



**British School
Overseas**
Inspected by Penta International

Inspection report

Nadeen School Bahrain

Date: 22nd – 24th May 2017

Inspection number 20170522

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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 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 students 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, 35 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Two fire evacuations were observed. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were David Berry and Barry Searles.

2. Compliance with regulatory requirements

Nadeen School meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The quality of education at Nadeen School is outstanding. It successfully meets its aims.

In the early years, pupils make excellent progress so that most reach or exceed the developmental levels expected for their age by the end of Reception.

Older pupils show continued good and often excellent progress so that by the end of Key Stage (KS) 2, they are highly successful when moving onto secondary school.

Across the school pupils are encouraged to challenge themselves and as a result develop highly proficient learning skills. Throughout the school, teaching is of a consistently high quality and is effective in promoting each child's progress and achievement.

The pupils' personal development is excellent and reflects the core values of the school. They demonstrate tolerance and mutual support: they are mature, self-aware and confident. The school provides sensitive pastoral care based on excellent relationships between pupils and staff.

The leadership team provides clear and strong guidance and has high expectations of pupils and teachers. Governance is developing an informed oversight of the school. Parents fully support the vision and direction of the school. They recognise the important contribution that the school makes towards the development of their pupils' lives and value the family atmosphere of this primary school

3.1 What the school does well

There are many strengths, which include:

- The headteacher is inspirational in her drive and devotion to ensure every child succeeds.
- The highly effective and pro-active involvement of the directors in the strategic development of the school is a strength.
- The school is highly effective in enabling all students to develop their personal skills and qualities.
- Pupils are thoughtful, well behaved, treat others with respect and have well developed social skills.
- The pupils' attitude to their learning and their personal development are exemplary, their love of learning shines through.
- Provision for those pupils who have special educational needs and for those who speak English as an Additional Language (EAL), is outstanding.
- Teachers and support staff provide an excellent level of care and guidance to all pupils.
- Pupils receive an excellent quality education and, as a result of outstanding teaching, they all make very good or better progress from their starting points.
- All staff contribute to the vibrant learning environment that encourages the pupils to immerse themselves in learning that is fun, challenging and often innovative.

3.2 Points for improvement

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

- To enable all pupils to have a clearer idea of their 'next steps' in learning teachers need to provide opportunities for more focused feedback in all subjects.
- The school should establish (a) regular formal governor meeting(s) to assist in the continued development of the school, particularly as it enters its next phase.

4. The context of the school

Full name of school/college	Nadeen School				
Address	P.O. Box 26367, Adliya, Bahrain				
Telephone number	+973 17 728 886				
Fax number	N/A				
Website	www.nadeenschool.com				
Email address	info@nadeenschool.com				
Head	Mrs Elaine Brennan				
Chairman of Board of Governors	Mrs Pauline Puri				
Age range	Pre-Nursery to Year 6				
Total number of pupils	401	<i>Boys</i>	217	<i>Girls</i>	184
Numbers by age	<i>0-2 years</i>	27	<i>11-16 years</i>	0	
	<i>3-5 years</i>	89	<i>16-18 years</i>	0	
	<i>5-11 years</i>	285	<i>18+ years</i>	0	
Total number of part-time children	9 children in Pre-Nursery attend 2 or 3 days per week.				

Nadeen School is a privately owned co-educational day school for pupils aged 2 – 11 years, established in 1978. It is licensed by the Ministry of Education (MoE) in Bahrain through the Private Education Department.

It is a small primary school that accommodates just under 400 children enrolled from 50 nationalities and 64 full-time staff. Pupils in EYFS follow the Development Matters curriculum of the EYFS framework. Pupils in KS1 and 2 follow the English National Curriculum which is adapted to conform with Bahraini National Laws and cultural propriety. The school provides a broad curriculum that includes teaching entrepreneurship, self-organisation, caring for the farm and school environment alongside more traditional curriculum areas.

