



**British School  
Overseas**  
Inspected by Penta International

**Inspection report on  
St Christopher's  
Senior School  
Bahrain**

15<sup>th</sup> to 17<sup>th</sup> November 2011

Penta International  
is a Department of Education approved inspection provider

*This inspection was conducted against the standards introduced by the Department for Education (DfE) for British schools overseas. These standards are based on those for independent schools in England.*

*To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.*

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## 1. Context

### 1.1 What are the key contextual factors?

St Christopher's School is a co-educational, international school, providing a British-style education for pupils from the age of 3 to 18 years. The school is formally licensed under Bahraini Law as a private and non-profit making school. It is registered with the Ministry of Education of Bahrain as a 'Foreign Educational Institution'.

The school is presently situated on two separate sites some 17km apart.

All entrants from Year 1 and above sit an entrance test to establish their ability to access the curriculum. Pupils who have specific learning needs are accepted if the school judges it has the ability to support them. Around 4% of pupils are placed out of year group.

There are 2,075 pupils, representing 75 nationalities. The gender split is almost 50:50. The major nationalities are: 40% British, Arab nationals 20% (including 17% Bahraini), Indian 7%, American 6%, Pakistani 4% and Canadian 3%. Almost 50% of pupils have a native language other than English. The majority of pupils come from professional families, a significant number of which have at least one parent travelling extensively overseas on business.

The English National Curriculum forms the basis for the school's curriculum, with the addition of IGCSE in certain subjects. Post-16 students have the choice of following GCE Advanced Level or the International Baccalaureate Diploma Programme. In accordance with Bahraini law, all Arab nationals study the Arabic language during the school day – four and a half hours per week from Years 1-3 and three hours per week from Year 4-11. All Muslims, regardless of nationality, must also study Islam for one lesson per week. Muslim pupils may not be exposed to any other forms of religious teaching.

The Board of Governors of the school is responsible for the financial and strategic direction of the school. The Board comprises members representing the Founding Companies, the Dean of St Christopher's Cathedral, the Ministry of Education and parents. The Board delegates the leadership and management of schools to the Principal, who in turn delegates specific aspects to heads of school.

The Principal has been in post for 16 years. He is supported by a leadership team which includes the Head of the Senior School.

## 1.2 British nature of the school

The school aims to provide the best aspects of a British education in a suitable cultural context. The name of the school and its links with the Anglican cathedral in Bahrain help to establish its identity. The school is a member of the British Schools in the Middle East. The language of the playground is English and the educational terminology derives from the UK.

Over 40% of the pupils are British nationals with experience of UK state and independent schools or other British International Schools.

Over 90% of staff are British nationals with British qualifications who have taught in the UK. Nine out of the 13 senior managers hold the National Professional Qualification for Headship (NPQH). The school contracts British educational professionals to deliver aspects of the continuous professional development (CPD) programme.

The English National Curriculum forms the basis for the school's curriculum with the addition of IGCSE in certain subjects. Post 16 provision includes GCE A level or IB Programme.

The school uses a variety of UK assessment methods including A-Level, IB, GCSE, IGCSE, MIDYIS, Yellis and Alis. Thus the school is easily able to make comparisons with British expectations and use the findings as a way of monitoring standards. In addition, pupils are able to access higher education both in the UK and abroad. All Year 13 students this year are applying for university, the majority in the UK.

Strong links are maintained with the UK for a range of professional development opportunities. Recent staff training has been provided by Ian Gilbert, Ros Wilson, Paul Ginnis, David Hodgson, Sir John Jones and Professor Geoff Southworth.

The curriculum is enriched by a wide range of curriculum and extra-curricular activities including drama, music, sports activities and Duke of Edinburgh's Award. A House system and student council provide further enrichment opportunities. Field trips to support learning are undertaken each year and include trips to the UK.

Parents are supportive of the British nature of the curriculum. Interviews with parents and feedback from parental questionnaires suggested they appreciate the high quality of education delivered at St Christopher's School.

The school is an active member of the British Schools in the Middle East (BSME) and is involved in a range of subject cluster groups where good practice and current UK initiatives are supported.

## 2. Quality of learning

### 2.1 How effective are learning and teaching?

Pupils and teachers enjoy excellent relationships with a high degree of mutual respect. Effective lesson planning enables them to take an ever increasing responsibility for their learning, as they progress through the key stages.

