



**British School
Overseas**
Inspected by Penta International

Inspection Report

British School of Bahrain

Date 23rd - 25th May 2021
Inspection number 20210523

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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 the students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for and students' 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, all teachers were observed by inspectors. School documentation and policies were analysed, and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Two and a half school days were monitored.

The lead inspector and in school was Dr Mark Evans. The team members in school were Siobhan Brady, Melanie Davis, Dr Fahd Kahlaoui, Dalia Kamel, Emma Mousley and Teresa Woulfe, with Colin Dyson working online.

2. Compliance with regulatory requirements

British School of Bahrain (BSB) meets all standards for British Schools Overseas.

3. Overall effectiveness of the school

BSB provides a very high quality education that meets the needs of its students. The school has numerous outstanding features and is continuing to develop further through innovation. The school offers a robust British education that meets the needs of its students. The BSB curriculum is rich and inspiring: students are engaged in their learning. Teachers make good use of the wide range of resources and creative outdoor spaces, to plan interesting lessons across all subject areas. Students' behaviour is exemplary, and they enjoy school. As a result, students make progress, and becoming confident and articulate learners.

3.1 What the school does well

The school has many strengths, which include:

- standards of academic attainment, which are very high
- outstanding provision for the spiritual, moral, social and cultural development of students
- strong emphasis on the students' welfare, health and safety
- robust response and highly appropriate protocols to guard against infection during the pandemic
- some excellent teaching and learning
- excellent leadership, especially by the executive headmaster and his senior team
- strong and effective governance
- excellent relationships between staff, students and parents
- highly effective support for the school from administrative and non-teaching staff

3.2 Points for improvement

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

- i. Develop the quality of learning and teaching in all lessons to match that of the best, especially by sharing excellent practice in assessment and providing challenge for all students.
- ii. Ensure that the curriculum is more clearly 'whole-school', developing stronger links and threads between the different sections of the school.
- iii. Further embed the strong practices and protocols for students' welfare, health and safety.

4. The context of the school

Full name of school/college	British School of Bahrain			
Address	Building 1080, Road 1425, Block 1014, Hamala, Bahrain			
Telephone number	+973 1761 0920			
Website	www.britishschoolbahrain.com			
Email address	admissions@thebsbh.com			
Executive Headmaster	John Maguire			
Chairman of Board of Directors	Nadim Nsouli – founder, chairman and owner Rabih Saab - CEO for Middle East & North Africa			
Age range	3 years to 18 years			
Total number of students	2,886	Boys	1,493	Girls 1,393
Numbers by age	0-2 years	0	12-16 years	895
	3-5 years	349	17-18 years	185
	6-11 years	1,451	18+ years	6
Total number of part-time children	0			

BSB was founded in 1996. Arabic being the mother tongue of Bahrain, it is taught to all students from Year 1 upwards, even though this is not a legal requirement at that age. The student population is 66% Muslim. Students registered as Muslim take Islamic Studies from Year 3 onwards. Other students take Religious Education (RE), as per the plural and inclusive ethos of the Kingdom of Bahrain. Students visit places of worship as part of the RE programme.

Local requirements are strictly adhered to at all times when delivering the curriculum. Regulations typically relate to topics that are not permitted to be taught or culturally sensitive aspects (e.g. choice of resources). The Ministry of Education's (MoE's) written praise demonstrates shows the successful nature of the school's adaptation of a British curriculum to Bahraini obligations.

BSB belongs to the Inspired international group of schools, giving access to global best practices. In January 2021, the school was inspected by the Bahrain Quality Assurance Inspectorate. It was found to be outstanding in all areas and awarded the highest category of award.

There have also been a number of MoE 'spot checks'. Each year, the MoE inspects the twice-annual citizenship examination while it is taking place, in Year 5 upwards. The Civil Defence (fire brigade) annually inspects the fire safety precautions, including observing an evacuation drill.

