



British School Overseas

Inspected by Penta International

Inspection report

St Christopher's Senior School

Bahrain

Date

7th - 9th April 2019

Inspection number

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 64 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the governors, senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Sheila Smith. The team members were Gerry Cranfield, Greg Barker, Martin Daly and Phil Holden. A simultaneous inspection took place in the primary school.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

St Christopher's Senior School is an outstanding school.

It provides high standards of academic attainment. Teaching is outstanding. The spiritual, social, moral and cultural aspect of the school is outstanding. Students are confident, articulate, polite and well behaved. They leave the school as well qualified young people ready to take up a positive role in society. Governors and senior staff have a clear vision for the school. All staff, academic and administrative, are dedicated to doing the best for all their students, providing outstanding care and support. The leadership provided by the principal and other senior leaders is excellent. The curriculum is broad and balanced and further enhanced by an extensive programme of extra-curricular activities. The students and parents are passionate supporters of the school.

3.1 What the school does well

There are many strengths at the school, including the following:

- Students who are well behaved, eager to learn, confident and articulate.
- Excellent teaching staff with outstanding subject knowledge who recognise their duty to deliver meaningful, carefully planned lessons.
- Excellent administrative staff who enable the school to run effectively on a day to day basis.
- The tangible impact that the principal is already achieving with his collaborative and inclusive approach.
- Leaders and managers have a deep and accurate understanding of the school's effectiveness which is fully informed by the views of students, parents and staff.
- The collegiality of all staff, both teaching and non-teaching, contributes to a common drive and purpose that is supportive and highly effective.
- The quality of relationships is outstanding. Students show a genuine concern for the needs of others and display a high level of self-awareness and confidence.
- The quality of teaching with significant numbers of outstanding lessons.
- Excellent academic results.

- The effective use of technology.
- Students' spiritual, moral, social and cultural awareness is outstanding.
- Governors' commitment to the school.
- The whole school community underpins the success of St Christopher's. Across all departments, key stages and year groups, teams of workers strive to ensure that the students are cared for academically, socially, physically and emotionally.

3.2 Points for improvement

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

- Further embed and develop the inspiring drive to be the best, ensuring St Christopher's School develops as a world class innovative leader in British and international education for the 21st Century.
- Develop further the opportunities for the personalisation and creativity of the curriculum to enhance learning opportunities.

4. The context of the school

	St Christopher's School (Senior School)
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Full name of School					
Address	Postal Address: PO Box 32052, Isa Town Kingdom of Bahrain		Physical Address: Building 115, Road 4109 Block 841, Isa Town, Kingdom of Bahrain		
Telephone Number/s	+973 17605003 (Principal's office) +973 17605300 (Senior School)				
Fax Number	+973 17605020				
Website Address	www.st-chris.net				
Key Email Address/s	simon.watson@staff.st-chris.net (Principal) nick.wilson@staff.st-chris.net (Head of Senior School) sarah.bull@staff.st-chris.net (Principal's PA)				
Principal/Headteacher	Principal: Dr Simon Watson Headteacher: Mr Nick Wilson				
Chair of Board of Governors/Proprietor	Mr Tim Murray				
Age Range	3-18 years (including the primary school)				
Total number of students	2,336	Boys	1153	Girls	1183
Numbers by age	0-2 years	0	12-16 years	869	
	3-5 years	291	17-18 years	277	
	6-11 years	894	18+ years	5	
Total number of part-time children	0				

St Christopher's School is a co-educational international school providing a British style education for students aged from 3 to 18 years in Bahrain. The school is mandated to deliver the Bahraini Arabic curriculum to Arab nationals. In addition, Islamic Studies (for Muslim students) and Citizenship (for Arab nationals) are both taught according to Ministry curricula

and time allocation. St Christopher's School is licensed under Bahraini law as a private and non-profit making school and is the only non-profit making school delivering the English national curriculum in Bahrain. St Christopher's is registered with the DFE (Department for Education) in England and as a 'Foreign Educational Institution' with the Ministry of Education in Bahrain.

St Christopher's is the oldest British curriculum school in Bahrain and was originally hosted within the St Christopher's Cathedral site when it was established in 1961. The school is currently situated in two separate sites. The infant and junior schools are based in Saar and a senior school is situated in Isa Town.

Key features of the school include the following:

- St Christopher's has over 65 different nationalities
- There has been a decline in the number of British expatriate families from over 40% to 36%. This reflects the move by companies to employ locals for roles that were previously filled by expatriates
- The senior school is situated in Isa Town some 17km from the primary school
- The school is actively seeking to build a new senior school in Saar in order to enhance the capacity for younger and older students to work together
- The principal was appointed in Aug 2018. He took over from the previous principal who had been in post for 23 years. A new vision and rigorous self-review has led to an extensive whole school development plan which feeds into the senior school development plan
- All students have to satisfy admission criteria to ensure that they can access the curriculum
- The school has developed and enhanced child safeguard training for all staff
- Developing teachers' competency in the use of Google educational tools and promoting digital citizenship and online safety

4.1 British nature of the school

St Christopher's senior school is palpably British in style and character. Its ethos meets the BSO standards. The school is a member of British Schools in the Middle East (BSME), Association of British Schools Overseas (AoBSO) and the primary school is a member of Independent Association of Preparatory Schools (IAPS). There are strong links between St Christopher's and the UK. British values are promoted through the school's own values.