The school is dedicated to providing a nurturing, safe, stimulating and encouraging environment in which pupils of all ages, nationalities, abilities and strengths can develop a lifelong love for exploration and learning. The school has been highly successful in implementing its vision and Nadeen School is an ‘oasis of educational excellence’ within Bahrain.

The school has a clearly stated non-judgemental admissions policy which enables the school to meet a wide range of students’ needs. The school believes that every child has the right to a high quality of education, and that every child has a right to achieve their true potential within a highly caring environment that supports and nurtures. As a result, the school is able to facilitate a personalised, individualised and sensitive approach which enables pupils to achieve in all aspects of their development. The school welcomes a number of pupils who have not been accepted by other international schools in Bahrain.

The school comprises of four converted residential villas and gardens, and allows pupils to learn in an environment of calm and homeliness. The classrooms are bright learning areas and the school grounds create a learning environment that stimulates the pupils’ love of learning. Pupils engage in a wide variety of learning opportunities that supplement the typical curriculum. They tend the ducks and chickens, plant and maintain gardens and create their own learning activities.

4.1 British nature of the school

The school is very proud for the way it was received by His Royal Highness Prince Charles and Her Royal Highness the Duchess of Cornwall at a function held at the British Embassy. HRH Prince Charles was most impressed by the school's approach to recycling and the organic eggs produced by the school's ducks and chickens. Generally, links to the British Embassy are very strong and invitations are extended to attend various functions that include business functions, the annual carol concert and the VVIP invitation to the school owner for her commitment to British education.

The school has been a member of the British Schools of the Middle East (BSME) since 1984: it also has forged good links with some schools in England. Therefore, it is able to keep in touch with the latest educational policy developments within UK.

The school follows the Early Years Development Matters and the English National Curriculum. Moreover, it has developed a thorough and rigorous approach to how it assesses the progress of its pupils based on the English assessment system. For those pupils returning to England, this will ensure that such transition will be seamless.

The high-quality teaching and support begins with the school's commitment that all pupils will learn to speak with confidence in English. Pastorally, pupils are supported along similar lines found in English schools. The school has a house group system, house group captains, school council leaders and a team of dedicated pupils who care for the ducks and chickens.

Communication (newsletters, letters, school website and other relevant school information) from the school to families and pupils is in English.

The school offers a wide range of extra-curricular provision and clubs providing pupils with a substantial number of school trips. Recently, pupils have visited museums in Bahrain, an eco-centre in Dubai and various other destinations that support learning.

Parental interviews highlighted the British nature of the curriculum with it being broad and balanced. Moreover, they were impressed with how hard the school worked to fully understand and know their children. In particular, parents whose first language is not English were deeply impressed with how rapidly their children were integrated within the school and the progress that they have made. They were overwhelmingly supportive of all that the school has to offer.

The school uses books, resources, assessment software and other educational equipment from the UK. A particular strength is how well the school has adapted its UK assessment program to help support the progress that pupils are making.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by Nadeen School is outstanding. It meets the requirements of the BSO Framework fully.

5.1 *Curriculum*

The Early Years curriculum is outstanding. It encourages pupils to appropriately initiate their own learning and provides effective challenge.

The curriculum delivered ensures pupils experience high quality activities that encourage exploration and experiences of their world in a creative and personalised learning environment. Pupils engaged in a wide range of activities from exploring how the 3 pigs built their houses to investigating floating and sinking.

Teachers ensure the curriculum supports a language rich learning environment that enables the pupils to rapidly gain the ability to clearly express themselves. The richness of language development is well supported by both teachers and highly effective teaching assistants who encourage and motivate pupils to become confident in their use of English. Pupils engaged in a fascinating discussion on whether the wolf was the same character in the stories of the Three Little Pigs, Billy Goat Gruff and Little Red Riding Hood. All had ideas to express but also listened carefully to the ideas of their classmates, challenging and considering the views of others.

