



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**British School of  
Bahrain**

Date **20<sup>th</sup> – 22<sup>nd</sup> May 2024**  
Inspection number **20240520**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	3
4	The context of the school	4
	4.1 The British nature of the school	5
5	<b>Standard 1</b> The quality of education provided by the school	
	5.1 Curriculum	6
	5.2 Teaching and assessment	8
	5.3 Standards achieved by pupils	10
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of pupils	12
7	<b>Standard 3</b> The welfare, health and safety of pupils	14
8	<b>Standard 4</b> The suitability of the proprietor and staff	16
9	<b>Standard 5</b> The premises and accommodation	17
10	<b>Standard 6</b> The provision of information for parents, carers and others	19
11	<b>Standard 7</b> The school's procedures for handling complaints	21
12	<b>Standard 8</b> Leadership and management of the school	22

## 1. Purpose and scope of the inspection

The Department for Education (DfE) 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 DfE schedule for the inspection of British schools overseas.

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

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

This inspection was completed by Penta International. 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 DfE on the extent to which schools meet the standards for British schools overseas.

During the inspection visit, over 117 lesson observations took place including joint observations for quality assurance, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

Uniquely, this inspection was carried at the same time as an inspection by the Education and Training Quality Authority (BQA). BQA is an independent entity that carries out its mandate with the guidance of its Board of Directors. It reports to the Bahrain Cabinet. The Authority was established as part of the National Education Reform Project, an initiative of Bahrain's Economic Vision 2030. Penta and the BQA worked in advance, during and after the process to align the two processes as far as possible.

The lead inspector for Penta was Nan McKeown. The team members were Jessie Joubert, Edward Pearce, Amelia Ternan, Cheryl McSweeney, Nadira Rahman, Rhys Headley, Elizabeth Barry Cutter.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

## 3. Overall effectiveness of the school

The British School of Bahrain (BSB) meets the needs of its students very well. It offers a rich and varied curriculum, and is strongly committed to the community it serves. Students make outstanding academic progress while also developing holistic life skills. Teachers are enthusiastic and have excellent subject knowledge. Students enjoy their learning and are encouraged to develop their individual talents. The high quality of the many additional experiences provided, is commendable. Behaviour is outstanding. The leadership and management of the school are outstanding in all respects. Students are rightly proud of their school.

## 3.1 What the school does well

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

- Mutually respectful relationships across the school community
- Excellent behaviour of students
- Strong teacher subject knowledge
- Teachers' enthusiasm to deliver high quality learning experiences
- Opportunities for students to develop their leadership skills
- Range and quality of curriculum enhancements particularly the wide-ranging extra-curricular activities
- The emphasis placed on the development of the artistic talents of students
- A strong governing body which guides and supports the school development
- The leadership and management of the school meets the standard. It is outstanding in all respects.
- The range of communication channels for parents
- Ambitious development plans to create new facilities which will further enhance the curriculum

## 3.2 Points for improvement

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

- i. Further develop the use of assessment data to inform planning to ensure teaching meets the needs of all learners;
- ii. Provide students with even more regular and accurate feedback in lessons to ensure they fully understand their next steps in learning.

## 4. The context of the school

Full name of school	The British School of Bahrain				
Address	Building 1080 Block 1014, Road 1425, Hamala				
Telephone number/s	+973 1761 0920				
Fax Number	+973 1761 0371				
Website Address	britishschoolbahrain.com				
Key Email Address/s	executivehead@thebsbh.com pa2headofschool@thebsbh.com				
Headteacher/Principal	Mr John Maguire				
Chair of Board of Governors/Proprietor	Mr Nadim Nsouli				
Age Range	3 – 19 years				
Total number of students	<b>2,772</b>	Boys	1,453	Girls	1,319
Numbers by age	0-2 years	0	12-16 years	1,030	
	3-5 years	151	17-18 years	294	
	6-11 years	1,251	18+ years	46	
Total number of part-time children	None				

The vision of BSB to be the leading school in Bahrain, utilising the Inspired Group network of premium schools to offer a world-class education, rooted in character-forming values and a student-centred ethos is central to all the school does. Established in 1996, BSB proudly serves the local community through a rich and varied curriculum. Students aged 3 years to 18 years benefit from a high-quality British education from a welcoming purpose-built campus in Hamala. With over 90 nationalities, BSB represents a truly international community where students thrive.