- The overall ethos and appearance of the school is British and is equivalent to that found in an independent school in the UK.
- The leadership and management structure are in line with structures in the British system.
- The school is a member of the Headmasters' and Headmistresses' Conference (HMC).
- There are strong links between St Christopher's and the UK. 36% of the students are British nationals.
- 85 % of the teaching staff are British.
- All in-service training (INSET), including that which is on child safeguarding, follows British Schools Overseas (BSO) and Department for Education (DfE) guidelines.
- All staff that are in regulated activity are Disclosure Barring Service (DBS) checked or International Child Protection Certificate (ICPC).
- All lessons (apart from Arabic and modern foreign languages) are in English.
- The school is organized according to the structures used in English schools. Three term year, age-related year groups and the importance given to pastoral care contribute to a British feel of the school.
- Like many British schools St Christopher's has an established house system that offers the students a sense of community.
- The school ensures that students who wish to enter or re-enter the UK educational system are well provided for.
- A UK approach to performance management with formal observation, review meetings and target setting.

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- The curriculum is British in nature and respects the local context and culture. The National Curriculum for England is followed with GCSE, IGCSE in certain subjects. The International A level and the IB Diploma Programme are on offer in Key Stage 5.
- St Christopher's uses a range of UK assessments to track the progress of its students against those in the UK.
- An extensive range of extracurricular activities to extend the academic, sporting and creative opportunities for students are akin to those found in UK schools.
- Students are encouraged to take part in the Duke of Edinburgh's award at bronze, silver and gold level.
- Student voice. Leadership opportunities are offered through an active Student Council, House Captains, Prefects, Sports Captains, Head Boy and Head Girl and the Senior Student Leadership Executive Team.
- The role of democracy is embraced in the school holding elections for the positions of Head Boy and Head Girl.
- Communications home to parents are in English.
- The school celebrates UK traditions and events. These include visits to the British Embassy for Remembrance Day, visit to HMS Blyth, a visit from the Marine's Band, charity football.
- Two thirds of students go on to universities in the UK.

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

The quality of education provided is outstanding. The school fully meets the standards for BSO.

5.1 Curriculum

The curriculum provision is excellent.

There is full time supervised education for students of compulsory school age. The principal language of instruction is English. The curriculum is broad and balanced, based on the National Curriculum of England and is reflective of being in Bahrain and the school's international context. The school complies with local statutory requirements by delivering the Bahrain Arabic curriculum to Arab nationals and Islamic Studies for Muslim students and fully meets the curricula and time allocation requirements of the Ministry of Education.

The school has a written curriculum policy that ensures that the curriculum is broad, balanced and relevant and is supported by appropriate plans and schemes of work. The curriculum provides students with a wide range of opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of learning. The curriculum provision fully complements the school's aim to develop their students to become 'Autonomous Learners, Global Citizens and Competent Individuals'. The curriculum could be further enhanced by developing personalisation and innovation.

The curriculum policy, procedures, detailed teacher planning and delivery is overseen and reviewed by the senior leadership team and enables students to develop their speaking, listening, literacy and numeracy skills as they move through the school. Senior and middle leaders are responsible for ensuring the key skills of all subjects are mapped with clear progression. Curriculum reviews ensure content and skills are regularly updated to better meet the needs of the different groups of students. The policies, plans, teaching and inclusive ethos of the school take into account the needs of all students, including those with special educational needs, gifted and talented and English as an additional language (EAL) speakers.

The English National Curriculum provides the framework for teaching and learning in Key Stage 3. At Key Stage 4 all students follow a comprehensive GCSE programme where students study a core of up to eight subjects with a choice of a further two from a wide range of twelve subjects. At Key Stage 5 students are supported when deciding between an A Level or International Baccalaureate route. The school's commitment to its post 16 education is reflected in the fact that it offers students a choice from twenty-one A Levels as well as the Extended Project Qualification.

The new Key Stage 3 and 4 Data Hub facilitates the effective tracking of student progress and enables swift intervention with underperforming students. Support is offered, noticeably to students with specific EAL needs. Teachers make effective use of the Data Hub to use benchmark data from CAT 4 to plan appropriately pitched lessons to meet the needs of all learners, and particularly to challenge more able students, adjusting targets upwards when they need to be more aspirational.

The school has developed a whole school approach to online safety and e-learning. All students in Key Stage 3 have a discrete ICT lesson where, as well as developing their competence in ICT and computing, they develop digital awareness and leadership using the school's 'Digital Leadership Framework'. Key Stage 4 students follow the Cambridge IGCSE syllabi for ICT and computer science. The Cambridge A level information technology course is offered to Key Stage 5 students.

Planning and delivery of the school's enrichment programme and personal, social, health and economic education reflects the school's aims and ethos, is relevant to the ages and needs of students throughout the school. It encourages respect for human differences. The curriculum provides for a wide range of opportunities for students to learn about British values both within the curriculum and through the extra-curricular programme. The values of democracy are seen through the hustings and elections of senior students within the school. The Philosophy for Children (P4C) programme greatly contributes to developing students' awareness of the values of tolerance, respect and understanding of differences between individuals and groups in society.

