



Inspection report

St Christopher's Primary School

Bahrain

Date **7th - 9th April 2019**
Inspection number **20190407**

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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, 62 lesson observations took place on the primary site, 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 Colin Dyson. The team members were Gerry Cranfield, Tammy Naidoo, Sarah Shine and Joanne Wild. A simultaneous inspection took place in the senior school.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

St Christopher's Primary School, Bahrain is an outstanding school.

It provides high standards of academic attainment. Teaching is outstanding. The behaviour of students is exemplary. The spiritual, social, moral and cultural aspect of the school is outstanding. Governors and senior staff have a clear vision for the school. All staff, academic and administrative, are dedicated to doing the very 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, enriched 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 are confident, self-assured learners. They display excellent attitudes to learning and are excellent ambassadors for the school.
- The school provides a first-class learning environment that is highly valued by all learners.
- 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 tangible impact that the principal is already achieving with his collaborative and inclusive approach.
- 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.
- Teaching and non-teaching staff provide a high level of care and guidance for the wellbeing of every student.
- Teaching standards across the primary school are outstanding.

- An atmosphere of trust, respect and care resounds around the school.
- 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

Full name of School	St Christopher's School - Primary School				
Address	Postal Address: PO Box 32052 Isa Town Kingdom of Bahrain		Primary School Physical Address: Gate 790 Road 1322 Block 513 Saar (Muqabah), Kingdom of Bahrain		
Telephone Number/s	+973 17605003 (Principal's office) +973 17605100 (Infant School) +973 17605200 (Junior School)				
Fax Number	+973 17605020				
Website Address	www.st-chris.net				
Key Email Address/s	simon.watson@staff.st-chris.net (Principal) nat.dickinson@staff.st-chris.net (Head of Infant School) ian.fellows@staff.st-chris.net (Head of Junior School) sarah.bull@staff.st-chris.net (Principal's PA)				
Principal Headteachers	Dr Simon Watson Mrs Nat Dickinson, Head of Infant School Mr Ian Fellows, Head of Junior School				
Chair of Board of Governors	Mr Tim Murray				
Age Range	3-18 years				
Total number of students	2,336	Boys	1,153	Girls	1,183
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 safeguarding 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 Primary 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 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 evidence for this is:

- It provides the National Curriculum for England.
- School organisation reflects the structures of British schools.
- Teachers engaged in delivering the English curriculum all hold British qualifications.
- The school respects British values while ensuring that students are aware and value cultural beliefs and norms of Bahrain.
- Assemblies in EYFS (Early Years Foundation Stage) and primary, cover a variety of UK themes, ranging from British values to aspects of British culture.
- All lessons (apart from Arabic and modern foreign languages) are in English.
- 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).
- A UK approach to performance management with formal observation, review meetings and target setting.

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- Extra-curricular provision including clubs and school trips, the well-established pastoral system and social and health education are similar to those used in UK schools.
- Like many British schools, St Christopher's has an established House system that offers the students a sense of community and leadership opportunities.
- Leadership opportunities are offered through the active Student Council.
- The school ensures that students who wish to enter or re-enter the UK educational system are well provided for.
- There are numerous curriculum enrichment opportunities to celebrate the Britishness of the school, for example the 2018 Poppy installation.
- Communications home to parents are in English.

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 quality of the curriculum is excellent.

There is full-time supervised education for all students of compulsory school age. The curriculum is broad and balanced, and is based on the English National curriculum. A written curriculum policy is in place, which is supported by appropriate plans and schemes of work. The school complies with local statutory requirements by delivering the Bahrain Arabic curriculum to Arab nationals, and Islamic Studies for Muslim students. It fully meets the curricula and time allocation required by the Ministry of Education.

The curriculum policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. Curriculum provision fully complements the school's aim to develop their students to become 'Autonomous Learners, Global Citizens and Competent Individuals'. With the exception of Arabic, Islamic and modern foreign language lessons, the language of instruction is English. Specialist teachers deliver PE and music from Reception to Year 6 and French, design and technology and art for Key Stage 2 students.

The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Curriculum planning is consistent across year groups and curriculum reviews ensure content and skills are regularly updated to better meet the needs of the different groups of students. Further personalisation of planning would enhance the opportunities to fully meet students' needs.

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. Subject leaders produce a termly 'improving teaching and learning' plan, outlining

how they will support staff in developing and raising standards in their subjects. 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. Students focus well on their learning and teachers reinforce expectations of good behaviour and set clear tasks that challenge and engage.

