



**British School
Overseas**
Inspected by Penta International

Inspection report

St Christopher's Secondary School

Bahrain

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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	12
7	Standard 3 The welfare, health and safety of pupils	13
8	Standard 4 The suitability of the proprietor and staff	14
9	Standard 5 The premises and accommodation	15
10	Standard 6 The provision of information for parents, carers and others	16
11	Standard 7 The school's procedures for handling complaints	17
12	Standard 8 The quality of provision for boarding	17
13	Standard 9 Leadership and management of the school	18

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 accreditation visit, 60 full or part lessons were observed, school documentation and policies were analysed, students' workbooks were scrutinised, and discussions, both formal and informal, were held with senior staff, middle managers and a range of teachers and a group of pupils from each of the key stages. A focus group of parents were consulted about their views of the school. The accreditation team were in school for three days.

The lead inspector was John Cranfield. The team members were Colin Dyson, Sheila Smith, Theresa Wolfe and Paul Young.

2. Compliance with regulatory requirements

St Christopher's Secondary School meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

St Christopher's Secondary School is an outstanding school. It provides a high quality of education underpinned by exemplary student care. The quality of learning, teaching and leadership are excellent. The students, parents and staff are highly committed to the school and feel valued and appreciated.

Nearly all students make good or better progress. Standards at the end of all key stages are high.

Students are well supported through high quality pastoral care throughout the school and the effective implementation of robust welfare, health and safety policies and procedures.

The curriculum is broad and balanced; enriched by a wide range of extra-curricular activities.

The board is highly effective in providing strategic direction and support for the school. They hold the senior leadership to account.

3.1 What the school does well

St. Christopher's School has many strengths:

- The Principal is visionary in ensuring that the school remains at the forefront of educational development.
- The proactive involvement of the board of governors in the strategic development of the school
- The leadership team are highly effective in providing clear direction and support enabling the school to move forward.
- Students' spiritual, moral, social and cultural awareness is outstanding. It is supported by excellent pastoral care and robust welfare, health and safety policies and procedures.
- The school is highly successful in enabling all students to develop their personal skills and qualities: students are thoughtful, well behaved, treat others with respect and have well-developed social skills.
- The high quality of the school learning environment both inside and outside ensures students are happy, safe and secure.
- The school is held in high regard by the wider community and parents. Students are proud to be members of the school and value the opportunities it provides.
- The care and concern of the teachers extends well beyond the classroom. The whole school community, teaching and non-teaching and support staff work as a team to promote high quality learning and care for all pupils.
- The quality of the curriculum planning and implementation enables all students to achieve well; a high percentage achieve outstanding results compared to English national standards.
- Teaching standards across the school are high. Most lessons were well above the standard required for accreditation, none was unsatisfactory.
- The tracking of individual pupils, monitoring of underachievement and implementing effective intervention strategies is excellent.
- The wide range of extra-curricular activities enhances the learning of the students
- The development of leadership opportunities for students via the student voice, student council and prefects is excellent and appreciated by them.

3.2 Points for improvement

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

- Further develop teachers' practice in matching teaching and learning to the needs of all students through creative and innovative approaches.
- Ensure a centralised system for data tracking is available and understood by all teachers in order to raise further student attainment.
- Ensure all middle leaders build on identified good practice to fulfil their key role in securing whole school improvement.

4. The context of the school

St. Christopher's School is a co-educational international school, providing a British-style of education for students aged 3 to 18. The school is licensed under Bahraini law as a private and non-profit making school. It registered with the Ministry of Education as a 'Foreign Educational Institution'. The school is also registered with the Department for Education (DfES) in the UK.

There are presently 2,255 students on role representing 75 nationalities. The gender split is almost 50%. The major nationalities represented are: British 37%, Arab nationals (including 19% Bahraini) Indian 7% and American 7%. The majority of students come from professional families, from which a number have at least one parent travelling extensively overseas on business. The majority rely on domestic help to support their household, which affects the levels of independence exhibited by many students.

All students have to satisfy admission criteria. From Year 1 onwards, prospective students sit an entrance test to ensure they can access the curriculum on offer, with support if necessary.