The wide-ranging enrichment programme runs throughout the school. This builds from Year 7 to Year 13 and covers all aspects of the personal development of the students. The impact of this programme can be seen across all key stages. The manner in which the students interact with each other is impressive in its cooperative, thoughtful, and caring nature. The impact of this programme is evident through the range of high-quality displays across the school that celebrate students' achievements as well as an awareness of the world at large. An assembly presentation to students and art display celebrating World Down Syndrome Day had clearly had an impact on students' views.

Transition from key stages is managed well with effective pastoral and curriculum cross-phase liaison supporting a near seamless move from one site to the other. Interviewed students reported feeling well prepared for their move to the senior school and were grateful for the two weeks of grace to allow themselves to find their way around the campus. Students felt well advised prior to making their

choices for GCSE with a range of events and activities to help them make informed choices. Similarly, students felt they had sufficient information to make the choice for post 16 and university but expressed a desire for a transition day in Year 11 to try out A Level and IB subjects prior to making their choices.

The school has a well-developed network of alumni who provide 'buddy' support for students moving to universities. Past students also provide detailed information to careers and specialist staff about courses they are studying in order to help current students with their university choices. All students are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Students are able to enter or re-enter the UK educational system at an appropriate level without any difficulty.

5.2 Teaching and assessment

Overall, teaching and assessment at St Christopher's Senior School are outstanding.

Lessons throughout the school are good or better with many outstanding. The school's 'Framework for Learning', which is a guide to the structure of learning and outcomes throughout the school, provides a pedagogical approach founded on evidence-based research, the practice of which is evident in the best lessons. Under the guidance of the new principal, the school continues to review and streamline the framework.

Teaching and assessment at Key Stage 3 in all lessons is good or better. In many observed lessons the quality of teaching was outstanding. A key strength of all the lessons seen, is the positive relationships in the classrooms between teachers and students and, significantly, between students themselves. Lesson plans and observations indicate that all teachers know their students and show a good understanding of the aptitudes, cultural background, needs (including the needs of SEN and EAL learners) and prior attainments of the students in their class. Interviewed parents stated that they are confident and happy that the teachers know their children and ensure that they make good progress.

Teachers encourage students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. Students throughout the school have opportunities to develop their physical and creative effort both in lessons and outside the classroom through the extensive range of musical, dramatic and artistic activities alongside numerous sporting events. There is a common thread of co-operative learning in many lessons, with students confident to take risks, feeling supported by their peers. This was particularly noticeable in a Year 8 Drama lesson where students were 'physicalising' a piece of text from Macbeth: students were confident in expressing themselves both physically and verbally, regardless of latent ability. Students' critiques of each other's work were supportive, empathic and constructive.

The effective and appropriate use of digital technology across the school is evident in most lessons. Some teachers make effective use of interactive whiteboards to support learning and motivate students. In a few lessons, students used their personal mobiles as a resource. The effective use of technology is seen as a useful learning tool for students as well as an opportunity to use technology to enhance the learning experience. A truly inspiring use of this was a Year 9 geography lesson where virtual reality headsets were used to explore a river from source to sea - particularly useful in

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a country with no rivers. In the best lessons, there is a real buzz about learning, with students actively engaged in their work, often working in pairs or small groups, with a differentiated approach employed to meet the needs of a range of students.

Almost without exception, the standard of teaching and learning in KS4 is good or better, with a substantial number of outstanding lessons observed. Excellent subject knowledge on the part of teachers is consistently applied. Nearly all students are self-motivated and demonstrate a desire to do well. Students behave impeccably. The most effective lessons are clearly planned carefully, detailing a variety of challenging, well-timed and well-paced tasks intended to inspire and motivate students. One Year 11 History class clearly engaged with the performance of their responses on the 'Pilgrimage of Grace' to music, while being assessed by the rest of the class according to appropriate assessment criteria.

In nearly all lessons, students are given opportunities to work independently and collaboratively, doing so with gusto and making excellent, demonstrable progress as a result. In a small minority of the lessons observed there was a lack of variety in tasks and pace reduced opportunities to maximise learning. In a number of lessons, particularly in art, graphic products and mathematics, teachers demonstrated an acute awareness of their students' capabilities and provided highly effective modelling to support students' progress, ensuring equality of access to learning. Planned, targeted support and differentiation making use of effective scaffolding, differentiation by task, including extension activities, additional instructional videos and structured peer-support is evident in the best lessons. In a few lessons, differentiation was solely by outcome or did not appear to be explicitly planned for.

At Key Stage 5, the teaching in both A-Level and IB lessons is frequently outstanding and nearly always good or better. Across the full breadth of subjects offered post 16, teaching is thoughtfully planned and grounded in excellent subject knowledge from teachers. Teaching is most successful where students are challenged to extend their learning and to formulate structured, developed, justified answers. In a Year 13 A-Level Psychology lesson, the teacher executed the perfect balance of short, meaningful student-centred tasks and teacher-led explanation with directed, challenging questioning. The very highest quality lessons leave space for student reflection on what characterises best learning and explore how that learning could be communicated, often in preparation for public examinations. Many lessons utilise peer assessment techniques and students are encouraged to justify their thinking and accept constructive peer feedback. In a few lessons where teaching is less effective, there is no differentiation other than by outcome, and

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high-achieving students are left disengaged. In such lessons, teaching is often one-paced and lacking stretch for the most confident of learners.