In the Early Years Foundation Stage, students follow the EYFS framework. Throughout EYFS, the shared central areas inside and the well-resourced outside areas, enable students to explore, experiment and investigate, as well as use their imagination. Students enjoy a variety of learning activities as they work happily and co-operatively alongside their friends. A high level of differentiated speaking and listening skills are used to ensure the needs of all students are met. Phonics lessons, some using music and dance, keep students interested and engaged.

The school undertakes visits to students' current Nursery settings as part of the admissions process for EYFS. Before being admitted into St Christopher's, staff ensure that care and welfare issues for students are identified and addressed. The school is committed to offering learning support and access to an EAL (English as an additional language) programme as long as the school can meet the individual students' needs. St Christopher's School is proactive in encouraging parental involvement in students' learning. In one lesson a parent was observed helping students to build houses for the three bears and in another class, a parent was assisting with Expressive Art and Design (EAD) ideas.

The curriculum provides opportunities for all students to learn and make progress. Teachers demonstrate a good knowledge and understanding of the subjects they teach. In the best lessons, teachers skilfully use a range of methodologies and employ a variety of resources to suit students' different ways of learning. In Year 1, students actively used Chromebooks whilst students in Year 5 researched and created quizzes to share with their peers.

Throughout the primary school, teachers provide students with informative verbal and written feedback in order to ensure that they develop their skills and level of understanding. The school's procedures for assessing and tracking progress are effective and ensure that students make good progress. The curriculum is further supported by a range of visits and special foci days throughout the school year. Students felt these opportunities made learning more exciting and memorable. Across the school students are challenged to do their best and there is scope for them to take a greater role in developing their personal learning skills through pursuing their interests. As they move

through the school, students continue to develop their proficiency in speaking, listening, literacy and numeracy skills.

Planning and delivery of 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. The PSHE curriculum is delivered through timetabled circle time, with additional sessions delivered when required. Specific PSHE lessons are planned to cover health related issues.

The school is highly effective in providing an extensive range of extra-curricular activities (ECAs) to extend and enhance sporting and creative opportunities. SPARTA, the Sports and Arts Academy of St Christopher's provides further opportunities for students both within the extra-curricular programme and at evenings and weekends. The school also enlists high-quality outside agencies, such as Bahrain Chess Academy, to contribute to the ECA programme.

The ECA programme is subject to regular review with feedback sought from staff, parents and students with activities targeted to meet student demand. The school regularly organises and hosts sports tournaments and fixtures. In addition to this, St Christopher's School competes in BSME sporting events. The school's highly successful swim squad is open to swimmers who can attain the qualifying standard and who commit to regular training.

The music department run a wide range of ECAs to support the development of ensemble playing, choral singing and 'trying out something new'. Opportunities for students to perform range from in class, year group and whole school assemblies to concerts after school and in the local community. These include brass, guitar, strings, woodwind, piano, drum kit and vocals. Students have many opportunities to perform in solos, ensembles and full orchestra. On a weekly basis the school offers: Junior Orchestra, Junior Strings, Lahan Choir, Woodwind Ensemble, Brass Ensemble, Guitar Ensemble, Musical Tasters, Rock band and Production Club.

Transitions are managed effectively throughout the school. The excellent practice in the Early Years is seamlessly transitioned into Key Stage 1. Year 1 students continue to initiate some of their learning through continuous provision before teachers move to more formal teaching and learning pedagogy. Effective transition strategies are in place for the end of Key Stages 2, ensuring that students are prepared and supported as they move to the senior school. Tours of the senior school for parents help parents to answer any questions and concerns that their child may have about the transition. 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.

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 assessments 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 throughout the primary school is 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.

A key strength of all the lessons seen, is the positive relationships in the classrooms between teachers, TAs 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 attainment 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.

The teaching across the EYFS is outstanding. Most students are independent learners, well-motivated, and respond well to challenge. The teachers' planning ensures a variety of activities complement broad and well-balanced continuous provision. The use of targeted questioning techniques to individuals and groups of students supports effective and accurate assessments.

Learning is active and energetic, both indoors and outdoors. The provision of plentiful and high-quality resources enables inspiring teaching and enthusiastic learning. There is a good balance of teacher directed and child-initiated activities. The students' academic, social and emotional and physical needs are met and well supported. A student with a physical impairment was supported by the assistants as she moved around the school, including overcoming challenges such as stairs. A student with emotional issues was provided with a support worker to work with him and offer assistance in socially demanding situations.