## 4.1 British nature of the school

- The appearance, ethos and nature of the school are recognisably British.
- The school promotes British values through the school's vision, curriculum and enrichment activities.
- The school embodies the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs.
- The curriculum offered by the BSB follows the UK's guidance on the Early Years and Foundation Stage (EYFS) and the National Curriculum for England from Year 1 to Year 13.
- English is the medium of instruction for lessons. Communications from the school, including school publications, reports, letters and the website, are in English.
- Performing arts, sports, and academics are the three core pillars of a BSB Education. A large number of individual students complete LAMDA and ABRSM examinations.
- The school is well resourced with high quality learning materials; the library has an expansive range of British literature.
- Teachers are from the UK or are UK trained and qualified, meeting the UK teaching standards.
- The school has a strong commitment to continuous professional development (CPD).
- The school is a member of the British Schools in the Middle East (BSME) and the Council of British International Schools (COBIS) networks.
- BSB has strong ties with the Inspired Schools in the UK, including Reddam House Berkshire and Fulham School, and the school regularly engages with UK-based schools both at a staff and a pupil level.
- The school's house system, pupil council and pupil leadership groups reflect those used in British schools.
- The school celebrates a range of British events and anniversaries, such as the Chelsea Pensioners, as part of the school's acts of Remembrance. In September 2023, the School was chosen to host HRH Prince Edward, the Duke of Edinburgh.
- At each key stage, students sit British-based assessments, culminating in GCSEs, BTECs, International Baccalaureate Diploma and A Levels provided by CAIE and Pearson Awarding Bodies.
- Following graduation, BSB students attend some of the best universities in the world. The British nature of the school means that the majority of students aspire to study in the UK.



## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by BSB fully meets the requirements of the BSO framework, and is outstanding.

#### 5.1 Curriculum

There has been significant progress in curriculum development since the last inspection. The quality of the curriculum at BSB is outstanding.

The curriculum is broad, balanced and innovative. There are a wide range of subjects and opportunities for students. A strength of the school is the structure of the Years 5 and 6 curriculum which is delivered by subject specialists. The use of subject-specific areas in primary and secondary such as the primary science labs, secondary music practice rooms and the eco garden, allows the school to deliver a challenging innovative curriculum. This helps prepare students for the transition from one area of the school to another.

The curriculum is matched to the needs of most students. Throughout the school, a full intervention programme has been developed to support. Students in all year groups. These sessions are open to all, and the students find they help move their learning forward. Attendance of these intervention sessions is high. The curriculum is designed to support the most able, least able and students with additional needs and all plans contain adaptations for learners. The school has recently introduced the BTEC L3 science course in KS5 to support students who find a vocational approach to learning more appropriate to their needs. The curriculum at all levels is ambitious in terms of challenge. The learning support department works closely with all departments to support students with learning needs enabling the school to deliver their curriculum successfully.

Careers guidance and support for students in preparation for the next stage of their education is provided by the pastoral team. Students are clear on what they need to do to get into university, and an appointment has been made for a whole school careers and university counsellor to start in September 2024 who will support students further. Students from Year 9 use the *Unifrog* programme to help prepare university applications. Students in the infant school take part in careers weeks where parents come into class to discuss their careers.

The school has developed a spiral curriculum where students revisit key concepts at various intervals, building on prior knowledge as it increases in complexity. Opportunities for staff to collaborate from different phases of the school are in place to ensure a seamless transition between phases of learning. This is particularly evident in mathematics, where the curriculum content has been mapped down to the infant

school. The school produces detailed curriculum documents which map the journey of learning from FS to KS5 and provide guidance for differentiation and home learning.