4.1 British nature of the school

- The school delivers the English National Curriculum and follows the UK's guidance on Early Years and Foundation Stage.
- The school is organised into Key Stages and year groups.
- Most of BSB's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is well resourced in materials that are in use in British curriculum schools.
- As suggested by the name, the school is proud to encompass the best of both a British education and the culture of the Kingdom of Bahrain.
- The school comprises an international community in a British educational environment, where English is the medium of instruction for lessons.
- BSB is a coeducational day school for students aged 3-18.
- All of the school's teaching staff have teaching qualifications recognised in the UK and meet UK teaching standards.
- Parents are confident that BSB offers a high level of education based on staff meeting UK current teaching standards.
- The structure of the academic year is aligned with the British Education system. At the end of each key stage, students sit British based assessments culminating in GCSEs and A Levels.
- The school has strong ties with the UK embassy. This positive relationship is shown by the regular hosting of the British Ambassador at the school. The school also periodically shares British Embassy news via its weekly newsletter.
- BSB celebrates all British events and anniversaries. These events can range in scale; for example, in November, hosting the Chelsea Pensioners as part of an act of remembrance, while at other times of the year, students were invited to meet Lewis Hamilton and the UK Mercedes-AMG F1 Team in the pits at the Bahrain international circuit.

5. Standard 1

The quality of education provided by the school

The quality of education provided by BSB fully meets the requirements of the BSO Framework.

5.1 Curriculum

The curriculum is good, with some excellent features. There are aspects that are outstanding, and staff are beginning to develop a deeper understanding of how the curriculum develops from stage to stage across the school.

It is a MoE requirement that all students learn Arabic language up to Year 6. Lesson planning and set grouping lists show that this takes place, overseen by the Head of Arabic and Islamic Studies. Students are grouped into Arabic sets according to experience and level of attainment in the language, from fluent native speakers to complete beginners.

Timetables and planning documents show that the school meets the MoE requirements by having six 30-minute Arabic periods each week in Years 1 to 11, with two additional 30-minute Arabic periods for those in Years 3 and 4 who are registered as Arab nationals. In the Early Years, all students receive three 30-minute Arabic periods each week.

The curriculum at BSB is effective and provides students with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experiences. The curriculum has been built around the vision, mission and values of the school that promotes a holistic approach to the development of each student as an individual. It provides a wide range of learning experiences supported by a substantial provision of extra-curricular opportunities. The school has ensured many of these activities have continued, despite the restrictions during the recent Covid-19 issues.

The curriculum in the Early Years and Key Stage 1 is developed in line with the aims and goals of the UK Early Years curriculum and the English National Curriculum. The school identifies three prime areas of the curriculum in EYFS, as personal, social and emotional development, communication and language, and physical development. These key areas are the focus for each day and are developed through a wide range of teaching strategies. There is a planned provision in the teaching of phonics, and staff are engaged effectively in developing further the teaching of writing. There is a focus on students' learning to communicate effectively, read, write, and understand mathematical concepts. The delivery of the curriculum is supported through a range of planning documents that include clear expectations on differentiation to meet the

needs of all students. Regular monitoring of learning outcomes using tools such as *Tapestry* and student progress meetings enable the curriculum to be reviewed and adapted to support students' achievements through the use of the learning enrichment team and the learning enrichment website.

Teachers effectively plan the curriculum to provide a wide range of learning experiences that support students in engaging with their learning through relevant topic work and themed activity days. To further enrich the curriculum provision, teachers are actively aiming to enhance outdoor learning environments. Students in Years 1 and 2 have the opportunity to engage in a range of extra-curricular activities that include sports activities, cookery, and storytelling.

Across Key Stage 2, the school provides a broad and balanced curriculum that is age-appropriate and aligned closely to the English National Curriculum. Planning is rigorous and strives to achieve an exciting curriculum with as many real-life connections to make learning meaningful. The use of theme days such as 'The Ancient Romans' encourages students to be fully involved and excited about their learning. The development of technological skills is a strong focus, and during recent home study periods, students have demonstrated a high level of competencies.

The school's personal, social, health education programme supports the personal development and wellbeing of all students effectively. Students engage in a range of thoughtful assemblies that encourage them to question key topics relevant to their lives. The curriculum identifies opportunities to promote fundamental British values and the values of the Kingdom of Bahrain.

In the senior school, the curriculum is aligned to the English National Curriculum, IGCSEs and GCE, including A-levels as well as a range of BTEC subjects. In Key Stage 3, staff have prepared a progression in skills approach to support curriculum delivery. This approach provides clarity on the next steps in learning and allows for the clear tracking of student progress. Across the senior school, opportunities to embed technological skills have been clearly exploited. Remote learning during the Covid-19 restrictions has encouraged all students to develop high levels of competency in a range of IT applications.