Effective provision of care ensured that students felt safe in their environment and were able to take appropriate risks with their learning. Behaviour was exemplary, with any issues being dealt with as they arose. Students were reminded of the school's 'Golden Rules' and are placed on the 'Pearl Board'

when they are displaying excellent behaviour. Students were confident when trying new things and happily engaged in a variety of learning activities.

The school has a robust system in place to track and record student progress. The online learning journal, 'Tapestry', as a tool for recording, tracking and assessing, has been successfully introduced in Early Years. The leadership team analyse data and underachievement triggers a range of intervention strategies focussed on improving attainment. Students are encouraged to make choices and select their own learning materials. Detailed planning and high quality provision ensures that personalised lessons are taught and that students thrive.

In nearly all lessons, students are on-task and actively involved in their learning. Creativity is clearly evident. One class had a parent helper, a local artist, providing enrichment for student learning. Other classes were making porridge and bear toast to bring life to the story of 'Goldilocks'. Exciting and enthusiastic teachers and learners permeate EYFS.

Across Key Stage 1 students acquire new knowledge and make good progress according to their ability, increasing their understanding and skills in lessons. In the best lessons, teachers inspire a sense of awe and wonder and encourage students to apply intellectual and creative efforts. Year 1 students' imaginations were captivated by a letter from Prince Albert asking for help. There was clear evidence of high-level creative thinking resulting in imaginative responses.

Lessons in Key Stage 1 are well planned. For the most part, lessons were differentiated by outcome. Learning needs relating to SEN (Special Educational Needs) and/or EAL are clearly identified on plans and supported by the class teacher and/or teaching assistants in lessons. The pace of lessons in Key Stage 1 is rapid, ensuring learning time is maximised. Learning activities are well planned, giving students opportunities to practise, apply and develop their knowledge, skills and understanding. A particular strength across Key Stage 1 is the emphasis placed on positive learning dispositions.

Teachers in the primary school consistently demonstrate good subject knowledge, applied consistently throughout the lesson. They explain new learning well and use questioning effectively to consolidate students' understanding and extend their thinking. Teachers have high expectations of students' learning and behaviour. In the most effective lessons, teachers adapt the learning tasks and provide opportunities for students to plan, organise and present their work either independently or collaboratively as appropriate. This adds interest and depth to students' learning. 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.

Resources are of a good quality, quantity and range. They are used effectively throughout the school. For example, in mathematics, excellent use of practical equipment was used to support effective learning. Teachers use a range of questions in lessons to assess students' work and inform their teaching. Marking and feedback in books support effective learning. Students' engagement with written feedback however, is not always evident.

Students' learning skills are well developed as they continue into and through Key Stage 2. They enjoy learning. They are attentive and listen carefully to both their teachers and peers. Most students have well developed independent learning skills. They carry out research and present their findings confidently. They show respect for differing viewpoints and have highly developed discursive skills.

Students concentrate well in lessons and actively contribute to the learning environment. Nearly all students can explain what they are learning to teachers and to visitors and they are self-evaluative, spotting errors or mistakes and correcting them. Nearly all students read fluently and can apply higher order comprehension skills. For example, in a Year 4 English lesson, students discussed what made for effective opening paragraphs, considering readership and bias. Their speaking skills, including the use of descriptive language, are of a high order. Their use of grammar, punctuation and spelling is accurate, and these skills are applied effectively in all subjects.

Key Stage 2 students have a secure understanding of mathematical and scientific concepts. For example, in Year 3 they applied mathematical strategies well in problem-solving tasks.

Students work well independently, with a partner or as part of a small group. They learn how to share with others, negotiate and think creatively. Good use is made of technology, including SMART boards, computers and tablets to help with hands-on learning, self-directed learning and problem solving. Students throughout the junior school are confident in the use of a range of IT tools. In Year 3, students confidently created google questionnaires and multiple-choice answers. From Year 2 upwards, the school's 'Bring Your Own Device' (BOYD) policy enhances the students' learning experience and allows them to

apply their ICT skills in their lessons. The use of the Google Suite of apps in the juniors contributes greatly to collaborative writing and presentation tasks.