All pupils in all parts of the Senior school enjoy and respond well to challenge, and to opportunities for independent learning. They are capable learners and enjoy using self-assessment and peer assessment techniques. In a Year 8 physical educational (PE) lesson, pupils were encouraged to discuss success criteria with each other and assess the level at which they were working. Good examples of assessment of prior learning at the start of the lesson were seen in English, mathematics and science. Pupils are challenged appropriately and given opportunities to think independently through prompts and appropriate question/answer techniques. In a Key Stage 4 mathematics lesson, for example, the teacher provided prompts which enabled pupils to master complex formulas using a calculator. Teachers facilitate independent and peer learning, as well as whole class teaching. In a Year 7 English lesson, pupils were encouraged to reflect and think critically about the characteristics of good biographical writing. Effective plenaries were observed in many lessons: particularly good examples were seen in Year 7 drama and mathematics, and a Year 9 ICT lesson. Practical sessions in the sciences at Key Stage 5 resulted in particularly effective learning.

A common planning template is used throughout the Senior school clearly specifying learning objectives and success criteria. In addition, lesson plans make clear assessment criteria and thinking skills to be developed. Collaborative departmental planning encourages teachers to become ever more reflective practitioners.

In nearly all lessons, pupils demonstrated advanced learning skills, as evidenced by the high quality of questioning and answering. Information and communication technology (ICT) is used effectively to promote and develop numeracy skills.

## 2.2 How well are pupils cared for, guided and supported?

Lesson observations across the key stages clearly indicate that pupils enjoy their learning and have the maturity to engage successfully in a wide variety of learning activities. Feedback from focus groups, lesson observations and informal conversations with pupils clearly indicated a genuine care for one another and for the wider community, along with a concern for the environment. Pupils interviewed both formally and informally were articulate, courteous, self-assured and confident in speaking to adults. They were unanimously proud of their school. The behaviour of the pupils is outstanding.

Appropriate policies and procedures are in place to ensure a safe and caring environment. An emergency evacuation and full lock down were successfully completed. There is a secure boundary wall and guards are present at the only gate, monitoring the flow of people in and out of the school and providing identification badges where appropriate. Plants and shelters provide adequate shade for pupils. Toilets are clean, free of graffiti and soap is provided. The infrastructure appears to be in excellent condition.

Supervision of pupils at break times, before and after school, is well organised. Procedures for taking pupils out of school are monitored by SMT and include risk assessments. After school club registers are kept by individual teachers, but there is no centralised system for ensuring the school knows which pupils are on site after school.

Chemicals are securely stored in a locked cupboard. Cover for absent teachers is communicated through email and by printed copy in the main office and staffroom. The pupils, through the school council, campaigned to improve the quality of food on offer at break times. Through their initiatives, a new company was employed, and range of healthy options were introduced, including salads and fresh fruit, both of which are popular. Water coolers are readily available around the school, and kept well stocked.

Medical records are kept by the nurse. Appropriate information is shared with staff to ensure they are aware of individual pupils' needs. The Head of Learning Support is in contact with appropriate external agencies and liaises with parents as required.

Pastoral care is provided through Heads of Year, working collaboratively with Assistant Heads. Pupils spoke highly of their form tutors and their approachability. Regular pastoral briefings, year group assemblies and a house system help foster good relationships across the age range. Key Stage 3 pupils are mentored by Year 11 prefects. The school employs a careers counsellor for pupils in Year 9, Year 11 and the Sixth Form. Homework diaries are comprehensive and valued by pupils.

In Key Stage 5, there are rigorous systems in place to track pupil progress. Progress and targets are reviewed with individual pupils every 6 weeks. This ensures that targets

remain clear to pupils: where the pupil is already achieving the target, it is adjusted to increase challenge.

In Key Stage 3, many pupils achieve at least 2 National Curriculum sub-divisions improvement each year. Some raise their levels by 4 or 5 sub-divisions, which is well above what is expected. Departmental tracking sheets identify individual pupil achievement, progress and targets. The impact of communication of the targets to the pupils however is not consistent. In some subjects, pupils stated that they are unaware of the level they are aiming for and what they need to do in order to improve the standard of their work. A scrutiny of exercise books during lessons, across a number of subjects, indicated inconsistent marking. In addition, communication of targets and improvement strategies was not secure in some subjects. Pupil feedback, observation of lessons and scrutiny of books indicated that best practice is found in English.

