compared to 86% worldwide. The average points per candidate at St. Christopher's was 37, compared to 32 worldwide; the highest diploma points awarded to a student in the school was 44.

The school has registered a 100% pass in BTEC results, with 75% of students passing with distinction.

On completing their studies, almost all students go on to university to continue their education. From year 7, the students benefit from a coherent and progressive provision for career education, helping them to discover their true potential and vocation. The students also benefit from continued university admission guidance allowing them to attend prestigious universities in a variety of countries including the UK, USA, Canada, Gulf States and Australia. In recent years, the students successfully secured places at leading universities including Cambridge, Oxford, Imperial College in the UK and Stanford, Yale, Columbia and Cornell in the USA.

Attendance figures on the day of the inspection were 93.48%, with a whole term average of 94.8%, in accordance with the school's high expectation towards learning ethics. It would be helpful to review practices relating to the recording of daily attendance.

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

The spiritual, moral, social and cultural development is excellent.

The school promotes respect for all, paying particular regard to the protected characteristics of age, disability, race, religion or belief, pregnancy and maternity.

The students of St. Christopher's model the British values of respect and tolerance through their interactions with one another, staff and visitors to the school. The mutually respectful relations between students and teachers were evident throughout the inspection visit. In addition, it was commonplace for students to hold doors open and greet visitors respectfully and with a smile.

Cultural diversity is celebrated, and a range of events have been organised to help nurture open-minded young people who have good knowledge of and show respect for the beliefs, cultures, views and lifestyles of other people. These include Global Citizens Day, Bahrain National Day, Chinese New Year and Diwali celebrations.

Students clearly recognise the difference between right and wrong as demonstrated in lessons and social areas. This is an obvious strength of the school. It is reinforced by a strong triangulated partnership between school, student and home, built on mutual trust and respect. Parent representatives commented that behaviour is good and that their children are taught to represent their school with pride.

Relationships between students in different year groups are strong, as evidenced by students in years 12 and 13 enjoying opportunities to collaborate with their younger peers in the senior school and by visiting the infant school to read and paint with nursery students.

Student voice is strong in the school, resulting in a few student-led initiatives such as the Pakistan flood appeal and the forthcoming *Party in the Playground* event. Students have also been included on the interview panel for senior teaching positions in the school. Parent representatives commented that, 'Students at St. Chris are empowered in the decision-making process and the school acts on their views.'

Student leadership is becoming increasingly well developed and there are currently 112 student leaders in the senior school, working across a range of different areas such as wellbeing, sustainability and the arts.

The impressive and innovative curriculum is not just academic in its scope and has been designed with the spiritual, moral, social and cultural development of students in mind. A comprehensive enrichment programme has also been carefully mapped out and newly implemented digital portfolios allow students to record their achievements in areas of the curriculum that are not obviously academic.

The school's enrichment programme, which is built into the timetable, has been recently reviewed and offers students a wide range of opportunities to further their personal and social growth. Beyond the planned weekly enrichment programme, there is a wide range of excellent opportunities for students to participate in overseas residential visits and to represent the school in local and regional sports tournaments. It would be helpful to evaluate the impact of the programme through student feedback.

The school is an active member of British Schools in the Middle East (BSME). In the week before the inspection visit, the school hosted a BSME under-11 football tournament, where schools from throughout the Middle East participated. At the same time, a group of musicians from St Christopher's visited Dubai to take part in the BSME Young Musician of the Gulf. Staff give their time willingly to provide students with a wide range of social and community activities, outside the school's working day.

Students are well supported and guided as they begin to think about their future career aspirations and possible university destinations. Platforms such as Kudos-CASCAID and Unifrog are used to enhance this aspect of their provision.

7. *Standard 3* The welfare, health and safety of the pupils

The provision for welfare, health and safety meets BSO standards and is excellent.

The Executive Leadership Team (ELT) places all matters relating to welfare, safeguarding, health and safety of the students at the core of their daily practice. Students are exceptionally well cared for, feel safe, valued, come to school happy and ready to learn. The caring environment nurtured at St Christopher's goes above and beyond the local government requirements.

