



**British School
Overseas**
Inspected by Penta International

Inspection report
Nadeen School
Bahrain

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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 UK. 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, 52 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the Proprietary Body and groups of pupils. Two and a half school days were monitored.

The lead inspector was Colin Dyson. The team members were Andrew Yeoman, Jacqueline Allen and Sally Clayton.



2. Compliance with regulatory requirements

Nadeen School Bahrain meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Overall, the school provides a good quality of education. The school's aims are being well met.

Pupils make very good progress in their learning, and the school ensures value added measures are high. The provision of support is a key feature of the school: many pupils are assisted in achieving good outcomes in learning, despite lower than average starting points.

The principal and headteacher provide good leadership, and ensure the school continues to progress. Teachers value the support they are given, and the opportunities they have to develop their professional competencies, in a supportive learning environment.

The school supports and celebrates the achievements of all its pupils and recognises the education of the whole child is a key aim. Pupils make good academic progress, developing as effective learners who understand and respond to the needs of others.

The vision of the school is shared effectively. It is focused on the continued drive to enhance further the 'family' values the school holds. This ensures that the quality of the pupil's personal development is excellent throughout. Their attitudes and values are respected and developed, enabling them to be confident, self-aware and supportive of others.

The most successful lessons were planned clearly, demonstrating secure and enthusiastic subject knowledge. A brisk pace and confident use of appropriate technology engaged pupils in their learning. In the best lessons, teachers used a range of questioning skills, differentiation and appropriate challenge. In addition, they provided opportunities for pupils to develop as independent learners.

Teachers and support staff provide a high level of care and guidance to all pupils, helping to create a positive atmosphere that celebrates each individual's achievements. Appropriate policies and procedures regarding the health, safety and well-being of pupils are in place.

Nadeen School has implemented a curriculum that provides engagement effectively and matches pupils' needs, interests and aspirations in the best lessons. The provision for extra-curricular activities is good: pupils value the opportunity to develop a range of skills and practices.



Parents fully support the vision and direction of the school. They recognise the important contribution the school makes towards the development of their children. The pupils are proud to be members of the school community and value the opportunities it provides.

3.1 What the school does well

The school has many strengths:

- Each child is valued for their uniqueness.
- The child-centred approach implemented by the principal and senior staff.
- The strong family feel and ethos ensures all stakeholders feel involved and valued.
- The care and concern of the teachers extends way beyond the classroom.
- Positive relationships between pupils, and staff.
- Monitoring and tracking of progress to support personalised learning.
- Teachers feel well supported by management.
- The high quality of the induction process for new teachers.
- The effective implementation of learning support to meet individual needs.
- The highly imaginative use of a compact space.
- The exciting outdoor environment created by children and adults.
- The role of the school in the community..
- Parents hold the school in high regard.



3.2 Points for improvement

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

- Develop further teaching strategies across the school that encourage investigative, creative pupil-centred learning, in line with the best teaching observed.
- Ensure the development of technology provides enhanced learning opportunities and effective data management for staff.
- Audit the range of resources available for teachers to ensure that those used are up-to-date and inspire learners.
- Ensure a whole school, consistent approach to support the management of the small minority of pupils who display low level disruptive behaviour.
- Update the policy on Proprietary Body to reflect their current responsibilities.



4. The context of the school

Nadeen School is a privately owned co-educational day school for pupils aged 3-11 years, established in 1978. It is licensed by the Ministry of Education (MoE) in Bahrain through the Private Education Department.

The school follows the National Curriculum for England with accommodation for subjects required by the MoE: Arabic Language, Islamic Studies, Quranic Studies and Social Studies.

The school is organised into 4 departments:

- Pre-school Department: 47 pupils
- Early Years Department comprising Foundations Stage 1 and 2: 127 pupils
- Key Stage 1 comprising Years 1 and 2: 106 pupils
- Key Stage 2 comprising Years 3, 4, 5 and 6: 124 pupils

There are currently 404 pupils on roll. The pupils come from a wide variety of countries and cultures representing over 53 nationalities. Bahraini pupils comprise 16% of pupils in the primary school. The transient nature of employment in Bahrain results in a high percentage of pupils joining during the primary years. During 2012/13, 75% of pupils had joined in Year 3 or later.