Broader learning for all students is enhanced through a range of extracurricular clubs and activities, including a range of performance art subjects, sports activities, and creative arts activities. The range of tuition for musical instruments is a strength of the curriculum. Prior to the Covid-19 restrictions, several trips and visits were planned to enhance the curriculum. The restrictions placed on the schools prevented these from taking place. However, parents reported that the school works effectively to ensure the online curriculum inspires and motivates their children's' learning.

The BSB has aspects of excellence within each part of the school. While the school follows the National Curriculum for England and Wales, and planning is detailed, it is not always clear how this planning links to previous experience in Key Stage 1 and progression into Key Stages 2 and 3. A common and shared understanding of the curriculum purpose would enable greater clarity on what students should learn to help them flourish. The school is actively looking to strengthening the curriculum links between the three schools, to enhance the learning opportunities for all students.

Broader learning for all students is further enhanced through a wide range of extracurricular clubs and activities, including a range of international competitions and programs. Weekly guest lectures provide a wide range of insightful exploration of subjects such as Astro Physics for the older students. Students are encouraged to take part in both charity activities and leadership opportunities, for example, by supporting a range of charities such as 'Think Pink' and community-based activities.

Parents felt the school's involvement in the Inspired programme and World Challenge was a real strength of the school. They welcome the beneficial impact involvement had on their children's' knowledge and skill development.

5.2 Teaching and assessment

The school meets the standard. The quality of teaching and assessment across the school is good, with outstanding practice evident in some classrooms in all key stages.

Lesson planning shows that teachers often engage students in directed teaching and provide good opportunities for independent learning through research-based tasks. The plans show that teachers provide opportunities for students to clarify their learning through in-depth questioning during the plenary and use of 'Learning by Questioning'. Teachers use a range of appropriate strategies to enable students to self-assess their own success in achieving the learning objectives.

During blended lessons, when some students are present and others are at home online, teachers are online during their timetabled lessons; they also post detailed lessons and tasks on Google Classroom. Recordings are available to enable students who may encounter technical issues to complete the lesson at a later time.

Teaching often builds on strong relationships within the classes: students who are online are able to engage just as well as those who are present in the school. The teachers are knowledgeable and confident in their subject. Resources are well chosen and used. The students are having fun while they learn. The school has been innovative, for example, in Year 8 music, developing a scheme of work that is engaging while still avoiding the use of instruments. In one Year lesson, students were engaged in learning about *dance music through the ages*, studying a range of dance music and the instruments associated with it. It had a strong appeal to the students as it incorporated dance from the current era. One student was transported by the music, dancing in his chair and having a lot of fun.

In these best lessons, teaching is challenging and students are engaged in their learning. Standards are set clearly and adhered to throughout the lesson. There is an appropriate use of technology. For example, in a reception class phonics lesson, the students arrived on time and knew the routine: they were excited to see each other and ready to learn. There was an excellent rapport between peers and with the teacher. Students were keen to participate and enthusiastic in their answers. There was confident use of technology by the teacher, which helped to support a brisk pace. The teacher asked students to recap individual sounds, then moved onto diagraphs and writing as many diagraphs as they could. Individual students showed their whiteboards, and they commented on each other's work: the teacher stressed the importance of writing the letter 's' correctly and significant progress was made because the challenge was high. Students (some of whom were learning remotely) worked in breakout rooms to consolidate their learning with a supportive teaching assistant.

In an excellent Year 5 science lesson, the last part of the lesson was being led by a student, using a game-based learning platform, on which he had created a class activity. The students were very well organised, and the activity challenging but age-appropriate. It explored prior knowledge. The students online were just as involved as those in the classroom. When an answer was incorrect, the teacher stepped in and offered input, exploring ideas within the class.

Similarly, in senior school psychology lessons, the quality of the teacher's questioning ensured stretch, challenge and understanding. Relationships with the students engendered complete trust and encouraged them to have a go at really tough concepts. The ideas were challenging but well-scaffolded, so the students worked effectively and clearly felt encouraged to use independent thought. Relationships with the teacher and students were very positive; online learners were fully involved in the lesson.

Where teaching, learning and assessment are less successful, teachers are not as clear in their intentions, not as able to challenge the students appropriately, however, the lessons were just as engaging. Even when the students/teacher relationship was good, some planning showed no recognition of a particular class's needs. Sometimes activities were not adequately prepared, and time could have been used more effectively with better planning and organisation prior to the lesson.. The students were well behaved but passive in their learning.