The learning support (LS) team provides assistance and advice for those students who have been identified by admissions or transfer information, referrals from external professionals or teachers as requiring additional attention. This includes EAL students (who may be asked to gain support outside of school for example attend language lessons at the British Council as a condition of their admission) and the more able. The learning support team employs a 'plan-do-review' cycle with individual LS plans discussed in weekly meetings and reviewed annually. The school wishes to avoid labelling select students as 'gifted and talented', preferring to encourage a growth mind-set for all. Nevertheless, the school has criteria for identifying more able students in each subject area and provides a number of opportunities to extend learning beyond the curriculum, including entries into the World Robotic Olympiad, presentations for the TEDx Conference and participation in the World Scholar's Cup.

Nearly all teachers use formative assessment in an ongoing manner, with the most effective embedding it and responding to it continuously as their lessons unfold. In the best lessons, learning objectives are clear and referred to throughout the lesson. Appropriate learning activities are planned and the pace of these lessons ensure that learning time is maximised. In general, Assessment for learning (AfL) techniques are effectively applied across the school. Plenaries and mini plenaries are evident in the best lessons where students are actively encouraged to reflect on their learning and identify next steps.

In many lessons, a high degree of quality peer and self-assessment based on appropriate criteria takes place and students are frequently provided with constructive oral feedback. Some students felt that they would appreciate further guidance in order to know specifically what they need to do to improve. However, feedback is provided in a range of formats: thorough, written formative commentary on assessed work was seen in English books and there is ample evidence of further written feedback provided electronically in other subject areas. An exemplary approach to tracking student progress and recording regular, formative feedback in this manner was presented by the design technology department. The school has a framework in place to assess student performance regularly and thoroughly. On-going formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback.

Other measures of summative assessment are apparent in the wide use of exam past papers and worksheets. These are often used in a formative manner in

order to ensure that students learn and make progress. Further assessment is visible in books while self and peer assessment, often conducted via devices, is typical.

The school has been highly effective in its progress towards developing a centralised system for data tracking and ensuring that it is understood by all teachers in order to raise attainment. The development of the Key Stage 3 and 4 Data Hub, together with the planned staff training should enable the school to become data powerful in its use of GL assessments, CAT4, PASS data and teacher assessments to set student targets and raise individual student attainment. The school continues to make full use of GL assessment data from Year 7 together with CAT4 testing in Year 7 and Year 9.

Heads of department and heads of year play a key role in the academic mentoring of students, ensuring support is available if required. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria. Analysis of data is thorough and effective in tracking student progress towards their targets.

Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discrimination of any kind is not tolerated.

5.3 Standards achieved by students

The standards achieved by students in the senior school are outstanding. St Christopher's is a high achieving school with impressive student performance. Students make good progress and achieve high levels of attainment.

Public examination results for 2018 demonstrate the school's highest standards yet, comfortably eclipsing the impressive records of previous years. At GCSE, 59% of all GCSEs sat achieved an A*-A grade (UK national 20.3%) with 80% awarded A*-B/9-6 (UK 33.5%). 63% of Year 11 students achieved 5 or more A*-A / 9-7 grades, representing the highest proportion the school has had. 99% of students achieved 5 A*-C grades or equivalent, and 97% achieved 5 A*-C grades or equivalent including English and mathematics

At A-Level the school secured a larger proportion of entries achieving A*, A*-A, A*-B and A*-E than in previous years, albeit with a smaller cohort of A-Level students than in the two prior years. With 12% of A-Levels taken resulting in A* (UK= 8%); 38% resulting in A*/A (UK 26%) and 66% resulting in A*-B (UK 53%), standards reached by A-Level students are outstanding. In IB, 2018's results were the best the school has achieved by a margin, with 63% of all subjects resulting in 6 or 7 (world: 29%, SCS: 2017 44% and 2016: 51%).

Key Stage 3 and 4 assessment data and its analysis, points to significant value added in English, mathematics and other subjects across the year groups and the data suggests this exceeds the average for independent schools in the UK. Opportunities for boys and girls to demonstrate their achievement and attainment exist across the full range of subjects offered and in a host of extra-curricular activities as students move through the school.

Attendance and punctuality are robustly monitored in the senior school. Attendance averages are above 96% and the school is proactive in its campaign to raise attendance rates in Key Stage 5 where rates are below the school average. The school follows up student absences quickly and efficiently, usually within two hours of the start of the school day. Punctuality to school is excellent. The majority of students use school buses to arrive at school. Students are prompt to arrive at lessons during the day, aided by a 3-minute delay between the end of one lesson and the start of the next, giving students time to make their way through the school.

The standard of behaviour around the school and in lessons is outstanding. Students are respectful of their peers and all staff. Incidences of poor behaviour are rare. When they do occur, they are recorded and dealt with in a consistent manner that reinforces the behaviour standards of the school. Students have a

clear understanding of what constitutes high standards of behaviour and are contributing to establishing a code of conduct to define these expectations of behaviour across the school. The school is highly successful in helping students to develop their personal skills and qualities. Students are thoughtful and well behaved. They are highly motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

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

The spiritual, moral, social and cultural development of students is outstanding

Provision for students' spiritual, moral, social and cultural development is outstanding and is a key strength of the school.