The school has established a clear vision and mission dedicated to providing a nurturing, safe, stimulating and encouraging environment in which children of all ages, nationalities, abilities and strengths can develop a lifelong love for exploration and learning. The school has an 'open' admissions policy: "If we can meet the needs of a child and they do not unduly affect the needs of our existing pupils, then we enrol them".

There are 27 teaching staff and nearly 40 non-teaching and support staff employed at the school. All teaching staff hold qualifications recognised by the DfE or Ministry of Education for Arabic teachers.

The school is aware of the limitations of the older buildings and actively seeks ways of developing the grounds and facilities to meet the curriculum demands. Development can be a challenge as the buildings are rented, and there are limitations to the extent of physical changes that can be made. The installation of HD Interactive screens for Years 1 – 6 highlight a commitment to provide appropriate resources. The school faces the challenge of not having PE facilities on-site, and has to rent facilities at the local British Club and Rugby Club to meet the expectations for physical education.

Nadeen School was inspected by QAAET (Quality Assurance Authority for Education and Training – Bahrain) in October 2011. The school was rated as "Good with areas of Outstanding".



4.1 British nature of the school

A number of components give Nadeen School a strong British feel, not least the teaching staff, the curriculum and the holistic approach to education. Other aspects of the school that support the Britishness include:

- The school has been a member of BSME since its early inception in 1984.
- The National Curriculum of England has been adopted throughout the school from Early Years to Year 6.
- Assessment is based on national standards from the UK and enables pupils to re-enter the UK educational system when required.
- The school is organised according to the pastoral structures used in English schools.
- The school council is valued by pupils and contributes towards the whole school ethos.
- British practice is evident in approaches to performance management, staff target setting and annual review meetings.
- Communications from the school to families and pupils are provided in English, as are all school publications, reports, letters and the website.
- The importance of extra-curricular provision including clubs and school trips are in line with British best practice. These include a strong focus on developing the arts.
- Texts, materials, educational equipment and software are UK-sourced.
- Classroom management, the language of the classroom/playground, displays of work, a three term year and age-related year groups, contribute further to giving a British feel to the school.
- The school has a clear focus on developing the feel of a 'village school' that extends to well-maintained gardens, and the keeping of chickens and ducks.
- Parents are supportive of the British nature of the curriculum: interviews suggested they appreciated the high quality of the all-round education delivered at Nadeen School.



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

Overall, the quality of education provided at Nadeen School is good with some excellent features.

5.1 Curriculum

The school provides a broad and balanced curriculum supported by a range of extra-curricular activities, which meets local regulations, as well as international standards. Lesson observations, planning documentation and pupil work samples indicate that the school successfully meets the curriculum needs of the vast majority of pupils.

The curriculum is based on National Curriculum for England expectations, but is adapted to meet local cultural and national expectations.

All pupils in nursery and reception follow the Early Years Foundation Stage (EYFS) curriculum. Within Key Stage 1 English, maths, science, history, and geography are taught by class teachers, with specialist teachers responsible for the teaching of music and physical education (PE), information and communications technology (ICT) and art.

A skills-based approach to the curriculum aims to provide a rich source of imaginative and creative learning activities that encourage pupils to take a personal responsibility in their learning.

Curriculum documentation is well planned, clear and concise. It includes long term and medium term planning. Much of the documentation is consistent in style and presentation.

The school complies with local requirements with regard to the teaching of Arabic, Islam and Bahraini Social Studies. Pupils who are first language Arabic speakers from Year 1 through to Year 6 are taught Arabic. All Muslim pupils from Year 1 to Year 6 are taught Islamic and Quranic studies, with non-Arabic speaking pupils taught in English.

