



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Private Schools & Kindergartens Reviews Special Review Report

**St Christopher's School
Muqabah – Northern Governorate
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 12 October 2015

SP009-C2-R007

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this special review over one day by a team of eleven reviewers in accordance with the review procedures of schools with 'Outstanding' performance in the last review cycle. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of special review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	1	1	1
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	1	1	1
	Students' support and guidance	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

□ School's overall effectiveness 'Outstanding'

Justifications for sustaining 'Outstanding' Judgement

- Since last three years, students' attainment in internal and external examinations is outstanding with very high pass and proficiency rates.
- The tracking of progress of students (in students' profiles) data is very rich and informative. It indicates Outstanding progress by most students, for example; in KS1 mathematics 2b (in 1999) to A* in GCSE mathematics (in 2013) and 6 grades in IB Math HL (in 2015)
- Students' performance in the General Certificate of Secondary Education (GCSE) examinations was outstanding with 49% of students achieving 5 or more A* to A grades; in General Certificate of Education (GCE) A levels 25% of students achieved 3 A* to A grades.
- In the International Baccalaureate (IB) Diploma students' performance was above the worldwide average; they attained an average of 33 points and an average grade of 5.28. The proportion of students securing 40 to 45 IB points was well above the worldwide average.
- In the GCSE in 2015, 75% of students gained the English Baccalaureate (EBacc) compared to 23% of students in all UK schools and 72% in selective UK schools.

- In lessons observed and in academic work students' standards exceed their age related expectations in all core subjects except Arabic which is at a good level.
 - Students' English, mathematical, inquiry and problem-solving skills are highly developed across the school.
 - Middle Year Information System (MidYis), Year 11 Information System (Yellis), and INSIGHT data show positive added value and strong levels of progress. Students demonstrate outstanding progress in their knowledge, understanding and skills across the school.
 - Students participate in school life with great enthusiasm and show high confidence in all activities both inside and outside classrooms. They take part effectively in assemblies, enrichment programmes, community service and a planned personal, social and health education programme.
 - Students show excellent behaviour and highly positive attitude towards their learning. In all lessons students are highly focused on the task and eager to learn.
 - Students feel very safe and secure and have an outstanding relationship with their peers and teachers.
 - Students have deep commitment to the values of citizenship and excellent understanding of Bahraini culture and Islamic values through lessons, field trips and celebration of traditional and Islamic events.
 - The school is aspirational and aims to develop the Tri-partite Learner, incorporating the Autonomous Learner, the Competent Individual and the Global Citizen.
- Excellent resources, including ICT, are used to promote learning and iPads in Year 6.
 - Almost all lessons are very well planned and organised. Lessons are well-paced, productive, set high expectations for students, and cater for students' individual needs and abilities.
 - Assessment results are used to inform lesson planning and set targeted objectives. A clear marking policy is in place and teachers provide immediate and ongoing feedback so that students know how to improve their work.
 - Meeting the learning needs of different groups of students is achieved through regular assessments and monitoring progress rigorously. Support is provided to individuals through planned interventions and one-to-one support when required.
 - The school's pastoral structure and programmes provide an exceptional level of care and opportunities for students to form very constructive relationships with their teachers.
 - A strong emphasis is placed on the social, emotional and personal development of students through assemblies, circle time and lessons; and on the development of the Tri-partite student – the Autonomous Learner, the Competent Individual and the Global Citizen.
 - Students are offered an outstanding range of extra-curricular activities, incorporating sports, arts, music and languages. Plentiful opportunities are provided for students to be involved in special activities such as The Duke of Edinburgh's International Award and inter-school debates.

- Rigorous systems and procedures with respect to health and safety are in place, including regular inspections of the school buildings and grounds, lock down and evacuation procedures, detailed policies for safeguarding children and safer recruitment of staff. Students are encouraged to adopt a healthy lifestyle through healthy eating events and curriculum programmes.
- Successful strategic planning and monitoring processes and strong corporate decision-making underscore a school culture where change is the norm. Strategic intentions have focused most recently on the development of the Tri-partite student (Autonomous Learner, Competent Individual and Global Citizen), and the phased introduction of mobile devices as an essential classroom tool for every student.
- Leading edge educational practices and technological innovation are implemented by a high calibre staff and driven by a Head and school

leaders with outstanding vision and ambition. Every effort is made to raise staff competency through a performance management system that focuses on continuous performance evaluation and outstanding provision of professional development opportunities.