The ethos of the school encourages mutual respect for the cultures, opinions and values of others as well as responsibility for self. Students have exceptionally positive attitudes towards the school. They are respectful toward each other and this is fully reflected in their relationships with all staff at St Christopher's. The school encourages respect for human differences and works hard to ensure students study in an environment free from prejudice underpinned by a strong moral code. The school enables students to develop their self-confidence, self-esteem and self-knowledge effectively. There is a rich and diverse range of curricular and co-curricular opportunities.

Spirituality of students is developed in lessons including, though not exclusively, religious education lessons, through community service and assemblies. Displays around the school actively promote a sense of spirituality, particularly with inspirational and thought-provoking quotes from a range of philosophers and other world influencers.

Muslim students study Islam and non-Muslims study multi-faith RE. The popularity across the school, with Muslim and non-Muslim students, of the "Faith through a Lens" photography competition under a recent theme of 'Mindfulness', reflects the awareness of students to their own spirituality. Spirituality is developed in lessons, through community service and assemblies. Assemblies address a number of themes and issues relating to SMSC. These include Fake News, Safer Internet Day, Resilience and World Peace Day. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Pastoral leaders are acutely aware of the pressures felt by their students and raise awareness through the enrichment programme with topics including Mental Health Awareness and Finding a Balance. Staff, students and parents report that the appointment of two school counsellors is having a positive impact on the mental health and well-being of students.

Students are extremely well-behaved and demonstrate that they are clear about the standards of conduct expected of them. This includes sensible movement around the school and good, calm behaviour during breaktimes. Their behaviour in lessons supports learning and enables teachers to ensure that students make progress towards the lessons' learning objectives. The impact of the highly developed social skills amongst students was observed in many of the lessons through the cooperation and support of students with each other, easily getting into groups and working effectively as teams. Although there are times and

areas of the school where a large number of students are in small spaces such as corridors and going through doors at the end of the day, all students demonstrate respect, consideration, a natural collaboration and awareness of each other.

The school effectively enables and encourages students to distinguish right from wrong. Students display a strong awareness of moral codes and making good choices which is clearly seen in the excellent behaviour and adherence to school rules. During the visit, the students were outstanding ambassadors for the school.

The school respects the laws of Bahrain and models respect of law for students. British laws are explored in a number of areas demonstrated by a number of extended project qualification (EPQ) titles including "Who is to Blame for Miscarriages of Justice" and a Brexit debate in Year 9 English lessons.

Students contribute positively to the lives of those living and working in the locality of the school and to society more widely. The value of service to others is an important part of students' development. They actively participate in a comprehensive range of charitable and service activities, through contributing to the local community, particularly migrant workers and local schools and a local orphanage. Students also pursue their own initiatives to support causes that are close to their hearts.

Students' social development is apparent in their participation in the far reaching Extra Curricular Activities (ECA) on offer, many of which are over-subscribed. There are many opportunities for students to develop and excel in sport, the arts and intellectually through ECAs and participation in programmes such as MUN, World Scholar's Cup and Duke of Edinburgh's International Award. There are many international trips for students throughout the year, including an annual community service trip for sixth formers to Thailand, a Year 8 outward bound trip to Oman and DofE expeditions to Cyprus and Switzerland. A recent initiative with Year 12 students delivering Philosophy for Children sessions to Year 7 students, has had a positive impact on both groups.

The school encourages and supports opportunities for students to have their say and to develop leadership responsibilities. 'Student Voice' groups provide feedback on their learning and other aspects of the school. The 'Student Leadership Executive Team', student council, house captains are a few of the leadership roles available to students.

The school actively promotes tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. The school has the development of their students to be Global Citizens at the heart of their mission and much happens in the school to support this. Students demonstrate a respect for and tolerance of each other and develop cultural empathy. Set texts in English across the year groups are selected for their opportunities to promote tolerance. Assemblies are used to challenge stereotypes and promote a deeper understanding of religions, cultures

and values across the globe. Global Citizens Day provides an opportunity for students of different faiths and nationalities to speak to others about being citizens of their home countries.

St Christopher's School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is delivered within the laws of the country. The school precludes the promotion of partisan political views in the teaching of any subject. Where applicable, students are offered a balanced perspective. As they progress through the school, students' rich curriculum and co-curricular experiences ensure that they broaden and deepen their understanding of the responsibilities of citizenship not only in Bahrain but in the UK and globally.

7. *Standard 3* The welfare, health and safety of the students

The provision for welfare, health and safety is outstanding.

St Christopher's School places the safety, health and welfare of students at the heart of school policies, procedures and initiatives. Policies and procedures are fully compliant with Bahraini Ministry regulations and standards are in line with UK legislation and requirements. Policies are reviewed with varying frequency, but when legislation affects change, the policy reflect this. The review of the Safeguarding policy, was reviewed in line with updated Department for Education (UK) guidance "Keeping Children Safe in Education 2018."

The school has comprehensive, documented, regularly reviewed procedures to ensure the welfare, health and safety of students at the school. These are easily accessible and clearly understood by those working at the school, all of whom are additionally guided by a Code of Conduct when working at the school and interacting with children. The recruitment policy of the school contains measures to deter and reject individuals who may be unsafe to work with children. It is evident from the minutes of meetings that Safeguarding is a standing agenda item and so kept at the forefront of school decision-making.

The school has a clear and robust behaviour policy. Expectations for students' attitude and behaviour, along with both rewards for exemplary conduct and sanctions for non-compliance are made explicit, as are the pastoral responsibilities of staff at all levels. An electronic record of all incidents related to behaviour, are logged centrally.