The school follows the National Curriculum for England from EYFS to (i) GCSE, in addition to meeting local requirements for the teaching of Arabic Language for pupils in Year 1 to 11 and Islam for Muslim students in the senior school. The history and geography of Bahrain is in the process of being fully implemented into the humanities curriculum. Post 16 pupils have the choice of following either GCE Advanced Level (International A-level in some subjects) or the International Baccalaureate Diploma Programme.

The school has identified the following as potential barriers to learning:

- Government directives on the curriculum and wider school regulations
- Ongoing civil unrest and a general climate of uncertainty
- Turnover of locally employed staff, including teaching assistants, compounded by the limited availability of short term supply cover
- Limited availability of local resources – sourcing from overseas takes time and attracts high shipping
- Limited opportunities for learning through local educational visits

4.1 British nature of the school

The British nature of the school is well above the standard required. It is a strength.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school is a member of British Schools in the Middle East (BSME), Association of British Schools Overseas (AoBSO), The Headmasters' and Headmistresses Conference (HMC) and the Independent Association of Preparatory Schools (IAPS).

There are strong links between St Christopher's and the UK. 37% of the students are British nationals. Students who enter the school have had experience of UK state schools, UK Independent Sector or other British International schools. Students sitting entrance examinations for independent schools perform well and usually secure their first choice of schooling.

86% of staff (excluding teachers of Arabic) are British nationals with British qualifications who have taught in the UK. 11 of the 12 senior managers hold the National Professional Qualification for Headship (NPQH). The school Principal was awarded the OBE for services to British education in Bahrain and the Middle East.

The school is organized according to the structures used in English schools. Classroom management, displays of work, three term year, age-related year groups and the importance given to pastoral care contribute to a British feel of the school. St. Christopher's follows the National Curriculum for England with the addition of IGCSE in certain subjects, International A level and the IB Diploma Programme. UK practice is evident in approaches to performance management, staff target setting and annual review meetings. St Christopher's uses a range of UK assessments in addition to CEM data to track the progress of its students against those in the UK.

All communications from the school to families and pupils are provided in English, as are all school publications, reports and letters and the web site. The importance of extra-curricular provision including clubs and school trips are in line with British best practice.

The school celebrates UK traditions and events, for example Remembrance Sunday, Queen's Jubilee, 'Great British Week' and Christmas and Easter in a culturally sensitive manner. St Christopher's has hosted a number of eminent British visitors including members of the Royal Family. Prince Andrew officially opened the Saar site. Chelsea Pensioners have visited the school and talked to students in assemblies and class. The school has links with the Anglican cathedral in Bahrain; the Dean is a member of the Board of Governors.

Texts, materials, educational equipment and software are UK sourced. Interviews with parents suggested they very much appreciate the British style of education on offer.

5. Standard 1

The quality of education provided by the school

The quality of education provided by St Christopher's Secondary School is outstanding.

5.1 Curriculum

The quality of curriculum provision is outstanding.

There is full-time supervised education for pupils of compulsory school age, fully meeting local Kingdom of Bahrain regulations. The principal language of instruction is English. The curriculum is well planned and effectively supported by appropriate policy documents and schemes of work which demonstrate how students of all ages are challenged and supported. There is clear evidence of planning for progression. Effective implementation enables students to acquire skills in speaking, listening, literacy and numeracy. The broad and balanced curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. There is clear evidence of curriculum development to meet required changes in examination specifications.

The school uses a combination of mixed ability and setting to best meet the needs of all students. In mathematics, able students take GCSE in Year 10 followed by further pure mathematics in Year 11. In Year 9, students are taught separate sciences prior to choosing a 2 GCSE or 3 GCSE science programme at Key Stage 4. The Science Club in Years 7,8 and 9, and the Senior Science Society for GCSE and post-16 students provide enrichment opportunities. Able MFL students can opt to study two languages from Year 8. The International Baccalaureate Diploma programme provides additional choice for post-16 students.

A major change since the previous accreditation is the introduction of an enrichment programme. For one lesson each week, time is set aside for students to engage in activities which involve high order thinking skills, collaboration and creativity. Students are involved in the design of the programme. The activities observed during the accreditation visit clearly enhance students' personal and social development and provide a deeper understanding of the value of enterprise. Support is available for students experiencing learning difficulties. Gifted and talented students are provided with additional enrichment opportunities. The school provides additional support for students intending to apply to Oxbridge colleges or medical schools.