- Excellent levels of organisation and professionalism, rigorous systems and procedures, and a culture of high expectations, aspirations and scholastic excellence distinguish the school. Leaders and staff have very positive professional relationships. The school leaders inspire and motivate staff to support change and to work very productively as part of a highly professional team.
- The school leaders ensure that an excellent range of learning resources are available and used optimally. ICT provision and technical support are keeping pace with the school's mounting use of technology as a core learning and management tool.

Main Strengths

- The school's outstanding value added measures are reflected in the students' outstanding attainment and progress.
- Leading edge educational practice and technological innovation are implemented by a high calibre staff and driven by a Principal and school leaders with outstanding vision and ambition.
- The school is distinguished by excellent levels of organisation and professionalism, rigorous systems and procedures, and a culture of high expectations, aspirations and scholastic excellence.
- The school provides a rich learning environment, highly effective teaching and learning strategies, and rigorous continuous assessment.

- Exceptionally confident and responsible students are highly engaged in school life and extremely well supported in a holistic manner.

The most Outstanding/Pioneer Projects

- The 'Parent App', which is valued by parents and provides instant information on their children.
- The phased implementation of technology as a learning tool to be used by all students and staff.
- The framework for learning which identifies the Tri-partite students (Autonomous Learner, the Competent Individual, and the Global Citizen).
- Development of Management Information System providing centralised student data.
- Perspective Planning System which is used to monitor and measure progress towards the school's priority aims and to facilitate planning at all levels, enabling all layers of leadership to create development plans, set tasks and track individual progress.

Recommendations

- Extend links with educational organisations in Bahrain in order to play a leading role in the local learning community.
- Continue to improve and extend the Arabic programmes for both Arab and non-Arab students.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة سانت كريستوفر													
Name of the school (English)	St Christopher's School													
Year of establishment	1961													
Address	Infant and Junior School: Gate 790, Road 1322, Block 513, Muqabah Senior school: Building 119, Road 4109, Block 841, Isa Town													
Town /Village / Governorate	Muqabah – Northern Governorate Isa Town – Southern Governorate													
School's Contacts	17605000				Fax				17605020					
School's e-mail	office.principal@st-chris.net													
School's website	www.st-chris.net													
Age range of students	5-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				10-13					
Number of students	Boys		934		Girls		904		Total		1838			
Students' social background	The majority are from expatriate professional families, characterised as having middle to upper socio-economic backgrounds													
Classes per grade	Year (UK)	1	2	3	4	5	6	7	8	9	10	11	12	13
	Classes	6	6	6	6	6	6	8	8	8	8	7	9	9
Number of administrative staff	127													
Number of teaching staff	183													
Curriculum	British													
Main language(s) of instruction	English													
Principal's tenure in the school	20 years													
External assessment and examinations	<ul style="list-style-type: none"> • Standard Assessment Tests (SATs). • General Certificate of Secondary Education (GCSE). 													

	<ul style="list-style-type: none"> • International General Certificate of Secondary Education (IGCSE). • General Certificate of Education (GCE Advanced Level). • International Baccalaureate Diploma (IB).
Accreditation (if applicable)	<ul style="list-style-type: none"> • BSME Accreditations November 2011 and March 2015. • British School Overseas Inspections in November 2011 and March 2015 (UK / Ofsted Quality Assured inspection programme).
Major recent changes in the school	<ul style="list-style-type: none"> • Wholesale changes in facilities that include: <ul style="list-style-type: none"> – construction of additional facilities to further enhance the teaching and learning provision and the environment in the school and increase the shaded areas – projection facilities in the school halls and the swimming pool area. • Whole school IT Developments: <ul style="list-style-type: none"> – a custom designed Parent App has been developed to provide instant access to communication and pupil information – server/network and wireless infrastructure and the introduction of a cloud-based email/calendar system, private cloud apps and Office 365 – high speed internet provision, through which staff and students communicate and students can learn through a centralised electronic environment – new school website developed in-house. • Introduction of research and development systems to facilitate future planning.