In Key Stage 4, tracking of individual pupils ensures progress is maintained towards reaching their target grades. In Year 10, pupils who are not making appropriate progress are provided with a mentor to provide them with support and challenge through the Key Stage. The impact of this strategy will be monitored closely when exam results are published for the year group. In Year 11, pupils have 2 targets – one based on their predicted grades and one including value added.

The school leadership team is currently seeking an appropriate software package which will allow the school to effectively and efficiently monitor relevant data for specific groups of pupils. In order to ensure that pupils continue to achieve high standards, a rigorous performance management process is in place which includes quantifiable pupil targets.

## 2.3 How well does the curriculum meet pupils' needs?

The school provides a broad range and balanced curriculum supported by a wide range of extra-curricular activities. Learning is differentiated through setting, for example in mathematics, through grouping and by targeting specific named pupils in lesson planning. Extension activities are evident in lesson plans and lesson observations. For example in a Key Stage 4 history lesson, a 'challenge' corner provided more challenging tasks for pupils to tackle. In addition, course work provides extension opportunities. Pupils are encouraged to strive for the highest level of personal achievement in all aspects of their lives.

The school provides a wide range of extra-curricular activities. These include a sporting activities, dramatic and performing arts, as well as school trips and community service. There is a high level of uptake in all activities offered, including the Duke of Edinburgh's Award. Indeed sometimes pupils have to be advised to reduce their commitment in order to meet learning demands.

In Key Stage 3, pupils are offered the opportunity to study two foreign languages. In Key Stage 4, pupils are offered a wide range of subjects, whilst at the same time ensuring the resultant choices remain broad and balanced. In Key Stage 5, pupils may choose between the IB and A level. Timetabling is suitably flexible to best meet the needs of individual pupils.

Curriculum planning, across all Key Stages, provides a range of assessments, including peer and self-assessment for pupils to evaluate and identify their own targets for improvement. Teachers assess pupils against National Curriculum levels or GCSE criteria. Nearly all pupils attain high standards as a consequence of the quality and implementation of the curriculum

## 2.4 How well does the school work in partnership with parents, other schools and the community?

Parents are key partners in supporting the school to ensure pupils achieve high standards both academically and in their personal and social development.

Recent parental surveys suggest overwhelmingly that the school is a very happy place. This was borne out in discussion with pupils. Indeed for many parents, the school was a major factor in the decision to extend their contracts in Bahrain. Parents are actively encouraged to visit the school, attending assemblies and curriculum evenings, visiting classrooms during the school day and participating in coffee mornings.

The Friends of St Christopher's provide additional fund-raising support.

The school engages with the community through the service element of the IB programme in the Sixth Form and there is a developing programme of community service lower down the Senior school. Examples include a programme with the local Pakistani School called 'Reading Rocks' in which pupils go to help 8 to 9 year old children with their reading. The Regional Institute for Active Learning, a special education needs unit for children with communication and learning disorders and the BSPCA (the local RSPCA) have benefitted from pupil support. The Green Machine is a new environmental and re-cycling initiative. Foreign trips to Thailand, India and Tanzania encourage pupils to develop a concern for global issues.

There are many links with other schools through BSME, the Young Musicians of the Gulf and numerous sporting fixtures.

## 2.5 How well does the school prepare pupils for future learning?

St Christopher's has rigorous and secure procedures in place to ensure that pupils are well prepared for progression through the key stages. The school actively develops the creativity, critical thinking and independent learning of its pupils. The transitions between the key stages are well managed. For example, the transition from Key Stage 2 to Key Stage 3 includes using feedback from pupils, transfer meetings, joint assemblies, the allocation of buddies as well as information booklets. Secondary staff visit Year 6 classes with more frequent contact by the Learning Support staff for pupils with special needs. All children, including those who are new to St Christopher's, come to an induction day; an induction evening is held for parents.

Transition units of work in maths and English start in the Primary school and continue into the Senior School. Wall displays in the English and DT corridors evidence this co-operation. Selective interviews of children before and after the transition are built in as a form of quality control.