In the less successful lessons, the teaching material and the students' prior attainment were out of kilter. One language lesson saw a student who spoke the language fluently being taught how to verbally join two letters together. Although there was an online activity available for students learning remotely, those present in the classroom spent periods of time with nothing to do. One student could not join in the online activity because of laptop battery issues.

Throughout the school, student motivation is encouraged through celebration and reward, such as 'champion of the week' awards in the infant school, house points, 'well done' postcards, head of year awards and headteacher awards. Students' success is also recognised on weekly blog posts and through the school's social media. Throughout the school, students take part in additional challenges, competitions and activities, which is evidence of high self-motivation.

The BSB assessment and marking policy demonstrates how assessment for learning is to be embedded within the school. Students are usually aware of their next steps in their learning, through feedback and dialogue with their teachers. The marking policy also provides a framework for quick, effective feedback to students in terms of the learning objective. Strengths and areas for development in subjects are identified, and actions plans put in place to ensure students continued progress.

Lessons observed confirmed that many teachers use both formative and summative assessment to inform planning to address gaps in learning, to ensure student progress. Feedback is regular and responded to, and is also evidenced in monitoring and evaluation documents.

Regular formal assessments take place as seen in the infant school assessment calendar and cycle test schedules for juniors and seniors. Outcomes are discussed at student progress meetings and interventions put in place, as necessary.

Externally validated data is used to monitor individual student progress and educational provision is appropriately provided to encourage and support. The school actively adapts the curriculum provision to meet the needs and learning desires of students in Key Stages 4 and 5. School based curriculum monitoring takes place every half term to scrutinise the adequacy of the current curriculum as a basis for further development.

5.3 *Standards achieved by students*

The standards achieved at BSB above UK expectations. At GCSE and A Level, attainment is excellent across the majority of subjects. At GCSE, A*-B grades have been consistently above 73% for the past 3 years with 55% A*-A in 2020. At A level 81% of students achieved A*-B and 52% A*-A which were the highest recorded results to date.

In the infant and junior schools, attainment is good with the vast majority of students working at or above age expected levels. Tracking and monitoring is a strength of the school, with comprehensive data sheets used in across the school. In English lessons, data trackers include reading ages to ensure intervention is in place, where needed.

Students' progress across all phases of the school ranges from good in the infant and junior schools to excellent in secondary school. Thorough data analysis is in place across all stages: student progress and attainment are tracked and reported throughout the academic year. The senior and middle leadership teams have an in-depth understanding of the students' abilities, and range of interventions strategies are in place to accelerate progress where needed.

Students are assessed on entry to the school, and systems are put in place to ensure progress is accelerated for certain groups of students. The school uses a range of external benchmark assessments, alongside public examination data, all of which informs target setting and planning for students across all phases of the school. The school is data rich: this information is increasingly used to inform teaching and learning at all levels.

Monitoring and evaluation of academic standards shows that teachers use both formative and summative assessment to inform planning. This can address gaps in learning, to ensure student progress. Feedback is regular and responded to, as shown in monitoring and evaluation documents.

Students' behaviour is outstanding and is a strength of the school: it enables learning to take place in a positive environment. Students are highly motivated and engaged in their lessons across all phases of the school. During the inspection, many of the students were remote learners, but this did not impact negatively on their progress in lessons. Clear structure and routine have enabled remote learners to have a positive 'classroom' experience.

Overall progress and attainment are very strong when compared to UK averages. The standards achieved by students in the senior school ensure almost all students have the opportunity to continue in their studies in Higher Education if they choose to.

6. Standard 2 Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of students is a significant strength of the school.

Students at BSB are polite, respectful and a credit to the school. They talk confidently and positively about their learning and their school. Many have high career aspirations.

BSB students have been supported with their emotional wellbeing in all phases of the school. In the Early Years, the students' social and emotional needs are assessed and tracked using *Learning Ladders*. In the junior and senior schools, the BSB Support 360° provision combines both academic and wellbeing teams to support individuals.