The curriculum is enhanced by a planned PSHE programme. There is a comprehensive extra-curricular programme which includes: sport, music, drama, the Duke of Edinburgh Award and many other department led initiatives. There are numerous school trips.

St Christopher's takes into account the types of curriculum and external examinations commonly used in schools in the UK. This enables students to enter, or re-enter the UK educational system without disadvantage.

5.2 Teaching and assessment

Teaching and assessment at St Christopher's Secondary School are outstanding.

Overall the quality of teaching and learning across the secondary school is excellent. All lessons are planned using the school's pro-forma. In the best lessons, teaching encourages students to apply intellectual, physical or creative efforts and take on increased responsibility for their learning. In these lessons students demonstrate advanced learning skills, as evidenced by the perceptiveness of their questioning and the high quality of their answers. The structure, planning and delivery of these lessons ensures that there is good pace and challenge for the students. They are given opportunities to think independently through prompts and appropriate question/answer techniques and make good progress. This was clearly evidenced in Year 8, 9 and 10 enrichment lessons. In a particularly effective Year 8 IT lesson, students were asked to peer assess their partner's tourism web site. The ensuing discussions and follow up work enabled students to demonstrate high order thinking skills as well as providing opportunities to work and learn collaboratively. In a Year 9 lesson, the teacher skilfully guided students through a preparation for a debate, questions were challenging and students felt safe to respond and incorporate responses into their own learning. Peer work was effective and expectations were high. In a Year 8 lesson, students had a starter where they had to use 4 numbers to generate a total of 24 by using the four rules of number; this was certainly a meaningful and enjoyable starter which students embraced with interest and enthusiasm. In a Year 7 history lesson students were gradually given pieces of evidence to analyse and working in pairs or groups were asked to decide whether Guy Fawkes had been 'framed'.

The introduction of the work of John Hattie and Carol Dweck provides teachers with the opportunity to review their own pedagogy. Differentiation is often by outcome; specific planning and resourcing to better meet the needs of the most able is under-developed. The absence of a planned plenary in some lessons is a missed opportunity for students to reflect on the extent to which they have mastered the learning outcomes, provide the teacher with additional assessment evidence to underpin future planning and target students for additional support. Nearly all teachers show a good understanding of the aptitudes, cultural background, needs and prior attainments of the pupils when planning lessons. Nearly all teachers demonstrate a good knowledge and understanding of the subject matter.

The atmosphere in classrooms is that of mutual respect between students and teachers. In all lessons, students are enthusiastic about learning and their behaviour is excellent. Most teachers are effectively assessing the learning of students using positive marking, feedback including 'next steps' and target setting to aid progress. Students demonstrate that they are capable learners and enjoy using self-assessment and peer-assessment

techniques. In many lessons, pupils have the opportunity to work in pairs or groups for collaborative learning and problem solving.

In less effective lessons, learning is essentially passive with an over-reliance on a limited number of resources and teaching styles. The pace and challenge in these lessons is insufficient for students to make the significant progress of which they are capable. Few strategies targeted at meeting the specific needs of individual students were observed in these lessons. There is an inconsistency in the quality of marking and target setting. Although creative and innovative approaches to teaching and learning are clearly evidenced in the best lessons, this is not consistent across the school.

Across the secondary school, all students are acquiring new knowledge, making progress, increasing their understanding and developing their skills, according to their ability. Throughout the school, teachers are using of a range of tracking and monitoring systems to provide more accurate baseline data. The range of monitoring tools includes MidYIS, INSIGHT, YELLIS and Alis. Data from testing is compared to averages derived from externally accredited assessments to effectively evidence value added and track individual pupil progress. The school has identified the need to centralise data in order to further enhance its progression from data rich to data powerful.

5.3 Standards achieved by pupils

Overall the standards achieved by pupils are outstanding

Throughout Key Stage 3, standards are monitored through interim reports and the use of MIDyis data. This data is analysed by Heads of Departments and Heads of Year. Underperformance triggers a range of appropriate intervention strategies. In the core subjects, students are assessed through a termly assessment and end of year test referenced to National Curriculum levels. By the end of Key Stage 3 most students are working well above UK national averages.