Students are also confident in making choices regarding resources they feel will support their learning; for example, in a year 5 lesson on 'The Highwayman', some students referred to the learning wall for vocabulary and ideas, while another student chose to use her reading journal for vocabulary she had previously recorded independently for homework.

The school has a clear framework for assessing students' work regularly and thoroughly. Information from assessments is used effectively to plan lessons and support student progress. Students' work is marked and assessed in accordance with the school's assessment and marking policy. Effective written feedback often reflects verbal discussions held between teachers and students. During lessons, teachers provide effective feedback which encourages reflective learning. Self and peer-assessment is a strength in many lessons. Success criteria and checklists are used effectively as tools for student self-assessment. Targets are set for students so that they know the next steps in their learning. Student interviews highlighted that they are encouraged to interact with teachers' feedback and take ownership of their learning.

The learning support department offers a wide variety of support programmes. They include fixed term, short and long-term interventions and are all tailored to the needs of groups and individuals. Support is administered within the classroom or in a withdrawal setting, to best meet the needs of the students concerned. Students referred to the learning support department may move in and out of receiving support, depending on their needs. Groups are fluid, referred to as 'Clubs' and children enter and exit throughout the year as their progress is reviewed and tracked. Meetings with the learning support leader and assistant heads highlighted that interventions are targeted, flexible and consistently assessed for impact.

The stages for identification and action of students with possible special educational needs closely follow the graduated approach of the revised Code of Practice. Some class teachers and senior leaders lead intervention or booster groups as needed.

Students' EAL needs are identified on entry to the school. Additional support is mainly given in nursery, reception and Year 1. The school requires new students entering into Key Stages 1 and 2 to have a good level of English on entry in order for them to confidently access the learning. Students with English as an additional language make excellent progress with language development. There is a dedicated learning support assistant for students

with EAL, who carefully plans, monitors and tracks the language development of identified students.

Provision for the highest attaining students is met by differentiation within the classroom, with challenge and mastery work detailed in short term planning. Students were observed taking responsibility for selecting their level of learning challenge. Student achievements are celebrated, and students are encouraged to care about their learning. Individual achievement is recognised by class teachers, year leaders and senior managers in the form of informal verbal praise and more formal certificates, praise postcards in EYFS and Key Stage 1, emails to parents and house points.

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 at the primary school are outstanding. St Christopher's is a high achieving school with impressive student performance. Nearly all students make good progress and achieve high levels of attainment. On entry to EYFS, once they have settled into the school, students complete an 'ASPECTS' baseline assessment.

On entry to reception, the school conducts a further baseline assessment, 'BASE'. Analysis of the results of these two assessments indicates that average scores are in line with EYFS entry scores in UK. Data from 'BASE' indicates that the majority of students leave EYFS and enter reception with scores which meet or exceed the UK entry score of 100+.

Through high-quality teaching, care and support, students make rapid progress across the Early Years Foundation Stage (EYFS). Students who enter the school in nursery are assessed against criteria taken from the EYFS 30-50 months statements for Communication and Language. Students enter nursery with a wide spectrum of language skills; some students are articulate, whilst others have little English. English as an Additional Language (EAL) support programme is available to students on entry, if required. Their progress is carefully monitored and tracked to ensure that they are able to access the curriculum. Language and literacy skills are prioritised by the school, ensuring that, upon completion of the EYFS, the majority of students meet or exceed the English related Early Learning Goals (ELGs). In EYFS, regular assessment through observation, discussion and photographs show that nearly all students reach the expected standard.

The Oxford Reading Tree (ORT) scheme along with the teaching of phonics are used to develop students' reading skills as they move through EYFS. The majority of students leave EYFS on ORT stage 2 or 3, using letter sounds to read simple words and short sentences and starting to read more words and longer sentences with less adult support. Provision is made for those students who are reading either above or below these stages, to ensure that their individual needs are being met.

In EYFS the curriculum supports the application of number skills across the curriculum, through adult lead activities and continuous provision. The school's rigorous analysis of assessments identified that, although in line with UK, mathematics results were below the school's attainment in literacy and therefore mathematics in EYFS has a high priority this year, providing more opportunities for students to consolidate their learning.

High standards are maintained across Key Stage 1. Progress has exceeded UK expectations. Data shows that St Christopher's students achieve attainment scores well above those of UK students. At the end of Key Stage 1 and Key Stage 2, over 90% of students are meeting or exceeding expectations in writing and maths, with over 96% meeting or exceeding expectations in reading. Standardised scores indicate that attainment levels in the school are well above average.