Pupils follow the EYFS curriculum working towards the Early Years Goals, the teaching of phonics is highly effective in enabling them to make excellent progress in early reading skills. Teachers demonstrated a skilled use of 'Letters and Sounds' to ensure progress was rapid as pupils explored sound blends. The curriculum ensures that all pupils have access to a wide range of opportunities in all the prime and specific areas of learning.

The curriculum in KS1 is outstanding. It offers a broad range of rich experiences for the pupils and that leads to pupils making at least good and many excellent progress in their learning. Lesson observations, effective planning and the scrutiny of pupils' learning in books indicate that the curriculum in KS1 is a real strength. Most subjects are taught by class teachers, with specialist teachers responsible for the teaching of physical education (PE), dance (EYFS and KS1) and providing additional support for pupils with specific learning difficulties.

In KS1, the progress that pupils make is tracked carefully in accordance with the National Curriculum 'Age Related Expectations'. The school carefully sets targets, which are shared with pupils and parents. When questioned, it was evident that pupils know how well they are doing but not all know what they need to do to improve.

A real strength of KS1 is its inclusive nature. Across the KS, high quality intervention is provided that enables pupils to make rapid gains in their learning. Excellent support is targeted extremely effectively and as a result, pupils who have English as an Additional Language or specific learning difficulties or who need general support make good and outstanding progress in their learning.

The curriculum in KS2 is outstanding. Across the key stage, pupils have access to a broad and balanced curriculum in line with the delivery of the English National Curriculum. Teachers plan effectively for a content rich curriculum that enables the pupils to also pursue their own particular areas of interest within a topic. The Year 5/6 Business Enterprise class provides a high level of challenge and helps develop resilience to failure in the pupils.

The curriculum provides for curious, self-motivated learners with high levels of skill and understanding.

The extra-curricular activities within the school are varied and well subscribed. Pupils value the opportunity to explore their own interests and the school endeavours to provide a richness of opportunities. The PE department have encouraged competitive sport development through participation in the Primary Sports League in Bahrain.

The learning support programme in place is a decided strength of the school. It delivers focused, well-resourced support to many pupils with considerable success. Provision for extra support is a strength of the school. Teachers use accurate formative assessments to ensure each child is provided with the correct support at the right time to ensure they can make rapid progress.

5.2 Teaching and assessment

Teaching and assessment across the school is outstanding.

The Early Years' experience at Nadeen School is outstanding. It has a clear focus on building on what pupils already know and can do. It encourages a positive attitude and disposition to learn and aims to prevent early failure. Each child is valued as an individual and teachers provide an outstanding level of skilled support to ensure every child makes progress.

Teachers of EYFS/FS plan opportunities that build on and extend pupils' knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn. They use a wide range of highly effective teaching strategies, based on pupils' learning needs. Teachers ensure that all pupils experience a wide range of opportunities to motivate, support and develop and help them to be involved, concentrate and learn effectively.

The school provides an EYFS/FS learning environment that is based on ensuring that the pupils have a rich and stimulating experience, and that the learning environment is well planned and well organised. It provides the structure for teaching within which pupils explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. Teachers make full use of the plentiful resources in school, providing opportunities for students to build their experiences and skills. Pupils are purposefully engaged thereby enabling teachers and teaching assistants to focus on dedicated learning outcomes with groups of pupils.

Staff effectively strive to provide a safe and supportive learning environment, free from harassment, in which the contribution of all pupils is valued. Teachers are highly effective at providing relevant learning and development opportunities and set realistic and challenging expectations. This ensures that they meet the diverse needs of pupils, so that most achieve the early learning goals and some, where appropriate, go beyond them by the end of the foundation stage.

Teaching in KS1 is outstanding because it is well-planned, based on an accurate understanding of individual pupils' needs created within an atmosphere of high quality learning. From the variety of lessons observed, it was evident that the strong positive relationships between pupils and staff is a real strength. As a result, the pupils are confident learners who like to be challenged. Routines are well-established and engender a culture of independence on behalf of the pupils.