In the Early Years, pupils' progress is tracked using the Foundation Stage (FS) profile, with evidence collected from pupils' individual 'learning journeys' and teachers' anecdotal observations. In Key Stages 1 and 2, the progress that pupils make is tracked in accordance to the level descriptors: appropriate targets are then set and shared with pupils and parents.

One-to-one support within classes is offered by learning support staff to those children with English as an additional language (EAL). Support is also provided through small withdrawal groups when this is considered more appropriate.



Across the school, a high level of learning support is provided to meet a wide range of pupils' needs. Children commented that they enjoyed the support activities and felt it enhanced their learning.

Teachers are encouraged to deliver learning activities that encourage higher order learning skills such as 'Thinking Skills' and 'Independent Learning'. As the pupils develop in maturity, teachers actively encourage them to take on tasks based around independent research learning.

The curriculum is enriched through celebrations, both local and international. These inspire and motivate pupils in wider arenas such as sport, music, drama and art. Several trips and visits take place locally and internationally, to enhance the broader curriculum, staff and pupils often participate in inter-school activities, some of which the school hosts.



5.2 Teaching and assessment

Teaching and assessment are good.

In Pre-Nursery, there was evidence of total engagement in a multisensory activity involving the pupils working around a table while finger painting, and at the same time moving to music. An outside area included a variety of stimulating activities, including washing a large playground car, and using paintbrushes with bells attached to make painting a new and different experience. Here the pupils clearly enjoy learning and were confident to share their positivity and interests with visitors new to their environment.

Nursery pupils are actively involved in both directed and free choice activities inside and outside, fostering independent learning. The pupils are usually encouraged to put away their own snack bags. Snack time is used positively by both the teacher and assistant to converse with the pupils. A nursery teacher used clear and precise key vocabulary to help the pupils with their clay activity.

In all Reception classes, the activities are enjoyed by the pupils, but they sometimes lacked challenge through both the choice of activity and the level of questioning. In all Reception classes, there is a 'language rich' environment created with opportunities for the pupils to engage in dialogue with the teacher, assistant and each other. In a writing activity, the teacher ensured she spent individual time with each child in her group.

There was evidence and differentiation within recorded activities in Reception. Displays included 'word walls' of high frequency words and links to previous learning of their pirate topic. Role-play and book corners were evident in all Reception classes and there was access to free play activities which fostered independent learning linked to main curriculum areas.

Teaching in Key Stage 1 is clearly focused on individual pupils' needs. Effective planning to meet the disparate needs, includes good provision for a range of special needs support both in class and in withdrawal groups.

The teachers' knowledge of each pupils' abilities enables them to use skilful intervention to extend learning experiences. For example, in Year 2, the teacher monitored handwriting activities to ensure every pupil formed letters correctly and related this to the development of phonetics.

Teachers in Key Stages 1 and 2 use a range of teaching strategies to support learning. In the most successful lessons, they were well paced, with practical, hands on activities capturing pupil's interests. In mathematics, pupils used a range of dice activities to record and practice addition strategies. Most teachers review pupils' previous attainment and then move quickly on to new learning, maintaining good pace and child involvement.



A safe environment is created which celebrates pupils' achievements and stimulates interest in learning. The use of the outdoor learning environment, by pupils in Year 1, enhanced their use of descriptive language. Some technology is available in classes such as interactive boards, however the opportunities for pupils to use a range of technology resources is limited.

Teaching and learning observed in Year 3 and 4 are nearly always good.

Where teaching was most effective, this was based on detailed planning and clear learning intentions that were shared with all pupils. In these lessons, activities were well matched to pupils' needs and teaching assistants provided focussed support, at all stages of the lesson, significantly increasing the quality of learning achieved.

Pupils enjoyed their lessons and were keen to take an active role and make progress in their learning. Expectations for behaviour and learning were clearly explained and reinforced in a calm, positive and consistent manner. This was evident for example in a Year 3 class where regular praise was given to those following instructions, thus providing positive feedback and at the same time, reinforcing required expectations.