Religious education and personal, social, health and citizenship (PSHE) is taught appropriately. The curriculum for each has been created to best suit the needs of the students and of the community. Students were observed having discussions that showed their mutual respect towards one another. They actively explore each other's point of view whilst explaining their own ideas. In older year groups, philosophical ideas are taught, including the problems around the ideas of good and evil. In the infant school, students have PSHE assemblies to learn about moral values. Students in the senior school talk positively about their Religious Education lessons and are able to recall recent topics that they have found interesting. School assemblies and follow up activities support students in their moral reflection.

The student voice at the BSB is an integral and essential part of the school. The members of the school's councils and parliaments in both the junior and the senior school are elected by their fellow peers in a democratic way. The student leadership teams, which include the head prefects and their deputies in both the junior and senior school are also elected through a fair and democratic process.

Students in senior school speak highly about both student voice and the house systems from which many initiatives and opportunities are in place to support and encourage the development of the whole child, for example, leadership and communication skills.

Younger students know they represent their school houses during sports days and while taking part in events that promote healthy competition, respect and the importance of school spirit. The large majority of students participate in extracurricular activities which include an array of opportunities for students to try new activities and develop new skills, passions and interests. The school's environment committee and the junior school Eco rangers have been working collaboratively towards achieving the Eco-Schools' Green Flag award for the BSB, creating a more environmentally friendly community through awareness drives and campaigns plus the redevelopment of the school eco garden.

The relationships between students and staff are excellent. One of the senior school students said that their “teachers are our mentors”. Students are confident answering questions in class. The behaviour of the students is excellent, and on the very rare occasion there are behavioural issues or concerns about bullying, the school acts quickly and efficiently.

7. Standard 3

The welfare, health and safety of the students

The school meets the standard.

The provision for welfare, health and safety is good. All of the necessary policies and systems are in place: some are still in the process of being fully embedded across the school community.

Posters listing the designated safeguarding leaders (DSLs) are clearly displayed around the school. They provide a dedicated email address through which any concerns can be reported. DSLs receive an immediate notification of incoming emails. Staff complete mandatory online safeguarding training; this is reinforced with additional live sessions during INSET week.

The school has a number of other effective strategies to safeguard students. For example, security guards monitor the entry, exit and perimeter, a card entry system is in operation to enter different parts of the building, and there is an effective use of colour-coded lanyards and CCTV. There is also a three-way checkpoint for any visitor including a security check at the main gate, a temperature and security check by the temperature gates and a final check with the school reception. All visitors to the campus are required to provide ID, sign in/out and wear a red lanyard. Essential visitor information such as evacuation procedures, how to share safeguarding concerns is shared via a QR code. CCTV is in operation, and access to internal doors is restricted by card access.

With regards to safer recruitment, prior to commencing employment, thorough background checks are carried out and all compulsory information is recorded on the single central register. Background checks are done from the country of origin, and a local police check is required if hired locally. There are clear sections regarding safeguarding on job descriptions and appraisal forms.

Students are well supervised from the moment they arrive on site. They demonstrate excellent relationships with their teachers and peers, facilitating learning in a safe, trusting, calm and purposeful environment. Their behaviour is a credit to the school. The students are well cared for. They know that adults will listen to their concerns and do everything possible to promote their welfare and safety.

The school has good, phase-based, pastoral tracking systems in place, monitoring areas such as safeguarding, behaviour and bullying incidents as well as students with additional needs. Provision focuses upon the "team around the child". The school takes steps to encourage full attendance in school and online. Absences are followed up and tracked by the heads of year. The cohesiveness of this whole school approach will be further enhanced with the appointment of the whole school deputy head next academic year.

Wellbeing, especially during the current pandemic, remains a high priority. As well as being encouraged to lead an active and healthy lifestyle, all students have access to a variety of school-based support systems whether on site or studying from home. With the backing of the senior leadership team, a staff wellbeing committee has recently been formed. Although in its infancy, meeting minutes suggest many positive initiatives.

The school has three nurses and three counsellors on site who are available to support the whole school community. Some members of staff are also first-aid trained. Accidents, injuries and illnesses are logged on a central record. As well as providing first aid and emergency care, the nurses coordinate the Covid-19 procedures. Everyone is required to take and upload their temperatures before entering the school premises. Additionally, all staff and some students (with parental consent) take daily rapid antigen tests. Health and safety of students is ensured through regular sanitation of facilities, accessibility to hand sanitiser/handwashing stations: all members of the BSB community are acutely aware of social distancing protocols. Students from Year 3 upwards are required to wear surgical masks, and do so. Parents are also well informed of the school's Covid-19 related policies and protocols. There is also a weekly Covid-19 health and safety committee meeting.