The school places great emphasis on enabling pupils to respond confidently when questioned. Teachers' questioning allowed pupils time to think and explain their

ideas. This well considered approach to learning means that pupils with English as an Additional Language make outstanding progress in a relatively short period of time at the school.

Recorded learning is marked regularly but it would benefit pupils if they were given the opportunities to respond to the good and sometimes excellent high-quality marking. Marking in the topic books is inconsistent and does not mirror what is currently found in the core subjects. These are missed moments because the pupils are keen to take every opportunity to learn.

The quality of teaching across KS2 is outstanding.

The pupils understand lesson objectives and achieve the expected standards as outlined by the stated success criteria. Pupils were able to demonstrate a good awareness of their personal targets and used this to assist them in improving their work.

Independent learning was a strong element in every lesson observed. Pupils are trusted and encouraged to extend their learning beyond the class focus whenever possible. Teachers demonstrated strong subject knowledge and used this to guide the pupils in a way that fosters an inquisitive and independent approach to their learning. This was particularly evident in a Year 5/6 Guided reading lesson where the teacher worked with a group of pupils to develop a story based only on a sequence of pictures. Teaching methods are varied and applied in a manner appropriate to the pupils' needs. Open-ended questions differentiated worksheets, peer-work, and hands on investigative projects, these and many more were used to keep the pupils' interest and enjoyment throughout the lesson.

KS2 pupils are positive about their learning with the high standard of behaviour found in classes aiding this process. In a Year 3 class the pupils were involved in measuring variables having an impact on how well a paper 'copter could travel. This was used to simulate seed dispersal and required all the methods of sound investigative enquiry to be used. The group work collaboration seen in this class was exceptional.

Throughout all the observed lessons a well-paced structured approach was evident. The differentiation used in each lesson worked well and this was especially evident where learning support staff were being used.

A sense of awe and wonder was clearly present in the Year 5/6 science classes where an understanding of how fossils were formed was being brought about by creating plaster casts of prehistoric dinosaurs in the classroom.

The Y4 mathematics classes used RUCSAC as a means of scaffolding an approach to solving various mathematical problems. Using this approach helped the pupils make significant progress during the lesson.

Classroom resources were of a good standard and used effectively.

5.3 Standards pupils achieve

In the EYFS the standards pupils achieve from their baseline is outstanding.

The school has successfully implemented arrangements for tracking and monitoring the individual progress of pupils. These formative evaluations feed into termly assessments of what pupils know, can do and understand. Where pupils may be struggling with a particular aspect, small focus groups or 1-1 sessions are planned to ensure that pupils do not fall behind in key areas. The school has developed a wide range of support strategies and guidance to ensure all pupils can make progress.

Planned and regular opportunities for communication are key to ensuring that staff remain focused on outcomes for pupils in relation to their learning. Staff are actively encouraged to be reflective practitioners and are constantly looking at how they can improve their practices. All staff effectively strive to provide a safe and supportive learning environment, free from harassment, in which the contribution of all pupils is valued. Teachers are highly effective at providing relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of pupils, so that most achieve the early learning goals and some, where appropriate, go beyond them by the end of the foundation stage.

The standards achieved by KS1 pupils are outstanding. The tracking of pupils' progress is rigorous and robust. What is apparent is that the longer the pupils attend Nadeen School, the more significant the progress that they are able to make. This is due to a well-organised curriculum, high quality care, effective teaching, which is underpinned by a well thought out assessment system.

The school accurately collects and evaluates assessment information about its pupils. Although attainment on entry into Year 1 and Year 2 is variable due to the diverse needs of pupils, high quality teaching ensures that pupils make at least good and some make outstanding progress. Pupil mobility is high but the school's highly organised systems of assessment, monitoring, intervention and support means that any possible barriers to learning are quickly addressed.

A particular strength of the school is the quality of intervention and support that is deployed so that many pupils who begin Year 1 or Year 2 with little spoken English, quickly settle and make rapid progress. The head teacher is highly effective at managing and using the data produced from teacher assessments and ensures the appropriate level of support and challenge is provided to every class teacher. As a result, pupils thrive and make consistently strong progress across KS1.