Students complete a wide range of assessments in Key Stage 1 and Key Stage 2 during each academic year to measure attainment and monitor progress. The school has been using CEM and GL assessments as its core assessment tools and these are supported by a range of other products. The school has recently moved away from National Curriculum testing and is researching new assessment products in order to gather the most useful and accurate data. CAT 4 tests will be administered for the first time in year 6 in term 3 with trials in across Key Stage 2. Value added is measured using a combination of GL standardised data and INCAS developed ability scores.

Infant and junior assistant heads are responsible for monitoring assessment and tracking data. The school places high value on staff training to ensure that class teachers are equipped to use data effectively to support students' learning. Year leaders provide regular feedback to senior managers regarding progress of students in their cohort and the success of intervention strategies.

Students' attainment and progress data is triangulated at key points in the year using formative data, GL, CEM and ongoing Rising Stars data. Students requiring additional support or challenge are quickly identified. Focus groups of underachieving students are regularly monitored by year leaders and senior managers through consultations with class teachers and scrutiny of data. There is much evidence that interventions have a positive impact on students' attainment and progress. Class teachers are all skilled at collecting and analysing data to inform next steps for students and to track progress. There is a clear referral system for teachers who have a concern regarding an individual student. The school is data rich and data powerful, making full use of external, formative and summative assessments to ensure the students make good progress and attain high standards.

The school has high-quality instrumental teachers who form a skilled instrumental music team. The extensive instrumental music programme is offered to all students (from Year 2 in the infant school) who can choose from a wide variety of instruments. There are early morning aural classes which give targeted support for students taking the Grade 4 and Grade 3 ABRSM and

Trinity Exams. In the November round of ABRSM exams, 16 primary students were entered and achieved 6 Pass grades 8 Merits and 2 Distinctions.

Attendance and punctuality are robustly monitored in the primary school. Attendance averages are above 96%. 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 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. Students, from the youngest to those in Year 6, have a clear understanding of what constitutes high standards of behaviour.

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 move on to the senior school, they have the personal and social skills needed to move successfully to the next stage of their education.

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

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

St Christopher's provision for students' spiritual, moral, social and cultural development and its impact on personal development is excellent; it 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. Relationships are excellent. Students 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.

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. Students understand the reasons for not calling out and instinctively put up their hands to answer questions. The school's positive ethos facilitates high moral standards and ensures students have a clear idea of right and wrong. For Muslim students, principles of right and wrong are further addressed and embedded in their Islamic studies. The school fosters and enhances a feeling of togetherness and "family".

The review of the infant behaviour policy has had a positive impact as it has become more child-friendly with the focus on the key words, 'safe', 'kind', 'respectful' and 'responsible' encompassing the behaviour of the children. The 'Golden Rules' in juniors also effectively enable students to understand the behavioural expectations as individuals and as members of the school community. The school's reward system and teachers' use of appropriate praise and feedback contributes greatly to students' self-belief. The 'St Christopher's child' is seen as being gracious in victory and in loss. Parents value the instilling of this characteristic.

Across the school students demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Engagement is high throughout lessons and there is a willingness to participate in a wide range of school activities and events, including productions, sports activities and fundraising. The range of extra-curricular activities (ECAs) is exemplary and all students are given opportunities to perform and find something they excel at. This further develops their self-confidence and self-esteem. Such activities range from 'Shakespeare in Action', 'Eco Club', 'Prophet's Story' to 'Just Dance'.

The school has a planned personal, social and health education (PSHE) programme which includes assemblies and circle time. This builds on the strong foundations already in place. Students are encouraged to show initiative and understand how they can contribute positively to the lives of those living and working in both the school and the wider community. Examples of these are the involvement of students in service projects, including making donations as well as 'School in a Bag'. The school's cleaning staff also benefit from an annual meal and day out based on student and local business contributions. Community links are made with local associations such as the Pakistani Women's Association. Other charities supported are United World Schools and local Bahraini charities.

A sense of spirituality is developed through the provision of a multi-faith curriculum for non-Muslim students, Islamic studies for Muslim students and the celebration of Christian and Islamic assemblies. Themed assemblies supplement the curriculum and focus on the school's values which are rooted in the values of the UK.