The transitions across the key stages include a range of appropriate documentation accompanied by presentations and opportunities for discussion. Post 16 students receive individual careers guidance, university entrance advice, mock interview practice and external advice. Leaving students complete an exit questionnaire and this informs future planning. In addition, there is an alumni section on Facebook and returning students contribute to newsletters

### 3. Standards achieved by pupils

#### 3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

In Key Stage 3, nearly all students are achieving age-related standards across the curriculum. The school collates data from National Curriculum style assessments and monitors these closely against standardised tests, in order to assess student progress and achievement. The school's value added measures and student tracking systems indicate that many Key Stage 3 students are achieving levels above or well above the UK standards. Most students achieve high standards and make good or excellent progress in relation to their capability.

Departmental tracking sheets highlight individual students' achievements and value added data using National Curriculum sub-levels. The school's student information database enables all teachers to have easy access to reports on progress and attainment. Overall, students in Key Stage 3 are building on their achievement at the end of Key Stage 2; nearly all are provided with appropriate levels of challenge.

In 2011 GCSE examinations, nearly all KS4 students achieved well above the UK average:

- 98% of students achieved 5 or more A\* - C grades;
- 96.3% of students achieved 5 or more A\* - C grades including English and mathematics - this is well above the 2011 UK figure of approx. 53%;
- 36.4% of grades achieved were A\*/A, with 59 students achieving 5 or more A\*/A grades;
- 100% of students studying Art, English literature and Music achieved A\* to C. 16 out of 20 subjects offered at GCSE achieved 90% or more A\* to C grades;
- 73% of students met the requirements of the English Baccalaureate. This is well above UK averages.

In 2011, A-level students similarly achieved well above the UK average:

- 14% of grades attained were A\*, compared to 8% in UK
- 39% of grades attained were A\*/A
- 66% of grades attained were A\*/B

In 2011, 88.5% of the 26 International Baccalaureate students passed the diploma. This was well above the worldwide average of 78%. The percentage of students achieving IB grade 6 or 7, increased by 5% from last year.

In 2011, value added was positive at GCSE, AS and A level using standardized external measurements. Year 11 exceeded their predicted percentage of 5 A\*-C grades.

### 3.2 How well are pupils' attitudes, values and other personal qualities developed?

St Christopher's students are a credit to their school both in terms of their approach to their studies and their behaviour. They are welcoming, friendly, happy and courteous and clearly enjoy the 'St Christopher experience'.

The school has appropriate policies and procedures in place in order to ensure high levels of attendance and punctuality. The Key Stage 3 student focus group confirmed that attendance is high and that monitoring is effective. Overall, student attendance levels are approximately 96%. Teachers, form tutors and the SMT monitor attendance regularly. Registers are taken at the start of the school day. Teachers were observed taking registers at the start of their lessons. The school's expectations of students' regular attendance and punctual arrival to school and lessons, are communicated effectively to parents through letters, booklets, student diaries and meetings. The Senior Management and Leadership team are proactive in identifying particular dates in the Islamic calendar and activities in the local community which may impact on student attendance. This ensures that teachers' lesson planning and assessments takes into account these dates and helps to ensure that students' learning is not disadvantaged. The school has a good awareness of the factors which impact on pupil punctuality and implement appropriate strategies to reduce the impact on pupil learning.

The school's reward systems, activities, competitions and the positive encouragement of its teachers, all contribute to the positive ethos of the school.

In all observed lessons, pupils listened attentively and respectfully to their teachers and to their peers. They followed instructions carefully and settled to the wide range of tasks and activities quickly. They appeared confident in class and group discussions and were happy to question their teachers in order to attain greater clarity of understanding. In many of the lessons observed, pupils were encouraged to check their understanding with fellow pupils; they responded positively to ideas and suggestions offered by their peers.

The school has high expectations of the pupils and their behaviour is exemplary. No poor behaviour was observed in lessons and pupils move around the school in a calm, orderly and responsible manner. At break time Key Stage 3 pupils sit in groups outside, enjoying their lunch and talking with their friends. Some pupils were observed using the PE facilities and others made use of the library and specialist areas such as Design and Technology classrooms to enhance their studies. Key Stage 4 and 5 pupils use the canteen facilities for their lunch. They were observed sitting in groups and enjoying their lunches in a mature and responsible manner. Behaviour at the start and end of the day is also outstanding. Pupils move to and from the buses or private transport sensibly and with due care.