The standards that pupils achieve in KS2 are outstanding. The pupils continue to achieve excellent results into and across KS2. A number of standardised tests from the UK (e.g. NFER, BSTS, NGRT) are used to support teacher judgements when assessing learning.

The school recognises that it needs to include external test results for its Year 6 pupils and has included this in its development plan.

The vast majority of the pupils go on to other international schools in Bahrain. The school collects information on their pupils after they have joined secondary school and this overwhelmingly supports the pupils as being high quality independent learners who succeed. The school places a strong importance in supporting pupils as they transition into secondary schools and a range of meetings and workshops ensure they are confident moving onto their next schools.

6. Standard 2

Spiritual, moral, social and cultural development of students

The quality of spiritual, moral, social and cultural development is outstanding.

As one parent stated, 'At this school every child is treated as unique and special'. A strong feature of the school is the relationships between pupils and adults. The highly effective induction of newly arrived parents and pupils ensures that pupils settle quickly and make rapid progress in their learning

Pupils flourish in a culture that seeks to develop them both as individuals and appreciating their collective responsibilities towards each other, the community and wider world. When questioned, a number of pupils stated that 'We love this school and never want to leave'. Another pupil noted, 'We are really one big family here'. It is clear that pupils enjoy school and all that it has to offer. As a result, attendance is good across the primary school. Nadeen pupils are kind, helpful and generous to each other. This is because adults work tirelessly to maintain the 'village' nature of the school where everyone knows and supports each other.

The quality of the pastoral support is excellent. The school places great emphasis on teamwork and collaboration. Pupils fully understand how to address any concerns or worries that they may have. The quality of the care and support is outstanding. The school uses the English SEAL programme as a means of teaching personal, social, health and emotional education. Caring and working together is developed through 'buddy' partnerships. Moreover, the school has a 'Buddy Bench', which ensures that pupils can support each other if they have any problems at play or lunchtime. Pupils' delighted in supporting and assisting each other and believed that this added to the family atmosphere of the school.

Pupils are encouraged to develop an understanding of democracy through the nominations and appointments of house group captains and school council members.

The pupils enjoy the way their lessons are taught and the emphasis placed by teachers and school leaders on problem-solving, individual and collaborative learning and being allowed to make and learn from their mistakes. The pupils believe that they are treated with respect and this is typified by the role to the Pupil Council. The Pupil Council has collected funds for the BSPCA, organised various events and have created a 'Quiet Area' for pupils to use during break time. They have also purchased a tea set so that they can entertain any guest of the school.

Spirituality is developed through the well thought out approach towards pupils being engaged in problem-solving and enquiry-based activities that they thoroughly enjoy. Moreover, the school places great emphasis on the arts with a particular focus on dance and the visual arts. The school holds a weekly assembly that provides opportunities for pupils to be reflective. For Muslim students, the principles of Islam are supported through Islamic and Quranic topics.

A variety of lively and stimulating displays highlights the school's commitment to recycling, learning behaviours, living in Bahrain and understanding other parts of the world, the creative arts, school trips to museums and much more.

7. Standard 3

The welfare, health and safety of the students

The quality of welfare, health and safety at Nadeen School is outstanding.

The school has invested considerable time and effort to ensure it has all the appropriate policies in place to support the pupils' welfare, health and safety.

The school is in the process of drafting a new policy to ensure it is fully compliant with all the latest safeguarding requirements and is working closely with the NSPCC to ensure all its staff are fully trained and will have access to an online training course provided by this organisation. The School places the needs, safety and wellbeing of all its pupils at the heart of its actions. The school is seen by all the parents, as being one big happy family in which everyone has a part to play. Every child is able to be an individual and collectively they provide a high level of support to each other. All are happy to be associated with such a successful school and were keen to show how much progress the school has made and continues to make. The pupils are polite, courteous and very helpful. Their behaviour is exemplary.