The students' voice is canvassed through different means, including involvement in student council and meeting with the head of juniors. Feedback from students is valued and sought on a regular basis. Response to feedback has resulted in more Year 6 students now helping with infant sports days and swimming galas. Student leadership is actively promoted and extends to music prefects, play leaders, 'Green Warriors' and junior librarians. Year 6 students also participate in the 'St Chris Award' which is based upon on the Duke of Edinburgh's Award and United Worlds Schools Global Citizen Award.

Students have the opportunity to develop their tolerance and respect not only for their host country, but also for each other's cultures, through celebrations like Bahrain Day and Global Citizens Day. Links are also made in the curriculum through the study of different countries. St Christopher's is committed to promoting and instilling democratic values. 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."

Safeguarding systems are in place which are clearly communicated to everyone, including those involved with extra-curricular activities, visitors and parents. Teaching teams, support teams, Arabic teams and administrative staff know who to go to when they become aware of a safeguarding issue. Highly effective child protection policies and procedures are in place. The recruitment policy of the school contains measures to deter and reject individuals who may be unsafe to work with children. All staff undergo child protection training. The school ensures all staff, including non-teaching staff, possess a relevant international police clearance certificate or equivalent. 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.

Visitors to the school are logged and badges with coloured lanyards denote the different roles of all adults on the premises. Students are able to differentiate between the coloured lanyards worn. All visitors, parents and staff sign in. The security staff are careful to check visitors and are clearly visible. Start and end of day routines are carried out in a calm and well-organised manner.

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.

Healthy lifestyles are encouraged and there are many opportunities for active play at breaktimes and through the SPARTA after school clubs. The school nurses support the teaching team with the delivery of Fitness Week. Healthy eating is encouraged, and EYFS students are supported by the Year 6 volunteers who sit with them to eat their snack and act as role models for healthy eating. In one of the Nursery classes there were large sets of false teeth, toothpaste and toothbrushes and the teaching team were encouraging the children to correctly brush the teeth, demonstrating techniques and explaining procedures to keep a

'happy mouth'. The school actively promotes a climate of openness. Students are encouraged to discuss their feelings with a teacher or one of the school's two school counsellors. Students feel safe, listened to, cared for and valued.

A comprehensive policy is in place for promoting good behaviour among students and setting out the sanctions for misbehaviour. St Christopher's has a wide ranging and proactive policy in place for guarding against bullying and dealing with any unacceptable behaviour. The policy is shared with staff and parents. Expectations are reinforced in the classrooms, with visual reminders and classroom displays encouraging the students to make the right choices.

Playtimes are well supervised. A high level of care is evident in the form of duty staff and an 'Incident Controller' in Early Years who ensures that the children are escorted to the toilet and to the nurse if the need arises. These adults are easily identifiable by the wearing of a hi-vis bib. Alongside the adult supervision, Year 6 students have taken on roles of responsibility as 'play leaders' for the younger students. Nearly all students engage in collaborative play. The atmosphere is calm and purposeful. Students feel confident that an adult will help them resolve issues and policies are in place to counter any bullying or behaviour issues that might arise. An incident log is used to record issues where a serious breach of policy is encountered.

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. Any issues are followed up and targets set for improvement.

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. A teaching assistant from Year 2, also a qualified nurse, supports absences from the clinic. 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.

Corridors and passageways are wide and uncluttered, and movement is controlled and calm. Doors to student areas are keypad locked, student restricted areas such as access to the swimming pool have a keypad lock too. Doorways to external areas are guarded and patrolled. Gates are unlocked in the event of an emergency and emergency vehicles have easy access.

Systems are in place to ensure health and safety laws and fire standards are met, both Bahrain Ministry and UK specified. Fire extinguishers and first aid kits are in abundance throughout the school. Defibrillators are available in set areas. Evacuation routes and

procedures are displayed throughout the school. Termly fire drills are conducted and procedures are evaluated. Students are able to distinguish between the fire alarm and the 'lockdown' alarm. They know what to do if either alarm sounds. Systems are in place to ensure students are safe and accounted for, even in lockdown. Plans are in place to cope with emergency situations in school. All students, teachers and visitors to the school are made aware of these procedures.

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 in all Key Stages, with the introduction of e-safety seminars for students and parents from Year 2 upwards.

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.

Fittings and furniture are of a high standard and carefully chosen to be age appropriate. There are welcoming displays throughout the school which clearly demonstrate students' learning and other educational experiences. High levels of maintenance and care are clearly evident. The physical environment is clean, fresh and safe. Flooring is well maintained.