Pupils are provided with a range of opportunities to exercise responsibility and develop personal qualities. The school encourages pupils to take part in community service programmes and charity activities to support others who are less fortunate. Pastoral guidance is provided by teachers and form tutors. Assemblies, enrichment activities, PSHE and multi-faith religious education lessons (for non-Moslem pupils) foster principles of a caring and supportive community which is sensitive to the different beliefs and cultural diversity of St Christopher's School.

The school has a strong and empowered elected student council. The council meets without teachers and takes their proposals to the Senior Management and Leadership team. The student council and focus groups stated that they have excellent relationships with their teachers. Prefects take responsibility for organising activities for Year 7 pupils during registration periods once a week. The prefects reported that this helped them to develop leadership skills: the Year 7 pupils stated that it helped them to establish relationships and a sense of belonging within their year group.

## 4. Leadership and management of the school

### 4.1 How well is the school led and managed?

The Principal provides exemplary leadership. He has a clear vision for the school, and the skills, knowledge and disposition to develop and articulate a shared goal of continual improvement. The Principal takes a firm strategic hand in monitoring the success of all students and encourages effective levels of accountability for all staff involved in developing the learning and well-being of students at St Christopher's. This was clearly evidenced through the delegated responsibilities and the effective whole school improvement planning.

He leads the Leadership and Management Team (LMT), consisting of himself and the Heads of Infants, Juniors and Seniors: this is the school's major policy-making body. Together they form an outstanding team that ensures that the vision and preferred practices of the school are applied consistently across all key stages. A very positive learning culture is promoted throughout the school.

The management of operations, facilities and resources is excellent. This is based on clear pathways of delegation, promoting a safe, efficient and highly effective learning environment. Leading and guiding successfully, the principal ensures that the school responds effectively to students, parents, community members and the diverse range of community interest. As a result, St Christopher's is a highly respected and valued community member.

The Board of Governors are highly effective in their role of 'critical friends' and have made a valuable contribution to ensuring St Christopher's is an outstanding school. The Board has an established complaints procedure that meets all the requirements for 'best practice': no formal complaints have been made to the board during recent years.

The implementation of the roles of guidance, support and monitoring by the board is outstanding. Clear policies provide concise details on responsibilities and accountability of the board and principal. This clear structure highlights areas of accountability and avoids 'over' and 'micro' management. Governors have a clear understanding of their individual and collective responsibilities, and ensure high levels of attendance and involvement at all Board meetings. The collective contribution of the board members is excellent: they add significantly to the continual process of improvement at St Christopher's.

In partnership with the principal, senior leadership and management team and wider community, the Board provides a high quality of guidance, support and challenge. This has ensured that the school both operates highly effectively and undertakes a range of inspirational developments.

Leadership and management within the Senior school are outstanding. Senior leaders provide clear educational direction. They know where the school is going and how to get there. There are positive and productive relationships between senior leaders and middle managers. Management at all levels is highly effective in identifying priorities for improvement, planning to meet those priorities and implementing decisions. Professional development is linked effectively to priorities identified in the development plan and to the needs which emerge from the performance management process.

Middle leaders who were interviewed, spoke highly of the school based 'Middle Leadership Training Programme'. They could clearly articulate the positive impact this was having on their professional practice.

Appropriate procedures for monitoring and tracking pupil progress are in place. The school has a wealth of data and are clearly moving from data rich to data powerful.

Overall, the quality of leadership in the school is well above standard.

## 5. Quality of provision

### 5.1 How good are the accommodation, the staffing levels and the resources?

The overall quality of the premises is of a high standard. The school benefits from a comprehensive range of facilities which support and enhance learning. The large sports hall, swimming pool, outdoor tiger turf, specialist PE classroom and a health related fitness room extend pupils' educational experiences. In addition, specialist science laboratories, ICT rooms, design and technology (DT) workshops, music rooms, open plan art studio, specialist drama hall and studio, 12 specialist science laboratories, 5 ICT rooms each with 25 networked computers, all support the learning of pupils. 83 classrooms are fitted with an interactive whiteboard. An extensive library, comprising digital as well as written media, effectively supports pupils in their learning. It is well used.