A separate, unified Anti-Bullying Policy has been in place since January 2016. The school's anti-bullying code defines the term bullying and distinguishes between verbal, physical and cyber-bullying. The stated aims of the policy are to maintain and drive a positive, supportive and caring culture among students and staff, deter bullying behaviour, detect it when it occurs and deal with it through both disciplinary actions and recourse to counselling. The successful implementation of the strategies set out in the policy, are evident from disciplinary records and confirmation from staff, including the school counsellor and the experience of students.

The school has a comprehensive set of Health and Safety documents outlining a range of policies and procedures. These are reviewed annually by the school leadership and management team. The school meets the health and safety requirements of the host country and adheres to whichever is the higher standard of UK and Bahraini Health and safety legislation. Compliance with local law is ensured through annual inspection by the Bahraini authorities.

The school's first aid policy outlines the procedures and practices for all staff. There are 2 full time nurses on site throughout the day and during after school activities. They attend Ministry seminars to ensure adherence to all local standards. They are inspected bi-annually by the Bahrain Ministry of Health. The school has a well-equipped clinic where all medicines and

records are securely stored. Records are kept up to date and staff are informed on a need to know basis. Procedures for contacting parents in an emergency and availability of emergency care, if the school cannot provide this, are clear. Most staff have basic first aid training and the school holds a database with up to date information on those with qualifications.

Work has been done to secure the boundaries of the school, both in terms of the construction of physical barriers and the installation of CCTV. The school has developed measures to ensure the safety of students arriving at and leaving the school on school buses. Security arrangements are excellent. All visitors are expected to wear badges when they enter the school. Students are able to differentiate between the coloured lanyards worn, (visitors, staff) and know they should report anyone they see without one.

The weekly inspection of the school by the school business manager and the head of maintenance is proving an effective means to ensure the safety of the school infrastructure and the identification of even minor maintenance issues, not least by providing the opportunity to regularly 'check-in' with members of staff who might not have necessarily thought to report minor issues in a timely manner otherwise. There is a clear process for the identification and prioritisation for the rectification of maintenance issues, reviewed weekly and evidenced in a maintenance log.

The school has a comprehensive 'Fire Safety and Evacuation Policy', available in both Arabic and English. Standards and procedures in the event of a fire are robust and effective. Evacuation procedures are clearly defined, as are the expectations of students and the roles and responsibilities for staff. There are drills for evacuations in the event of fire and 'lock-down' procedures every term, the results of which are evaluated and used to review procedures as necessary. The school has responded rapidly and effectively to the need for easily identifiable evacuation notices around the school grounds.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. The school maintains an admission and attendance register. Whole school attendance is high; attendance is tracked and analysed.

A risk assessment policy is in place. Written risk assessments for educational visits cover both the needs of the students and any hazards at the venue or during the journey. Staff are actively involved in the risk assessment process when planning and accompanying the visit. Specific first aid kits are assigned, depending on the venue, and students with pre-existing conditions have their own medication boxes, clearly labelled and with instructions on how to administer or use the product. Supervision on and off site is carefully planned. There are high levels of supervision at swimming lessons, during break and lunch times as well during drop off and pick up. E-safety is actively promoted through lessons and assemblies.

8. *Standard 4*

The suitability of the proprietor and staff

The principal and governors of St Christopher's School are fully mindful of the requirements for safe recruitment. The suitability of the proprietor and staff continues to be of a high order.

The school has rigorous safe recruitment procedures which ensure that the requirements for BSO are met. Regular reviews take place and, where it is deemed necessary, appropriate changes are made. The procedures were externally audited by an international safeguarding specialist in 2017.

The school meets the safety, care and guidance requirements for all students. Prior to the confirmation of staff appointments, appropriate checks, including police checks in Bahrain, are carried out to confirm their identity, medical fitness and their right to work in Bahrain. All teaching staff have police checks from their home country as well as from Bahrain. Before taking up appointments, references from the headteacher of the teacher's previous school are sought. This is followed up with a telephone contact as an additional check.

A single central register is in place containing all essential information, including dates appointed and, for staff who have left the school, date of leaving. The register details checks and information for all staff, including permanent and supply staff, administrative staff and embedded contractors.

Staffing levels ensure 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 Ministry of Education, Bahrain, now insists that qualification certificates are attested. However, because the school is deemed to have 'outstanding' status according to the standards of the Ministry of Education Bahrain, this is not a requirement for all staff. However, qualification certificates for the principal, heads of school, deputy heads, assistant heads, the business manager and Arabic staff must be attested. The school is required to send documentation to a legal firm in London and then the embassy in Bahrain before the employee completes the process online. This process has to be repeated every two years.

The school has appropriate recruitment policies and procedures designed to attract and retain highly qualified and committed staff.

9. *Standard 5* The premises and accommodation

The school premises and facilities are outstanding.

The school provides students with high quality safe learning environments. The school has recently employed a school business manager, who alongside the HR and Facilities Manager, oversees the development and maintenance of the school.

The school makes excellent use of the buildings and space available. Classrooms are well lit, well ventilated and equipped with modern and appropriate teaching resources. Specialist teaching areas are notably impressive. Science laboratories and technicians' rooms are ordered and facilitate student enquiry and practical experimentation. The open-plan nature of the art block is particularly innovative and generates excellent opportunities for expression and creativity for students through capturing natural light and spaciousness. Sporting facilities demonstrate the school making best use of available resources. The sports hall is spacious and well-resourced; there is a creative use of the playground space doubling as a running track.