Fire drills are regularly conducted and feedback reports used to improve subsequent evacuations

The School complies with all the Ministry requirements. The fire alarm drills, which took place unexpectedly proved how this excellent behaviour translates so well to situations occurring outside the classroom.

The pupils's medical needs are dealt with efficiently and correctly. The rigorous procedures in place ensure everyone is informed as appropriate and as always put the needs of the child at the forefront of any action.

Security is much improved from the last visit. A new security team ensures no one enters the premises without the correct authority and visitors are issued with a lanyard to wear whilst on the premises. To enable staff to differentiate who visitors are different colours of lanyards are issued for staff, parents and visitors. School security staff were quick to challenge and prevent anyone without a pass entering the school grounds.

The pupils' and parents' questionnaire responses show a high degree of satisfaction with the school provision, with highly positive responses regarding safety at school, happiness and the behaviour of other pupils.

8. *Standard 4*

The suitability of the proprietor and staff

The School Advisory Board are effective in their role as ‘critical friends’ and have made a valuable contribution to ensuring Nadeen School is an effective school. Under the guidance of the Directors and headteacher the school board has strengthened its oversight of the school’s strategic development. Briefings by the school’s leadership team aim to ensure all committee members have a clear insight into the working of the school throughout all KSs. The school has discussed plans to further enhance the impact of the Board through regular formal meetings.

Responsibilities regarding the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been implemented to ensure staff appointed meet best practices regarding safe recruitment procedures. Committee members have a clear understanding of their individual and collective responsibilities. The collective contribution of the School Advisory Board is developing as each member gains an understanding of the expectation of governorship.

The advisory board do challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for all pupils.

9. *Standard 5*

The premises and accommodation

The premises and accommodation meets the requirements for BSO.

Within a restricted site the school has made outstanding use of every available space to create an effective learning environment for all the pupils. They love the ‘calm and bright’ learning spaces. Classrooms meet the range of pupil needs and provide ample opportunity to have a variety of activities simultaneously. This is especially evident in the Early Years with areas for self-initiated play, teacher-directed and class organisation for collaborative work stations. The furniture and fittings are appropriately designed for the age and needs of all students, including those with special needs. Flooring is appropriate and in good condition. Sound insulation, air conditioning units and acoustics allow for effective teaching and communication.

The outdoor play area is limited but the school has made good use of all the areas, mostly through organised staggered play time. The Early Years play area is shaded and has a variety of activities for pupils to pick and participate in. The play areas are well fitted out to provide pupils with ample opportunities for creative play. The primary play area is shaded and is able to

provide many creative opportunities, as well as the garden areas which provide quiet spaces, reading areas and some games. The farm areas and lawn areas create a typically English village school setting that is highly valued by all the pupils. Play times and outdoor activities are appropriately supervised and a posted duty rota shows good supervision.

The site is safe and secure and all the buildings are certified as safe by the municipality and Civil Defence. Security staff monitor the main entrance and ensure all visitors are checked and issued with the appropriate security badge. Student dismissal is safe and secure; the younger students are handed over to parents or carers directly at the end of the day.

Protocols for emergency evacuation are well embedded and frequently practiced and monitored. All fire safety equipment was prominently displayed, easily available and up to date.

The pupils take a full role in designing and maintaining indoor and outdoor areas so that they have ownership of the learning spaces.

10. *Standard 6* The provision of information for parents, carers and others

The provision of information for parents and carers is outstanding.

The school web site is easily accessible and contains all the main policies plus information regarding admissions and the curriculum. The complaints procedure is also clearly displayed.

Class Dojo is used as a parent portal to improve communication with parents.

Parents spoken to could not praise the school more highly. The way in which non-English speaking sons and daughters were dealt with on joining the school was seen as miraculous and the pupils concerned are now making above average progress.