The school has correctly identified a range of needs: updating the air conditioning system, enlarging sixth form provision and the canteen, improving car parking and storage facilities, for example. In addition, there are some porta-cabins in use for storage. There is no auditorium or dedicated large assembly space which can accommodate the whole school.

A planned maintenance programme ensures the safety of the building and the grounds.

St Christopher's takes great care to recruit and retain highly qualified and committed staff. 90% of teachers are UK trained, have English National Curriculum and GCSE / IGCSE / A level or IB experience. Staff development ensures that teachers are fully trained to deliver any new subjects or specifications introduced. Job descriptions for teachers and those with responsibility allowances are clearly defined. Teachers are supported by 5 full-time laboratory technicians, 3 librarians, 3 ICT technicians, 1 design and technology and 1 art technician.

The school is well staffed. The teaching requirement is appropriate and in line with academic and pastoral responsibilities. The school endeavours to maintain a maximum target of 22 pupils per form group across Key Stage 3. At GCSE numbers are dependent on pupil option choices and in subjects that set by ability; top sets may exceed 22. Post 16, numbers are dependent on pupil option choices.

## 6. Overall effectiveness of the school

### 6.1 How successful is the school?

Overall the Senior school provides a quality of education that is well above the DfE standards. The school is successful in meeting its vision of providing seamless, high-quality British style education to pupils, from nursery to sixth form. This vision is clearly understood by all stakeholders: it provides the focus for all school developments and improvements. Leadership is outstanding.

St Christopher's has very high expectations of all its pupils and they respond by making excellent progress in their lessons and external examinations.

The school is highly successful in enabling all pupils to develop their personal skills and qualities. Pupils are thoughtful, well behaved, treat others with respect and have excellent social skills.

St Christopher's has implemented a curriculum that engages pupils effectively and is well matched to their needs, interests and aspirations.

The school is held in high regard by the wider community and parents. The pupils are proud to be members of the school community and value the opportunities it provides.

## 6.2 What the school does well

There are many strengths in the Senior school. The following are the most important:

The overall quality of pupils' achievements is well above standard. The school has implemented a broad curriculum that provides challenge and encourages all to excel.

The principal is inspirational in his drive to continually improve all aspects of the school. The school uses the latest research findings to ensure it remains at the cutting edge of school improvement.

Senior leaders under the guidance of the principal provide strong leadership and management. The vision of the school is effectively shared and is focused on the continued drive to further enhance the high standards achieved. The collegiality of all sections contributes to a common drive and purpose that is supportive and effective.

Across the school, the curriculum is enriched by a strong programme of personal, social and health education. A wide range of extra-curricular activities provide pupils with the opportunity to develop their interests.

Throughout the school, the quality of relationships is exemplary. Pupils show genuine concern for the needs of others and display great self-awareness and confidence.

Teaching standards across the school are high. The large majority of lessons monitored were good or very good; some were outstanding and none were unsatisfactory.

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

Pupils' attitudes to learning are excellent. Pupils listen to their teachers and each other, taking a shared responsibility for their learning.

Teachers and support staff provide a high level of care and guidance to all pupils, helping to create a highly positive climate that celebrates each individual's achievements.

All policies regarding the health and safety and well-being of pupils are in place.

The school provides high quality accommodation and resources.

### 6.3 What should the school do to improve further?

Areas for consideration are to

- develop a more consistent approach to target setting across Key Stage 3 to enable pupils to have a clearer understanding of how to improve;
- ensure the school marking policy is adhered to across Key Stages 3 and 4;
- develop a centralised system to ensure that the school knows which pupils remain on site at the end of the school day.

### 6.4 Does the school meet the DfE standards?

St Christopher's Senior School has many aspects that are outstanding: the quality of education provided exceeds all the standards set by the DfE.

#### **Evidence source/s**

During the inspection, more than 45 full or part- lessons were observed across the whole school, school documentation and policies were analysed, pupils' workbooks were scrutinised, and discussions were held with senior staff, middle managers and a range of teachers and groups of pupils. Some parents were also asked for their views on the school. Two whole school days were monitored.