Risk assessments are in place to minimise students' risk and prevent exposure to harm. The site manager keeps records of all external maintenance contracts, fire evacuation procedures, accident reports and near misses. There are evacuation maps on the walls. There are daily site inspections with maintenance requests being logged and tracked via the helpdesk. Access to the pool and laboratories is restricted, and chemicals are securely stored.

To ease traffic congestion in and around the school, there are dedicated entrances/exits to the campus as well as staggered arrival/departure times which are manned by security personnel. The school shared a further improvement plan which is ready to action. School transportation is outsourced. The system in place for students taking the bus at the beginning and end of the school day, is currently under review with the introduction of a new drop-off and pick up procedure.

8. Standard 4

The suitability of the proprietor and staff

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

The school has robust policies, procedures and practices to ensure that it only employs and engages people of sound moral character. It is staffed with teachers, all of whom have UK-recognised teaching qualifications appropriate to the subjects and ages of students taught.

BSB employs UK qualified teachers to enable and ensure a British-style education. Teachers are skilled, up to date on best practice and demonstrate a willingness to continue to learn. They are provided with regular safeguarding, child protection and duty of care training. All staff work collaboratively and understand their roles and responsibility in creating a positive and professional learning environment for the students.

Sponsored staff have work visas, and medical checks were carried out as a requirement in obtaining a work visa from the local government authorities. Identity checks, reference checks, police checks, prohibition checks, overseas checks are carried out to all staff to ensure suitability in working with children. No employee is barred from regulated activity relating to children.

Risk assessments are carried out for the staff whose information/identity was checked after joining (for example staff who were absorbed from an older school in a different part of Bahrain) and those whose police checks and references are delayed.

There are robust and fully implemented policies. Every member of staff is comprehensively checked through a variety of mechanisms to ensure that all helpers, volunteers and contract workers are people of sound moral character and suitable to work with children. These checks are recorded on a single central register (SCR). This is scrutinised every month by the executive headmaster and termly by the appointed safeguarding lead board of trustees member. Any historical anomalies have been resolved or a suitable risk assessment completed. These are indicated in the SCR.

Safeguarding and child protection policy is understood and regularly reviewed by board members: indeed, members have undergone identity checks to ensure suitability in working with children. One member of the board is nominated as the safeguarding board of trustees member. This person has undergone further professional development necessary for the enhanced role.

9. Standard 5 The premises and accommodation

The premises and accommodation meet BSO standards

Regular health and safety walks are conducted to ensure that the premises, the accommodation, and facilities are maintained and safe. Classrooms are spacious and fully equipped with furniture, interactive whiteboards and robust Wi-Fi internet connectivity. They are air-conditioned and well lit, with both natural and artificial light. Shared areas, including indoor spaces, outdoor spaces, and the eco-garden, are fully utilised by operating on a rota system for break times. PE lessons are held in the swimming pool, the large sports hall or in the multi-purpose hall. Sports facilities have showers and changing rooms for use after swimming. Outdoor spaces are available to support learning, including the Astro-turf, basketball courts, running track, and various playgrounds.

In addition to classrooms, there are dedicated facilities such as computer labs, science labs, food technology kitchen, music rooms equipped with instruments, and two libraries. From Nursery to Year 4, each class has a dedicated spacious classroom and resource cupboards. The infant school has separate play areas with permanently installed, safe play equipment. The junior and senior schools have full use of shared outdoor spaces at break times.

Classrooms are decorated with displays of students' work and interesting articles. At their best, as in many in infant and junior school classes, the displays support and stimulate learning effectively. Corridors are also used to display work and items of interest.

At present, due to Covid-19 restrictions, there is some pressure on facilities for sport, so the school has devised its own bespoke PE curriculum to utilise what is available. Four halls (nursery, infants, sports hall and multi-purpose) provide adequate indoor space for PE lessons. The two swimming pools provide sufficient space for students of all ages and abilities to learn to swim. A dance studio supports older students who wish to pursue this aspect of PE. The Astroturf, running track, and basketball courts provide suitable outdoor opportunities. Suitable changing rooms are provided and maintained for students aged 11 or over. In all year groups, to ease pressure on changing rooms, students come to school changed when they have PE.