Attainment data for Key Stage 4 indicates that pupils clearly outperform UK national expectations. For example the 86 % of pupils gained 5 A*-C grades, including English and Mathematics, compared to the UK figure of 60% for state schools. When a science and modern foreign language is added to the comparator group, the figures are 83% for St Christopher's compared to 77.7% for Independent Schools (ICS). 83% of St Christopher's students meet EBacc requirements, compared to 23% of pupils in all UK schools and 71.6% for Selective Schools.

Excellent progress is maintained throughout Key Stage 5. 13% of St Christopher's students achieved an A* grade at A level, compared to the UK figure of 8.2%. High standards permeate the IB Diploma course. 46% of St Christopher's students achieved at level 6 or better compared to 27% worldwide.

Value added data shows that every subject studied at Key Stage 4 achieved positive value added for the last 3 years. In 2014, geography value added was over a whole grade. Yellis prediction for the percentage of 5 A*- C grades including English and mathematics was 77%; the actual percentage obtained was 86%. Ongoing data analysis, the pro-active role of the most effective heads of department and year, appropriate intervention strategies and the effective involvement of parents ensure external examination results remain consistently high.

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

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

All students are exposed to aspects of spirituality through the taught curriculum as they move through the school. Assemblies, enrichment programme, community service and a planned PSHE programme provide additional opportunities for reflection and sharing moments of wonder.

Students' attitudes and behaviour throughout the school are of an excellent standard. Students are well behaved, polite, confident and articulate. In all lessons, students remained focused and on task, eager to learn. In discussion, students were very positive about their school and their learning. The school's curriculum promotes and encourages a thirst for knowledge and an understanding and love of learning.

The attitudes and relationships in the school are excellent. Students interviewed highlighted this as a major strength of the school. There is mutual respect between staff and students. The school endeavours to promote a quality relationship between staff and students through the activities organised in school, as well as through extra-curricular activities. These enable staff and students to build stronger relationships, to know each other better and to develop their empathetic skills.

The student voice is encouraged throughout the secondary section, with an active student council and regular student voice meetings. Students demonstrate an ability to reflect on their own beliefs and an understanding of other people's faiths, feelings and values. Key Stage 3 students reported that teachers ask for their feedback on the lesson in order to improve.

Students are provided with opportunities to exercise leadership and responsibility, for example: house captains, prefects, sport captains, head boy and girl, senior student executive. The positions are oversubscribed and the selection process is rigorous. They are well supported by the student body reflecting a deep-rooted positive school spirit. All students interviewed were appreciative of the school's approach to the development of the whole person. They feel secure and cared for.

Personal, social and health education (PSHE) are integrated into the enrichment programme and the wider curriculum. As a result of student, tutor and Heads of Year feedback the programme has been revised. For example the Year 10 programme now includes sessions on self-respect, working with others, life skills, careers and aspirations, healthy living, global issues and personal and academic progress.

The school works hard to ensure all pupils have an understanding and appreciation of the wide range of cultural influences that have shaped their lives and that of others.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of students at St Christopher's are outstanding.

Excellent behaviour is demonstrated throughout the school. There are highly positive relationships between students and teachers. Students appreciate the efforts made by their teachers to support them and acknowledge that the majority of teachers go 'above and beyond' to make them feel safe and secure

The school has highly effective pastoral teams who care for and know the students very well; this is a real strength of the school. Heads of Year keep monitoring files evidencing key features of the students' progress, achievements, enrichment activities and any interventions. A senior line manager offers support and guidance to all Heads of Year. In some year groups, there is a deputy Head of Year, this is a pilot scheme and is proving to be effective. Students have access to the appropriate Head of Years' office from the playground. Interviewed students stated they felt safe and confident to approach staff with any concerns. A senior member of staff effectively implements safeguarding procedures.

The Head of Learning Support provides expert advice and support for students who have additional needs in order to help them achieve their targets. She is well supported by one full time and one part time member of staff. Support is offered to 6th Form pupils through a Study Skills Plan, which is having a positive impact. EAL students receive quality support through a close collaboration between the English and learning support department.