The high quality and regular servicing of the air conditioning system ensures that there are no problems during the extreme temperatures of the summers. The atmosphere is further enhanced by ample natural light and high-quality artificial lighting. Water supply is tested and meets local regulatory requirements. Sound insulation and acoustics allow effective teaching and communication.

Drinking water and shade is plentiful. Drinking water is abundantly available with 100 drinking water dispensers on site, serviced and replenished daily. Water for toilets and for washing is stored in six tanks on roofs and additional pumps, where needed, create downward pressure which ensures toilets and taps have water pressure. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users. Changing facilities and showers are available after physical education and swimming lessons. Toilets for students and staff are well maintained and privacy and safety ensured.

Drainage systems take water away through to main sewers. Buildings and interconnecting paths between buildings are slightly raised to ensure occasional flooding after heavy rainfall impacts the school to a minimum. All load-bearing structures meet appropriate requirements and appropriate certification is in place.

A medical unit functions well with one of the two nurses present at all times. The clinic is well resourced, with equipment being purchased annually from the UK. Appropriate, lockable storage of equipment and medicines is ensured. The premises include washing and toilet facilities.

The school is equipped for emergency situations. Internal door throw-bolts and window-blinds have been installed for use during critical incidents and fire-fighting equipment is in place across

the premises. The school meets all standards of local authorities with relation to emergency scenarios.

Food for students is prepared off site and delivered to the school. Students are provided with good spaces to sit and eat, in dedicated indoor areas, the school hall and assorted outdoor areas where many picnic-style tables are located around the school.

Provision for the maintenance of security is fully catered for. The school security team manage a comprehensive CCTV system which monitors the school perimeter. It is not possible to either enter or leave the school premises unaccounted for.

A dedicated maintenance team works across the school addressing issues and a log of their work is kept showing maintenance needs are dealt with promptly once reported or anticipated.

The principal and governors continue to focus on their mission to build a new senior school in Saar district. The governors reported that they are confident that this will come to fruition in the next three to four years.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by St Christopher's for parents, prospective parents and its wider community is outstanding.

The principal's message on the website clearly shares the ethos of the school as well as the vision relating to The Five Pillars of Learning. The philosophy of learning encompasses the concepts of the 'Autonomous Learners', 'Competent Learners' and 'Global Citizens'. The codes for the 'Autonomous Learners' and 'Global Citizens' are visible around the school through displays in the classrooms and in corridors. The school's website and prospectus clearly communicate information regarding the structure of the school and points of contact, including the contact details of various departments, the school's address, email addresses and telephone numbers. Parents are fully satisfied with the content and frequency of the information they proactively receive from the school.

The school's website is clear and logical to navigate. It is appropriately informative for prospective parents, current parents and visitors alike, containing administrative information, a careful selection of key school policies and curriculum detail. Inspection reports are highly visible on the school's website, as are the school's public examination results over recent years. The website delivers an accurate impression of the school's atmosphere, ethos and aims. In addition, criteria for admission, discipline and exclusion procedures and child protection policies are accessible.

Parents can communicate directly with their children's teachers and the senior leadership of the school with ease. Communication regarding their child's progress, academic or otherwise, is comprehensively catered for. School reports detailing a child's progress are produced at least twice a year, and are appropriately detailed while remaining accessible to parents. Parents are promptly informed of children's absence, lateness or when incidents of poor behaviour require intervention. Parents are contacted promptly if a child's progress or effort starts to decline. Parent-teacher afternoons are held regularly, and parents welcome the opportunity to meet their children's teachers.

Parents who have recently joined the school express satisfaction with the informative function of the school's website ahead of enrolment. Most parents continue to visit the website regularly and acknowledge it as a source of ongoing school news. Parents reported that they, and their children, felt fully informed about attainment levels, targets, effort, behaviour, attitude to learning and attendance. They also stated that they are aware of a clear structure in place when making complaints and that they were dealt with effectively and in a timely manner.

Parents make full use of the parent portal and are highly appreciative of its content and functionality. The parent app gives parents ready access to their child's progress, teacher

feedback and attendance record. The app creates an immediate channel of communication, from news of upcoming events, changes to extra-curricular activities and alerts. Some parents expressed a concern that while the app worked effectively on Android devices, it performed less well on devices employing Apple's IOS.

There is a real feeling of community permeating St Christopher's School. A warm welcoming atmosphere envelops the visitor from the first friendly smile of the security guards and into the heart of the school. Administrative staff are always available to assist visitors and ensure that they have access to the appropriate member of staff. The open-door policy for parents is highly appreciated by the parents.

Transition, between key stages of education, is managed well by the school and parents are kept informed and advised by the school on each transitional step. Transition into Key Stage 3 and the senior school is carefully managed by the school with parents having the opportunity to attend formal and informal discussions organised ahead of the transition. Parents are invited to orientation meetings regarding choices for key stage 4 and 5, and are provided with an abundance of information relating to options at post-16 and post-18. The school supports children and parents well in the university application process, though a very small number feel unsure of the status of their children if attending university in the UK.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints adheres to the BSO standards and is accessible to parents via the website.