In the small number of least effective lessons, there was little evidence of differentiation and although adding value during group and individual activities, teaching assistants provided a lesser level of support during whole class teaching.

Expectations for behaviour were not always reinforced. In a few lessons, poor behaviour inhibited learning for other members of the class. On some occasions, limited resources affected the pace of the lesson and the quality of learning achieved. At times, there were limited opportunities for pupils to discuss what they were doing and assess their level of achievement.

In Years 5 and 6, pupils were interested and involved in the majority of lessons and made the expected level of progress, apart from those few which were pitched too low or too high. However, there was scope for further engagement through the use of more varied teaching methods. Pupils' appreciated being tasked with the role of learning buddies for younger pupils and took their responsibility seriously.

During some lessons, pupils moved from working in small groups with teachers to related independent activities, which provided them with an opportunity to work collaboratively and with a large degree of autonomy. They remained on task, but in some instances they did not have a clear understanding of the learning outcome that what was expected of them.

Behaviour during small group work was exemplary, but occasionally during whole class lessons, the time taken up trying to ensure that the pupils were focused significantly



reduced the amount of learning that was able to take place. In these instances, whole school behaviour management strategies were not always apparent.

Teachers plan collaboratively in year groups: they work with specialist staff to ensure that assessment data is used effectively, to plan a range of group activities in most lessons. Teaching assistants are used efficiently and support both individual and groups of pupils' learning needs. In whole class teaching sessions, they quickly intervene and help pupils to understand and concentrate.

Marking in books is informative and contributes to pupils' understanding and future planning of work. The best marking gives pupils helpful targets to improve.



5.3 Standards achieved by pupils

The standards achieved by pupils are good. Pupils' performance is evaluated using a range of UK accredited systems.

Attainment at the end of Year 6 varies, but the vast majority of pupils achieve at least in line with the UK average.

The school correctly identifies that levels of progress vary across the school. After focussed and intensive support, the majority of pupils achieve at least the required standards for attainment and, for many, well above the standards for progress. This often very good level of progress ensures that the vast majority of pupils attain entry to the secondary school of their choice.

On entry to school, pupils undertake a rigorous baseline assessment to determine the nature of any required intervention. A significant proportion of pupils are admitted with attainment well below the UK national average. Through a rigorous learning support programme, where support is closely matched to need, these children make good, and at times outstanding progress, in a relatively short period of time. Some 48% of the 2012/13, Year 2 pupils started at Nadeen School after the first half-term in Reception, and in the 2012/13 Year 6 class 75% joined Nadeen School in or after Year 3, with 35% joining during Year 6.

The large majority of new pupils in Key Stage 1 and the overwhelming majority of new pupils in Key Stage 2 have a low average, below average, or very low score on the National Foundation of Education Research (NFER) tests in English and mathematics scoring continuum.

The school provides an intense level of learning support or English as a second language. A total of 76 pupils from Key Stages 1 and 2 have learning support and/or English as a second language lessons. Through Key Stages 1 and 2, 48.8% of all children have learning support lessons; 6.2% have EAL lessons. In Key Stage 2, those percentages rise to 57.7% have learning support lessons and 7% having EAL lessons.

Nearly all students make good progress. Under the strong and passionate leadership of the principal and headteacher, teachers and middle leaders have a very detailed understanding of the attainment and progress of the pupils in their care. Those pupils who attend Nadeen School for at least the whole of Key Stage 2 meet or exceed National Curriculum expectations by the end of Year 6. More able pupils thrive and make consistent progress achieving above National Curriculum expectations.

The school has implemented robust systems for individual target setting ensuring that focussed support can be closely monitored. Pupils' progress against these targets is



scrutinised through a very effective Cloud-based tracking system which enables the Headteacher, with full involvement of her staff, to monitor every child's attainment and progress at least 3 points in the year. Where a child's attainment or progress is deemed to be unsatisfactory this can be identified quickly, and appropriate intervention strategies put in place.