A focus group of parents were able to clearly articulate their children's attainment targets. They knew the level / grade their child was currently working at and the target grade. They were also aware of the outcomes of target setting within a whole school context and the achievement of the school's students with reference to a range of UK standards. Although in lessons target setting is well established across the school, practice varies in efficacy between departments. In best practice, students use high quality diagnostic teacher comments accompanied by clear next steps to set their own targets for improvement. These are then revisited and 'signed off' when mastery has been demonstrated.

There are regular fire safety and other evacuation exercises. Students are well briefed to cope with emergency situations. The site is safe with exemplary security arrangements. Buildings and equipment are clean and in good condition, providing attractive spaces and high quality resources for learning. The school has effective procedures for students arriving at and leaving the school. Highly effective Health and Safety policies and procedures are in place, clearly line managed and reviewed for effectiveness in a rigorous cycle. Provision for the storage of chemicals is robust. Risk assessments are in place for off-site visits. The school addresses issues of e-safety and educates students in ways of keeping safe on line. Healthy lifestyle is promoted through the curriculum and students are asked to review their own diet. They are encouraged to make healthy choices from the range available in the cafeteria. There is continuous access to drinking water. The full time nurse maintains up-to-date records on pupils' health and provides high quality medical care.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor and staff is of a high order. St Christopher's Secondary School is held in high regard by the local community. The board oversee school policies and the strategic direction of the school, ensuring all local requirements are met. They do not interfere with the management of the school; there are clear lines of demarcation.

The board ensures the school meets the safety, care and guidance requirements for all students. In addition they take responsibility for the recruitment and checking of staff credentials.

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. The Ministry of Education must approve the qualifications and status of teachers employed by the school before issuing work visas. This process requires the checking of original certification including the attestation of degree certificates and teaching qualifications held by teachers.

Staffing levels are excellent for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development. The school takes great pride in recruiting and retaining high quality, committed and hardworking staff. A substantial percentage of the teachers are UK trained and have recent English National Curriculum experience. All expatriate and local teachers, including those working in SPARTA (Sport and Arts Academy of St Christopher's) are required to produce either UK or local police checks in line with best safeguarding practice.

Teachers tend to want to stay at Christopher's and the average length of employment is 6 years. Teaching assistants are timetabled and shared across classes to further support the learning of the individual student. An extensive programme of CPD for teachers and middle leaders has been implemented. The impact of CPD on learning features strongly in the school's monitoring and reviewing cycles.

9. *Standard 5* The premises and accommodation

The quality of the premises and accommodation are outstanding.

The school buildings are well maintained. The leadership team are proactive in ensuring the environment is both attractive and safe. Maintenance staff are highly effective in their work ensuring high standards are met and maintained.

Classrooms are arranged to facilitate highly effective teaching and learning. Furniture and fittings are appropriately designed for the age and needs of all children. The central areas, corridors and classrooms are bright and conducive to learning. Sound insulation and acoustics allow effective teaching and communication. Lighting, heating and ventilation are effective. Flooring throughout the site is well maintained and is in excellent condition. The school has a number of specialist rooms including , 12 specialist science laboratories, 5 ICT rooms, 3 design and technology (DT) workshops, 3 music rooms, an open plan art studio, a specialist drama hall and studio and site-wide wifi for staff and students. There is also an extensive library which has in excess of 30,000 books, subscriptions to various magazines, a number of digital resources, DVDs, on-line resources as well as an adjacent IT Mac Suite. The library is an invaluable resource which is available to students throughout the day and they make good use of it.

Outdoor areas facilitate a wide range of play opportunities, support physical development and enhance the PE provision. Since the last accreditation visit a roof has been constructed over the outdoor sports pitch and a sports studio built. Washroom facilities are plentiful, hygienic and easily accessible. Medical facilities on site are appropriate with designated facilities for students with health issues.

The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. All students are able to enter and leave the school in safety and comfort. Policy and procedures provide clear detail and guidance for relevant staff.

Water and drainage systems meet local requirements and are tested regularly. Parents and other visitors sign in and are given ID badges on entry into the building. Security teams are on duty 24/7. There are plentiful areas for shade during non-contact time. Appropriate provision is made for religious observations.