Suitable toilets are provided, and maintained, for the sole use of students across the campus. Junior and senior school students are provided with separate toilets for boys and girls near the classrooms. In the infant school, toilets are available in every classroom.

Students, staff and others with physical disabilities are provided for within the provision. There is adequate accommodation for medical examination and for the short-term care of sick and injured students. BSB has two clinics with washing and toilet facilities: the one in the infant school is staffed by a nurse, and the one in the junior/senior school, staffed by two

nurses. The school has an adequate number of first aiders who are regularly trained. The nurses keep records of students' particular needs, for example, regular medication or monitoring, such as students with diabetes: they carry out the monitoring accordingly, in full communication with teaching staff. During the Covid-19 restrictions, separate isolation rooms are available if needed, with toilet facilities adjacent.

All the facilities are maintained by a team of qualified maintenance personnel supported by specialist subcontractors, if needed. There are effective maintenance plans, with all facilities maintained to a high standard.

The concrete walls and triple glazing prevent unwanted transmission of sound, such as from the canteen and music rooms. Soundproofing of the music practice rooms is planned for the forthcoming year to reduce noise interference. There is a suitable indoor lighting system, ideal for the learning environment and other sports activities. The school is also suitably supplied with enough outdoor lighting to provide for safe entry and exit to the school, and for night security patrols.

While the premises are in use, the school is provided with a sufficient cold water supply, adequate for the entire school's washrooms and other areas. Drinking water coolers are placed throughout the site in every corridor, regularly refilled with bottled drinking water as needed, by support staff. A water supply company supplies drinking water for the whole site. Toilets and washbasins have cold water as required. The supply is monitored and maintained by the school's operations staff, and is continuous.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, prospective parents, carers and others is excellent.

Annual written reports are provided to parents to detail attainment, attitude towards learning and targets to support development. These are shared at the end of every academic year for all students via the parent portal and are complemented by information that is shared during parent meetings, regular emails and telephone calls. Parents are surveyed each term during the pandemic to reflect upon the education being provided and how they would like to feed into the coming term's preferred delivery model.

A copy of the most recent reports are available on the website, and once the BSO report is available, it will be shared on the website. Details of the school's most recent academic performance over a three year period are provided on the website for GCSE, BTEC and A Level results. Where results made the local newspaper coverage, the information was also shared on the school website and weekly blog.

The school's website provides a lot of information to include the address, contact number and clearly introduces the executive headmaster. The policies along with updated versions to support the school and the community during the Covid-19 pandemic are readily available on the site. These include information about admissions, anti-bullying, behaviour and sanctions and permanent exclusions. The school's vision, mission and values are mentioned on the website and can be seen on display throughout the school and are well incorporated into the extra-curricular activities that are available.

Communication is cited as a strength of the school by parents. The school has an impressive response rate to the annual parent satisfaction survey and the parent feedback on school communication.

There is an active parent community and charity committee (PCC) who have clear responsibilities to assist in the support of newly arrived families to the school, offering advice, meetings and links to the established community to ease the transition and assist families in settling. Updates and information from the PCC are linked to the weekly blog. Covid-19 restrictions have limited many of the school and community activities that the PCC would normally be involved in.

The parent advisory group (PAG) is consulted on a regular basis to feed into medium and long term plans for the school, such as the school's five year development plan. This is further supported by a parent who stated that they felt that the school kept parents informed about strategic plans and the direction that the school is heading towards in the

next five years.

Parents interviewed were extremely complimentary about the ease of communication with the school, the regularity and quality of information provided. It is noteworthy that the parents were effortlessly able to describe the BSB in one sentence. One parent described the school as “communicative, cooperative and collaborative where the biggest asset are the teachers, who are second to none”.

Parents who attended the parent meeting mentioned that they felt more internationally connected being part of the global *Inspired* group of schools. They suggested they would like to see further developments in alumni relationships with graduated BSB students and improved links with local, sustainable industries to continue to better prepare their children for life after BSB.

11. Standard 7

The school's procedure for handling complaints

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

There is a comprehensive policy that is available on the website. The policy sets out detailed procedures and mechanisms for handling informal and formal complaints in clearly defined stages. All formal parent complaints are logged centrally. This central log is reviewed to identify patterns and possible areas for improvement.