6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is good with some excellent features.

The level of attendance is good across the whole of the primary school. Nadeen pupils are very happy. They have a strong ownership and identity with the school. Pupils spoke about the most important aspect of school is that 'they are a team, in class, and as a whole school.' They spoke about identifying with the school song written by the school music teacher that emphasises 'We are a small school, but a big family.'

Pupils have strong moral values and a real sense of fairness demonstrated by their relationships with adults, each other and the wider community.

The pastoral support within the school is evident. Pupils spoke of 'always working together, as a team, no matter what.' Caring and working together is fostered through 'buddy' partnerships. A Reception class was observed with Year 5 buddies. The Year 5 pupils showed initiative and took an active part in leading and communicating important skills during a maths game in a carousel rotation within the garden. Pupils also spoke of EAL pupils needing support, and knowing it was their job to help them understand and work things out if necessary.

Behaviour in most lessons was good. When moving around the school, pupils behaved very well with an air of responsibility and pride. Some parents mentioned they were not aware of the code for behaviour. However, the pupils care about each other and this atmosphere is strongly evident throughout the school. Highly effective relationships are developed between staff and the children in order to promote success in learning. Staff create a positive learning environment within the class.

Pupils know they are initially responsible for sorting out problems with friends, but there was always help and support from adults if necessary.

The majority of pupils are keen to learn, and talked about learning in different ways, either kinaesthetically or using other senses. They are aware and respect that pupils have different learning styles. The pupils talked about their teachers wanting them to "think outside the box, thinking in 3D not 2D". A Year 4 child felt their ideas and suggestions were valued, and knew there were suggestion boxes around the school site. They were aware that the Pupil Council meets with teachers to discuss their ideas.

Spirituality is developed in lessons, through community service and assemblies. For Muslim students, the principles of Islam are supported through Islamic and Quranic topics.



Pupils know their success is celebrated in different ways, and are aware of the different displays around the school to illustrate this. They spoke of the charities they had collected for, both locally and overseas and are aware they were helping others less fortunate by their actions.

Parents who were interviewed, felt that a core strength of the school was its family atmosphere and the inculcation of positive values and attitudes, not just towards learning, but towards life in general.



7. Standard 3

The welfare, health and safety of the pupils

The quality of the welfare, health and safety of the pupils is outstanding.

All local Ministry checks are complete and up-to-date concerning the school building and school licence, which is displayed for parents by the main office. The school has appropriate policies in place regarding health and safety. These include specific policies on asthma, diabetes and anaphylaxis. All policies are reviewed annually.

Pupils spoke about practicing for both fire and 'lock down' emergencies due to civil unrest within the local area. Fire extinguishers are checked monthly and there are extinguishers on each floor in each building. The Civil Defence Fire Unit inspect annually. Fire alarms and smoke detectors are checked monthly by the management. Fire evacuation notices are displayed around the school.

Maintenance is dealt with by the management team, who attend to issues daily if necessary. Staff know who to report issues to, and evidence of work completed is kept for a short time.

Older pupils are responsible for each other as they move around the school unattended. One pupil going to the nurse was accompanied by two others, and the children were aware of their responsibilities to each other during their journey.

During trips off the school premises, teachers take a first aid kit plus a list of the pupils' contact details should this be necessary.

The nurse supports the children, parents and teachers with information, care and advice. Teachers are given a list of children who have medical conditions within the school. Children with severe medical needs are highlighted in red. If necessary, the nurse communicates with the local ministry regarding paperwork for individual children. The nurse keeps a daily record of incidents, and medication is only administered with parental consent. Children with any small injury to the head are sent home with a specific letter concerning the details. A first aid kit was taken into a PE lesson with a nursery class. Healthy eating is promoted with posters giving examples of a healthy breakfast and lunch. PE teachers use the names of fruits and vegetables for groups of children to reinforce the concept.