The school has a rigorous recruitment process which is designed to attract and retain highly qualified and committed staff. Effective procedures are in place to ensure suitability of candidates. Line managers are involved in the recruiting of teachers in their curriculum area. A focus group of NQTs were highly complementary about the school's induction programme.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by the school to parents, prospective parents and its wider community is excellent.

St Christopher's maintains outstanding links with parents and the wider community.

Contact details of the school and the board are readily available. St Christopher's mission, vision and core values are prominently featured in relevant documents and publications and referenced as a key driver of school improvement.

The school is pro-active in keeping parents regularly informed about all aspects of their children's achievement, well-being and development. Highly effective systems are in place to ensure parents have regular, coordinated, accurate and up-to date information. All weekly letters are in electronic form and made available on the web site. A regular electronic, whole school newsletter updates parents on curriculum issues and school events, ensuring they remain well informed. A recently introduced app enables parents to access a wide of information on smart phones and other digital devices. The web site provides parents with essential curriculum information, including details of educational provision for pupils with additional learning needs. Academic results, including historical data is posted on the web site. There is also access to key policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and the sanctions the school adopts in the event of pupils misbehaving.

Regular informative written reports and consultation meetings with teachers keep parents well informed about their child's progress, level of attainment and attitudes to learning. A focus group of parents stated that home-school communication was excellent. The Principal meets small groups of parents on a regular basis with an open agenda. Detailed written feedback is given to parents in response to their concerns. Analysis of parent questionnaires confirms the school is held in high regard by the vast majority of parents.

The Friends of St Chris (FOSC) organise the annual Festive Fayre, Spring Fayre and Global Citizen's Day to which members of the community are invited. In addition the school takes the lead in numerous community events, for example BIC Wheelathon and Marathon Relay. Across the secondary school, students are involved in numerous community activities, for example entertaining the elderly and cleaning the beaches. Community service for senior students extends well beyond Bahrain, for example supporting projects in Thailand. The school hosts numerous BSME activities and local sporting events. The school participates in the annual Bahrain Model United Nations as well as hosting the St Christopher's Model United Nations Conference attracting delegates from schools across Bahrain.

11. *Standard 7*

The school's procedure for handling complaints

There is a formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations.

The complaints procedures are rigorously adhered to and highly effective in ensuring that a complaint is dealt with at the appropriate level. Written records clearly detail the process regarding individual complaints and a high level of confidentiality is observed. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any complaint.

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 outstanding.

The governing body are highly effective in discharging their responsibility. They hold senior leaders to account for all aspects of the school's performance. The Principal continues to be visionary in ensuring that the school remains at the forefront of educational development. The Principal and Head of School articulate the aims and vision of the school effectively. Rigorous methods are employed to ensure that all aspects of the school's aims and objectives are monitored, reviewed and evaluated. This process is sustainable and fosters continual development of the school.

The senior leadership team has effectively addressed the recommendations from the last inspection. Clear direction is reflected in the high quality of education, the care of pupils, and the fulfilment of the school's aims and ethos. Senior leaders have an accurate understanding of the school's performance. Collectively they are seeking ways of raising the quality of all teaching and learning to consistently outstanding. Professional development is linked effectively to priorities identified in the school development plan and to the needs which emerge from the performance management process. As a result, most teaching is of a high order, or at least consistently good and improving. There are positive and productive relationships between senior leaders and middle managers. There is however an inconsistency in the impact of a few middle leaders in ensuring high quality teaching and learning and the efficacy of target setting in students' books and folders to raise attainment.

The school's curriculum provides highly positive, memorable experiences and rich opportunities for high-quality learning. The school has a very positive impact on students' behaviour and achievement. In addition their spiritual, moral, social, cultural development and personal development is of a high order. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others.

Effective procedures for monitoring and tracking student progress are in place. The school has a wealth of data and continues to progress from data rich to data powerful.

The school's arrangements for safeguarding students are robust and meet statutory requirements. Rigorous planning and monitoring at all levels ensures that staff and resources are used judiciously to benefit nearly all groups of students.

The school leadership team values highly the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognized as valued members of the school team. This has created a strong community of professionals who work collaboratively and effectively.

The school actively seeks to recruit staff of the highest calibre. The school is successful in developing strategies for engaging with parents and carers.