The timeframes for the management of different types of complaints are distinctly set in the policy as well. The highly positive relationships between the parents and the school were visible. Parents felt that their concerns and complaints were handled at the teacher or head of year level, though they knew that they had access to the executive headmaster.

Few complaints were raised to the head of school (stage 1) or the executive headmaster (stage 2), and none of the complaints escalated to a stage 3 procedure passing the executive headmaster this year or the previous one. Complaints are dealt with promptly and appropriately. Recording of formal complaints is evident, consistent and confidential.

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

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

The leadership and management of the school are outstanding.

The executive headmaster demonstrates a clear vision of how to further improve the school: he provides outstanding leadership. He is well supported by an effective senior leadership team who share a clear vision of how to improve and develop their section of the school. The work of the middle leaders is an integral part of these improvements, and their effectiveness both academically and pastorally is a very strong feature in the school.

The school's leaders are committed to school improvement with a clear focus on providing outstanding quality education, high student achievement and extracurricular opportunities. There are positive relationships between the school leadership team and the board of trustees. Their shared vision is a focus of weekly meetings; the board regularly spend time in school, on learning walks to observe teaching and learning as well as ensuring the highest standards of health and safety on the premises. The executive headmaster is accountable to the board of trustees, and this performance development programme is replicated throughout the school.

The school is part of the Inspired group since 2017; the three pillars of academics, performing arts and sports underpin all curriculum planning and extracurricular activities on offer at BSB. This focus was evident during conversations with staff and students and was observed during many lessons. This striving for academic excellence is reflected in the most recent results at GCSE, A Level and BTEC and was observed during the inspection visit despite the current restrictions.

The school has made a very positive response to COVID 19. A 'Safe Campus and Covid-19 Protocols' booklet was created to ensure that all aspects of school life met the compliance requirements to ensure that the building was safe. Rigorous measures are taken on a daily basis to provide a safe and secure environment for students, staff and visitors.

A highly effective system of self-evaluation has been effective in analysing the school's current strengths and areas for development, as well as how the school will move forward over the next five years. Staff and parents were given the opportunity to feed into this analysis: it has led to an ambitious development plan which focuses on further improving facilities and increasing academic opportunities. The five year plan was created in conjunction with staff and parents and therefore demonstrates a collective drive to improve educational opportunities for all students.

There is a whole school approach to continuous professional development (CPD), and this is enhanced by the opportunities available through the *Inspired* global opportunities. All staff have CPD opportunities highlighted on their performance evaluation and professional development records. Middle leaders speak highly of their opportunities to undertake training to support their professional development and opportunities for career development. All staff are trained for safeguarding on an annual basis, though not all as assured in the details as others.

BSB is committed to supporting the wellbeing of staff and takes a fortnightly 'pulse' of any concerns through a staff questionnaire. In response to this, a staff wellbeing advisory group has been established to provide support for all staff. The leadership team is fully aware of the additional pressures placed on staff due to Covid-19 restrictions and safety measures.

In addition to this, student wellbeing remains the priority for all members of the school's leadership and management. Student wellbeing is discussed weekly in Senior Leadership Team meetings, and a weekly traffic light report is created to monitor students at most significant risk or concern. The students are well supported by a highly effective pastoral team who regularly monitor and support students. In a meeting with student leaders, the care and pastoral support given to them was identified as a strength of the school. During the global pandemic, the Covid-19 taskforce meets weekly to discuss pupil and staff wellbeing.

Student leadership is encouraged, well developed and highly effective: it is a real strength of the school. The leaders are clear about the process for election and are confident that their voice is heard by the senior leadership team. Students gave examples of where they feel that they have demonstrated impact on the school, for example, the request for solar panels on the roof of the school to reduce the carbon footprint: they are excited that this is in the plan for the next academic year. Students are also clear about the wealth of opportunities given to them at BSB and described their school as 'nurturing', 'motivational', 'forever - improving' and 'supportive'. They were able to articulate their shared vision of school improvement and the part they can play in this.

The school runs successfully due to a highly effective administrative and support team. They are visible around the school and are very much recognised as part of the team at BSB. Support staff are involved in senior team meetings to represent their area of the school. The school has created a community feel where all opinions are considered, and this has led to improvements in many areas. The administrative and support staff play a pivotal role in improving the school further.

The capacity for BSB to further improve is very strong, given the vision and leadership within the school.