IEPs and 'cause of concern' procedures are in place for children who need additional support. These reflect the personalised learning programmes that are evident for the variety of children within the school.

Incident reports are completed if necessary and records of verbal reports with parents are kept by teachers. Fortnightly reflection forms are completed by each teacher. These reflect comments concerning teaching and learning, and regarding needs relating to the classroom environment/future maintenance issues.



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

The suitability of the proprietor and staff is good.

The owners have established a Proprietary Body comprised of external 'voices'. This Body undertakes their role as critical friends to support, challenge and encourage the school's developments. As the expectations on the proprietary body develop, the school is implementing new policies and guidance to reflect their increasing responsibilities of holding people to account.

The Body ensures the school meets the safety, care and guidance requirements for all pupils. They also ensure that the school's vision and mission is consistent and adhered to in all its functions. The Body however, has yet to articulate a clear strategic vision for the future direction of the school, due to the uncertainty of national developments.

Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Bahrain and their previous employment activity. Checks are also mandatory for the Bahrain Government requirements.

The school maintains a list of all staff who currently work in the school, recording when they started, and for staff who have left, their leaving date.

Staffing levels are good for the successful delivery of the curriculum. All teaching staff - class, learning support, and specialist - have qualifications appropriate to their role: some staff have further academic or teaching qualifications that enhance school development. Additionally, Teaching Assistants (TAs) are currently employed across the school to support both class teaching and the Learning Support Department.



9. *Standard 5* The premises and accommodation

The premises and accommodation are of a suitable quality.

The accommodation is not purpose built. It consists of four villas, one of which is owned by a separate landlord. There is security of tenure, in that the contracts state the landlords cannot give the school notice and can only increase the rent in line with Bahraini law. A third landlord owns the car park at the front of the school, which eases drop off and pick up of pupils.

The school have worked hard to make the best use of available space and ensure that classes are allocated to appropriate rooms, depending on size. Good use is made of small communal areas and the outside space in which attractive learning environments have been created.

There is a well-stocked library.

Some rooms and areas have multiple uses: for example,, the music room and Year 5/6 garden are also used for PE lessons for the younger children. The music room is used for Key Stage 1 assemblies and class performances, and the lawn and playground areas are used in the cooler months for large school gatherings. In addition, the school is fortunate to have the use of the facilities at the British Club across the road for large school gatherings such as Key Stage 2 and whole-school assemblies, concerts, Prize Day, as well as for PE lessons.

The playground size is adequate for the number of children at any given break time, but there is limited space for pupils to run around and burn off energy. There are sufficient areas for shade during break time. Appropriate arrangements are in place to ensure the safety of outside play areas. School grounds are maintained to a good standard and include both adventurous areas and formal gardens. Pupils take an active role in maintaining areas of flowers and vegetables.

There are no canteen facilities; pupils bring packed lunches into school which they eat in classrooms. Washroom facilities are currently adequate and the school is looking to upgrade these. Medical facilities are appropriate.

The site is well maintained by qualified personnel. A formal maintenance review is carried out once per term and informal requests are made by staff on an ongoing basis. Smaller maintenance projects are carried out at weekends and larger projects take place during holiday periods.

Site security is good, and access ensures emergency evacuations can be accomplished safely and speedily. Visitors to the school wear badges unless being accompanied on a tour by a member of the senior management team.

There is a good system for practicing both fire and 'lock down' emergencies. Fire extinguishers are checked monthly and there are extinguishers on each floor in each building. The Civil Defence



Fire Unit inspect annually. Fire alarms and smoke detectors are checked monthly by the management. Fire evacuation notices are displayed around the school.

Water and drainage systems meet local requirements and are tested regularly. During the inspection, periods of rain did not have a negative impact on school facilities. The site of the school is secure and well maintained despite the age of the buildings.

Fortnightly reports are completed by each teacher, reflecting needs relating to the classroom environment and future maintenance issues.



10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents and carers is good.