The learning support team are effective and a major strength in the school. Pupils with learning difficulties and/or disabilities are assessed on entry to the school. Their progress is constantly monitored and further intervention strategies implemented as needed parents are consulted and supported and updated on progress of their sons and daughters regularly.

Parents praised the approach to independent learning that has “Done so much to transform their children”. They feel that the work done by the school in this area will ensure that their children will perform above expectation in whatever future environment they may find themselves.

Parents were certain that their children are safe in school and that bullying is not a problem. One parent even felt that anti-bullying approach taken by the school had improved the older sibling’s behaviour towards a younger one when at home.

The open-door policy regarding access to management and staff was identified as a strength and ensured all parents fully committed to the home school partnership.

The school has developed some good links with other schools in Bahrain specifically to support with transition arrangements and competitive sports. There is some scope however, in developing these links further especially with regard to data exchange.

11. *Standard 7* The school's procedure for handling complaints

Nadeen School fully meets the requirements for BSO.

A detailed complaints procedure is in place that is transparent and open and fully meets the requirements of local laws. The policy and procedure has been reviewed recently to ensure it mirrors best practice in the UK.

Procedures take into account both local regulatory requirements and elements of best UK practices. The policies are available both as hard copies and can be viewed on the school website. The complaints procedures are adhered to and are effective in ensuring that any complaint is dealt with at an appropriate level. Clear time scales are set out and parents are updated on any long running issues. The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with senior leaders. If a complaint remains unresolved parents are encouraged to address their concerns to the headteacher.

Serious issues can also be dealt with through the directors. Parents maybe accompanied if requested at formal meetings. The school is also supported by the Advisory Board members who can provide support and guidance.

In discussion with inspectors, parents stated that they felt confident about raising concerns, should they have any. Ultimately parents have recourse to the Ministry of Education. Confidentiality is assured throughout the whole process.

12. *Standard 8* *The quality of provision for boarding*

Not applicable.

13. *Standard 9* Leadership and management of the school

The quality of leadership and management is outstanding.

The governance role fulfilled by the proprietors is outstanding. They hold senior leaders to account for all aspects of the school's performance.

Senior leaders are highly effective in discharging their responsibilities, and clear direction is reflected in the high quality of education, the care of students and the drive to fulfil the school's aims and ethos. The middle leaders have had a highly positive impact on the school's development and are fully engaged in seeking ways to further improve through the implementation of new initiatives such as developing writing skills and encouraging students to be highly independent learners.

The headteacher and senior leaders have a deep and accurate understanding of the school's effectiveness informed by the views of pupils parents and staff. The school leaders have created a culture of vigilance where pupils' welfare is actively promoted.

Performance management and professional development practices are well matched to the needs of the school and staff. Development plans are based on a highly accurate understanding of the school's strengths and weaknesses. Effective self-evaluation has been implemented to enhance the development of the school. Through effective monitoring the day to day assessment of pupils' work is good. The effective value of informative next steps in learning is not yet sufficiently refined to provide clear directions on how a child may improve a piece of work to make further progress.

A feature of the school's leadership has been the school's commitment to developing leadership skills amongst the staff. Provision of professional development opportunities have enhanced the professional skills of teachers and have had a positive impact on pupil's learning.

The school's leaders have been successful in recruiting and retaining well-qualified and highly capable staff and have created an excellent ethos within the school in which staff are highly supportive of each other and proud of the personal contribution they make to Nadeen School's success.

Across the whole school a great sense of team work is evident, not just among teachers, but amongst the teaching assistants, the administrative and maintenance staff, all of whom know each child well and make a valuable contribution to their happiness and personal development.

Under the direction of the senior leadership team, the management of safeguarding, welfare, health and safety are excellent. The leadership team is working highly effectively with staff to review and amend policies and procedures regularly to ensure they are fit for purpose. This collective approach leads to good levels of consistent application and a shared feeling of ownership of outcomes. The leadership team have reviewed and implemented a rigorous system of safeguarding checks on all staff which confirms all appropriate actions have been undertaken to ensure safe recruitment practices.