There is a formal complaints procedure that is transparent, open and effective and takes into account local laws and regulations. The policy stresses that parents will be listened to and that all complaints will be taken seriously. The school, through the opening policy statement, also reassures parents that raising a complaint will not lead to undesirable repercussions for those involved.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. 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.

The policy details clear timescales set for the management of complaints and allows for complaints to be made and considered initially on an informal basis. In order to further assist parents, flow diagrams of procedures are included in the policy; one for issue-based complaints and one for complaints relating to behaviour and/or attitudes of a member of staff or the manner in which a complaint has been handled.

If an informal concern or complaint remains unresolved, the matter is considered by the most appropriate line manager. There is provision for an unresolved complaint to be considered formally by writing to or emailing the principal. Should the matter still remain unresolved there is provision for the establishment of a hearing before a panel appointed by or on behalf of the governing body. If a parent wishes to make a complaint to the governors, contact details are clearly available in the policy.

Written records of formal complaints, including records of all meetings and interviews relating to the complaint, are held in a confidential file kept by the principal. The governors reported that no formal complaints have been referred to them. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12 Standard 8 Leadership and management of the school

The quality of leadership and management throughout the school is outstanding. The governance role fulfilled by the governing body is excellent.

The senior leadership team provides clear educational direction, reflected in the high quality of education, the emphasis on the care of students, and the fulfilment of the school's vision, mission and core values. The senior leadership team is held to account by the governing body. There is a positive relationship between the principal, senior staff and the school's governing board. Whilst the governors are pro-active in the strategic development of the school, there is a clear demarcation of responsibilities between the board and the principal.

Students' excellent achievement and personal development are underpinned by governors' commitment to excellence. Governors are providing stimulus for further improvement and to enable the successful fulfilment of the school's vision. This is clearly demonstrated by the care taken in appointing a new principal, who has the vision to develop further the school as an outstanding institution.

The recently appointed principal has fully engaged with all stake holders and is developing a strong consensus of the school's future development. He met with staff, parents and students early in his first term. After two terms he is described as 'good at closing the communication loop'. Staff are appreciative of the time he is spending meeting with them individually to listen to their views. A staff liaison committee has been established for the principal to understand the issues that affect the whole staff. Parents are positive about the impact he has had and students appreciate that he is visible around the school.

The principal is well supported by a highly skilled and competent senior management team with a broad range of expertise. Collectively the senior management team is uncompromising in their desire and drive to improve attainment and maintain the highest levels of achievement for all students irrespective of their ability. The school has recently established development teams which include staff from infant, junior and senior phase of the school. Their remit is to focus on a specific aspect of the school to ensure that strategic planning for the future enables the school to move forward together as one school.

Responsibilities for senior leaders are detailed in portfolios, detailing academic, pastoral and other leadership responsibilities. The school's self-evaluation demonstrates that school leaders and managers have a clear understanding of its present effectiveness. They are strongly motivated to ensure leadership and management at all levels is successful in securing, developing and motivating the highest quality of teaching and learning for all students. The school has responded to the recommendations of the last report with enthusiasm. Appropriate delegation of areas of responsibilities is enabling staff to make a strong contribution to the effective development and progress of the school. The self-evaluation process in preparation

for this inspection has enabled senior staff to identify appropriate priorities for further school improvement. Development plans are based on a highly accurate understanding of the school's strengths and weaknesses.

The school has a well-defined 'Framework for Learning' which clearly articulates the outcomes the school aims to achieve for every student with regard to the development of 'Autonomous Learners', 'Competent Individuals' and 'Global Citizens'. The school's curriculum provides highly positive, and often memorable learning experiences. Rich learning opportunities are embedded throughout the curriculum. There is a developing focus on enhancing the curriculum further to increase opportunities for personalisation and appropriateness for every student.

In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school actively seeks to recruit staff of the highest calibre and ensures all safeguarding procedures are in place. The school is successful in recruiting sufficient well-qualified teachers and this has a significant impact on the high standards of the students' achievements. Teachers are provided with an excellent range and quality of resources. They are fully supported to be highly effective in their teaching. The school's investment in administrative staff plays a key part in the way that the needs of all students are met.

An extensive professional development programme is embedded across the school and a rigorous appraisal system ensures all professionals are supported in being as effective as possible. Teachers are fully supported in their development and willingly share best practices. Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development.

The school leadership team highly values the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively. The whole school runs exceptionally well on a day-to-day basis, in part because of the high quality of the administrative and support staff. Their skill allows the teachers to concentrate on teaching.

Strategic planning for the future is realistic and rigorously challenging; it is closely allied to the school's aims. Middle managers are further developing their effectiveness and accountability; they take their responsibilities seriously and feel valued. Generous budget allocations ensure students have access to the highest quality environment and resources.

The school has established successful strategies for engaging parents and carers. Parents are actively welcomed into the school. Whole school policies are available to parents. They are regularly reviewed and updated. Learning is clearly seen as a partnership. The school is pro-

active in seeking to recruit staff of the highest calibre and ensures all safeguarding procedures are in place.

Leaders promote equality of opportunity and diversity exceptionally well, for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour. Safeguarding is highly effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted.

Almost all parents and teachers believe that the school is led well, and that school leaders and staff are approachable and open to discussions and solutions. Surveys indicate that almost all parents are highly satisfied with their school.

Plans are underway to build a new senior school with facilities to see the school into the twenty-first century.