Provision for safeguarding is of a high standard and strongly embedded across the school. All staff are fully trained and understand their individual and collective responsibilities. Safeguarding is a non-negotiable item in leadership team meetings. Posters that display the details of the safeguarding team members are available throughout the building to ensure all students and visitors know whom to report a concern to. The school has two full-time counsellors shared across the two campuses. The quality of relationships across the school demonstrates the genuine, collegial intention of fostering a caring and supportive ethos where all feel safe and protected, including online.

Students' behaviour in lessons and around the school is commendable. They enjoy strong friendship groups. The students are aware of the anti-bullying stance of the school and are able to articulate their positive experiences. They use electronic devices and the internet very responsibly, demonstrating their awareness of e-safety. Break times are lively, enjoyable and very efficiently managed. Supervision throughout the day is visible and provides the right balance between close supervision and development of independence. The school is strongly aware of the impact that the pandemic has had on students' wellbeing. The pastoral team is working hard to develop and strengthen the students' skills of resilience and self-regulation.

Parents are fully involved in the school and form an integral part of the school ethos. They express their confidence in the school's procedures and feel that their children are safe. They recognise that the school has had a focus on Mental Health and Wellbeing for several years, which culminated in receiving the Silver Award by the Carnegie Centre for Excellence.

The welfare, health and safety of the students is supported by a robust set of policies that are understood by the school community and recorded centrally. The implementation of policies is consistent and monitored to maintain a safe environment for all students. The school fosters a culture of continual review. All staff are trained in risk assessment. The premises and on-site equipment are safe, secure, clean, well maintained and regularly monitored by dedicated facilities and security teams to minimise the risks to the students. Arrival and departure procedures are safe and efficient.

The ELT has prioritised staff wellbeing over the past three years as an additional strategy to enhance the students' welfare provision and the overall school's positive and aspirational ethos.

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

The suitability of the proprietor and staff meets the standard for BSO.

The school's board of governors, ELT, human resources team and all members of staff are strongly aware of the importance of keeping students safe in school. A designated safeguarding governor, together with other members of the board, undergo regular safeguarding training. Checks are made on all staff including the board of governors, support staff, staff on contract to the school, volunteers and visitors to the school.

Identity, medical, qualifications and police checks, UK ICPC and references are in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. The school also uses an external company to provide an extra layer of checking of new staff, ensuring a highly robust safeguarding process. Records are held in individual files and on a single central record held by the HR manager in the school. Information regarding staff who have left the school in the last three years, the board of governors and contractors are also detailed on this record. All information is held securely and confidentially.

Staff who are recruited locally must undergo the same processes as expatriate staff regarding identification, police checks, medical, qualifications and references. All staff must provide details of two referees. Receipt of these is normally followed up by a phone call. Advertisements to recruit staff to the school promote safer recruitment practices. All new staff undergo an induction process on arrival at the school to include safeguarding training.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO and are excellent.

The school offers a high-quality, stimulating and safe environment with specialist areas for all parts of its broad curriculum, ensuring exciting and challenging teaching and learning for all.

In the Senior School, the facilities include libraries, an indoor multipurpose hall, drama and music studios, fluid art workshops, science laboratories dedicated to biology, chemistry and physics, design and technology laboratories, preparation rooms and ICT suites. The specialist facilities are all well-resourced and managed by trained technicians. The sports facilities include team and individual sport pitches, covered sports hall, air-conditioned sports halls, athletics tracks and a pool. The school provides cloud-based learning environments that students are empowered and confident to use independently to enhance their learning.

The school site, indoor and outdoor, is well maintained by a facilities team, led by the Director of Operations, with an acute attention to detail. The Director of Operations ensures the ongoing maintenance, cleanliness and hygiene, safety and security of the school site. The school has an effective system of live maintenance records so that issues are addressed promptly. Classrooms and corridors are well lit and ventilated. The outdoor environment nurtures serenity and inspiration for all.

The safety of the students is further enhanced by a team of full-time nurses, highly visible security teams and CCTV. The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. All students may enter and leave the school in safety and comfort. Policy and procedures provide clear detail and guidance for relevant staff. Parents and other visitors sign in and are given ID badges on entry into the building. There are security cameras installed around the campus. There are security guards on duty throughout the school day.