The school communicates with parents via letters, pupil planners and telephone calls. The school publishes a prospectus for EYFS and Primary. The prospectus is reviewed annually. It is available in hard copy for parents. The prospectus contains:

- Particulars of the school's policy on and arrangements for admissions, discipline and exclusion.
- Particulars of educational and welfare provision for pupils for whom English is an additional language.
- The curriculum statement outlines the courses of study that pupils will follow, with details of assessments.
- The Code of Conduct is based on positive reinforcement.
- Policies relating to bullying, child protection and health and safety are available on request.

All parents spoken to were very positive about the school and the progress their child made under its care. Parents were keen to explain that the individualised support provided for their children is a particular strength with one parent saying 'Nadeen School always has very supportive teachers who know how to get the best out of children.' Another parent was keen to explain that 'nothing is too much bother – I can contact the school at any time of the day or night...'. Parents commented on the excellent level of pastoral support claiming that their children's level of self-confidence had increased significantly since starting at school.

Communication with parents takes a variety of forms, such as emails, SMS, newsletters and letters in the book bags. However, Nadeen's open door policy is seen as a major strength by all parents who were consulted. This policy enables parents to receive regular updates on their child's progress and provides the platform to quickly and conveniently communicate any messages or issues.

Parents were keen to stress how supportive the school is in ensuring effective transition to secondary school. One parent, about to move to Abu Dhabi, was very positive about the headteacher personally ringing schools to help secure a school place.

Parents' views are surveyed and nearly all provide highly positive feedback. The school is diligent in picking up any concerns or issues, so that these can be addressed as quickly as possible.



11. *Standard 7*

The school's procedure for handling complaints

Complaints are rare, but the school has procedures in place that meet both local requirements and reflect good practice in the UK. Parents and carers are kept well informed about the process through personal contact and school documentation. This information is regularly updated.

Concerns for handling complaints mirror the management structure of the school. The class or subject teacher is the first port of call. Should an issue not be resolved, progression through the management follows. The Proprietary Body is making provision for an independent appeals panel. Appropriate written records are kept; confidentiality is assured.

Parents who were interviewed, stated they felt confident with the way the school dealt with concerns.

12. *Standard 8*

The quality of provision for boarding

Not applicable.



13. Standard 9 Leadership and management of the school

Leadership and management of the school are good.

Nadeen School is well led and managed. The principal reinforces the mission statement effectively, through a clear, articulated and shared vision that encourages all to be part of the school community.

The senior management team have encouraged and supported staff to take a shared responsibility for translating the school's vision into effective and innovative practices. School leaders have defined roles and responsibilities that enable them to be both held to account and to hold others to account, as they seek further ways to improve the standards of the school.

Delegated leadership and management are enabling staff to make a strong contribution to the effective development of consistent practices across the school. Performance management structures and pupil tracking are providing a range of data that highlights areas for further development.

The school has effective self-evaluation processes in place; priorities have been identified that involve stakeholder participation and evidence gathering. Analysis has enabled the school to implement a range of suitable initiatives for improvement. The monitoring of development plans ensures all staff are aware and involved in, the implementation of effective change.

Staff professional development is provided to support identified priorities and teachers have taken an active role in implementing professional development strategies. Professional communities have been established to share good practice. Their impact is beginning to be felt across the school. Recent innovations in teaching and learning have been implemented and monitored effectively, and this has impacted positively on learning. Teachers have been well supported as they undertake their PGCE training and use the opportunities to collaborate with colleagues in other schools well.

The proprietary body which provides oversight and guidance in key areas of expertise such as finance and premises issues is now undertaking a greater role in academic and pastoral developments.

Nadeen School actively seeks to develop cooperative links with other schools and institutions in Bahrain that have a positive impact on all their pupil's lives.

The implementation of a clear strategic plan has at times been hampered by the lack of clarity from external administrative bodies. The senior management team identify the need to implement longer term plans to ensure the school continues to thrive.