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.

Classrooms are light and airy spaces, filled with natural light and providing a pleasant environment for staff and students to work in. Newly developed areas outside EYFS classrooms enhance the teaching and learning and are aesthetically pleasing. Modern and well-equipped ICT suites and an expansive double floor library, compliment classroom areas in the school. Corridors or 'activity streets' outside classrooms are well-resourced and provide opportunities for teachers to develop and enhance the students' learning experiences. The learning support area and specialist teaching rooms are well designed and contain a wide variety of resources to inspire and engage the students.

A swimming pool, with recently added safety gates and restricted access points, flood lit sports facilities, well-resourced and expansive play areas with safety grass and climbing facilities for younger students all support and enhance the students' physical development, health and well-being. The students' development of physical, academic, social and emotional skills is all catered for to a high standard. Play areas are safe and well maintained with drinking water accessible and plenty of shade. The play area for the youngest students has soft flooring; safe and appropriate resources are enjoyed by the students.

Risk assessments of areas of the school are undertaken on a regular basis, by the school business manager, the head of maintenance and the HR and facilities manager; logs of issues are kept, with records of any action taken. The school ensures that areas undergoing maintenance are safely cordoned off from the students with appropriate cones and notices in place. Classroom toilets are cleaned regularly. Out of class toilets are also clearly

signposted for specific users and regularly cleaned. Administrative staff ensure that wet floors are clearly identified.

The clinic employs 2 fully qualified nurses. Nurses are recently appointed to their posts and have worked alongside the school business manager and the HR and Facilities Manager to develop protection and information systems for students, staff and parents. The clinic is well-resourced, with equipment being purchased annually from the UK. The premises include washing and toilet facilities. The nurses work with the American Mission Hospital to ensure the speedy response to incidents as necessary. School transport is also allocated for emergency use, should it be required.

Gender and age segregated toilet and washroom facilities are available for students across the school. New impaired mobility toilet facilities are being constructed, alongside a new cafeteria. These will be accessible to visitors, parents, staff and ECA personnel. Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of hot and cold water. 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. Where hot water is needed, e.g. cooking areas, the taps are set at warm, not hot.

Development and expansion of the school are being discussed, as the school wishes to provide additional classrooms in order to reduce the waiting list of applicants to the school.

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 relating to behaviour expectations, bullying, safety and complaints 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 make full use of the Parent Portal and are highly appreciative of its content and functionality. The 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.

A focus group of parents stated that they, and their children, felt fully informed about attainment levels, targets, effort, behaviour, attitude to learning and attendance. They also stated that they were aware of a clear structure in place when making complaints and that they were dealt with effectively and in a timely manner. Parents described parental involvement in school activities as being strong. Parents are invited to participate as volunteers, leading reading groups as well as helping with cooking, crafts and field trips. Parents are also welcomed to assemblies, workshops and sporting events.

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. Interviewed parents commended the visibility of teachers and senior leaders on the playground in the mornings. Staff are seen to be willing to engage with parents and are readily available.

Communication links are strengthened by the aforementioned parent portal, email and coffee mornings with the principal. The new principal has encouraged and welcomed feedback from parents through the aforementioned links and parental surveys. The focus group of parents expressed considerable support for the school, referencing specifically the dedication of the staff and the openness of communication. They stated that staff are very approachable and reply to emails in a prompt and informed manner.

Student progress is shared with parents at formal meetings held twice a year, and in a formal report sent at the end of the year. Reports include information on progress and attainment, attitude to learning, social development and targets. The group of interviewed parents felt that the format of this report was clear and that the explanatory notes accompanying the report, informative and useful. An interim assessment report is being trialled in Year 6.

Parents value the school as a warm and welcoming place where their children are very happy. St Christopher's is described as having a very positive influence on the lives of their children.

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 to assist the principal in understanding whole school issues. Parents are positive about the impact he has had.

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. The senior leaders in the primary school, like the principal, are new to their posts this year, although the head of juniors was previously head of infants. The team has quickly established positive and effective working relationships with each other, staff and parents. They are already having a significant impact on the strategic development of the school.

Responsibilities for senior leaders are detailed in portfolios, outlining whole school and phase responsibility. 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 classroom support and 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. A weekly CPD programme has been implemented to support teaching assistants in the early years department.

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 highly successful strategies for engaging parents and carers. Parents are actively welcomed into the school on a daily basis. 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.