Overall, the premises significantly contribute to the students' enjoyment of their education, enhance their intellectual curiosity, and reflect the high expectations of the school.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO and is excellent.

The provision and communication of information is timely and relationships with the parent community are a notable strength of the school. Parents commented that they are made to feel part of the St. Chris community. It was noted that teachers and leaders at all levels are approachable and supportive in their communication whenever additional information is requested. More general information about the school is often disseminated through the Springring application, St Chris's own application, website, coffee mornings and other informal events when parents are also given the opportunity to offer feedback.

The school is policy rich with 115 in total, 26 of which are made available to parents on the website. These policies are reviewed regularly, and any significant changes are communicated.

Parents indicated that formal and informal feedback mechanisms work in tandem to ensure they always have a good understanding of how their child is progressing at school. An effective reporting system is in place, supported by regular parent teacher meetings. Parents would welcome the opportunity to share their feedback more systematically in the form of an annual survey.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

A detailed complaints policy is in place outlining procedures to be followed and is accessible to parents on the school website. Any updates to the policy are shared through parent weekly newsletters and staff emails.

The complaints policy recognises two categories of complaint: type 1 and type 2. Type 1 refers to issue-based and type 2 behaviour and attitude complaints. All complaints are recorded and a log is maintained by the principal with cases discussed at ELT meetings. If a parent is not satisfied with the principal's response to a complaint, they may submit written details of the complaint to the chair of the board of governors.

No formal complaints have been raised in the last year. Any issues are dealt with in the early stages by teachers supported by heads of school. Parents state that they are satisfied that complaints are dealt with sensitively and resolved quickly.

12. Standard 8 Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are excellent.

The leadership team clearly articulates an imaginative and forward-thinking vision for the school. This is apparent from the strategic planning documents and from displays around the school, which offer a powerful unified message. The bold key statements, *education for a shared humanity* and *role models for the world* are increasingly embedding within the school's ethos and curriculum. This vision is shared and widely understood throughout the school.

School leaders have created a school culture where there are high expectations combined with a caring, supportive atmosphere. This is apparent from the quality of relationships, the confidence of the students and sense of pride that runs throughout the school community. The leaders of the school have both a breadth of vision and an attention to detail that combine to provide a school of excellent quality. The recent introduction of dedicated diversity, equity and inclusion leads has started to raise the profile of these issues within the school community. This is an area that the school can develop further.

The school's leaders have provided a learning environment that is safe, stimulating and of exceptionally high quality. All learning areas are of a high standard and these are respected and well cared for by all members of the school. School leaders, middle leaders and teaching staff are well qualified and experienced, and there is an atmosphere of confident professionalism throughout the school. Specialist learning areas in the primary campus include music, art, design technology and science. These areas are all well used and give students stimulating learning opportunities, staffed by subject specialists.

Information and data about students is easily accessed by staff through a centralised data hub. Data is used by many to inform learning and this rich data environment is a strength of the school. However, the further use of data to personalise learning is an aspect of the school that could be improved.

Members of the leadership team are visible, approachable and available to the school community. The school is exceptionally well-managed, and systems for students, parents and staff run smoothly and efficiently. An impressive administration team support school leaders and are an important element in the effective operation of the school.

The leadership team drives a strong innovative culture across the school which takes on reasoned changes. There is a commitment to school improvement with a clear focus on providing outstanding quality education, that is relevant to both Bahrain and a global context. A key example of this is the development and implementation of the FRC. This overarching framework has the potential to transform the school's curriculum and maintain St Christopher's as an exciting place to learn and teach.

The school's professional learning programme is broad, accessible and highly valued by staff. Professional development is carefully linked to school strategic priorities and is provided by a combination of in-house and external providers. The school has developed an impressive professional learning community that supports staff improvement and has a direct impact on the quality of learning. There is a robust appraisal and quality assurance system that informs professional learning and can lead to the production of personal improvement plans if needed.

Leadership responsibilities in the school have been developed creatively. On the primary campus, subject leaders have been replaced by seven curriculum leaders, all of whom have a whole school curriculum responsibility. This enables an agile response to curriculum development where the team can focus on a specific need or development. Highly committed middle leaders are fully accountable and drive standards across the school.