There are a wide range of internal and external ECAs available to students. These are well attended and, in some cases, student-led. In one case a student was teaching conversational Japanese to a mixed-age after-school class.. The students at BSB enter many national and international competitions and have had notable successes, including *Psychology Olympiad* winners, *UKMT Maths Challenge* gold winners and the *COBIS Young Musician of the Year*. The curriculum is enriched with national and international trips. This year the mathematics department is taking 80 students to visit London.

The school follows the national curriculum for England and students sit GCSEs, A levels, International Baccalaureate Diploma and BTECs. This enables students to re-enter the UK education system seamlessly. Home learning is a feature of all medium-term plans. The school utilises the Inspired AI platform to set home learning. Regular assessments are timetabled throughout the year. There are also weekly Cycle tests in different subjects, for students in Year 5 upwards The students work hard and are well prepared for these assessments. Detailed feedback on what the students need to do to improve is provided after each assessment. Students in the senior school were, in most cases, able to verbalise their current grade and the steps they need to take to improve their outcomes. In some cases, the curriculum provides students with opportunities to resit or re-submit summative assessments.

Students are taught reading, writing and numeracy. The infant school has developed the *Read, Write, Inc* phonics scheme and the junior school uses *Talk4Writing* and *Talk4Reading*. Year 7-9 students have a weekly lesson in public speaking to support oracy and literacy. Cross-curricular links are evident throughout the curriculum. In the Infant school, the students use books such as 'What the ladybird heard' as a platform to explore a variety of areas of the development matters framework. This allows teachers to track student progress and support them to make rapid development.

## 5.2 Teaching and assessment

Teaching and assessment at BSB meets the BSO standard, and are excellent. The majority of lessons were rated as good or outstanding, with mathematics being observed as a particular strength of the school.

Students have a genuine thirst for knowledge and impeccable attitudes towards their lessons. They are engaged, motivated and respectful towards teachers and each other, creating a positive learning environment for all.

In the best lessons, a variety of teaching strategies were deployed to empower students to work independently and collaboratively, promoting an engaging balance of self and peer reflection and assessment. Students were empowered to collaborate effectively with peers to further their understanding. They evaluate their progress responsibly against success criteria provided by the teachers and use their inquiry skills to make cross-curricular connections in their learning. For example, in one Year 4 English lesson, students participated in textual analysis, which required the creation of a key, then highlighted powerful phrases and memorable words. This was more inconsistent in the senior school, where teacher talk dominated many of the observed lessons. In the less strong lessons, questioning tended to be undirected and answered by those volunteering answers.

In the infant school, students develop skills in all areas of learning through a skilful mix of adult-led, independent and child-initiated learning. The indoor area is well resourced for students to make choices, take risks and pursue their own interests. For example, they were observed making wanted posters and creating bugs linked to their current topic. Adult support and visual prompts enable students in the early stage of learning English to develop language and vocabulary. The termly curriculum maps provide a context for learning with flexibility to adapt to the students' needs and interests. They also ensure students make progress and have secure foundations for future learning. This focus on collaboration and reflection continued in the best lessons observed in the junior school and senior school, with students given the opportunity and time to reflect on their own learning and to collaborate and support one another.

Short term planning is derived from medium and long term schemes aimed at ensuring coverage of curriculum objectives throughout the year. Differentiation is evident in these plans, based on regular summative assessments during the year. However, the support strategies highlighted in the planning to meet the needs of all learners were not consistently evident in all lessons. A more consistent use of formative assessment techniques would support teachers in providing for the needs of all learners in all lessons. Teachers at BSB are highly knowledgeable and passionate about their areas of expertise. This generates excitement, curiosity and intrigue in lessons and fosters a very positive relationship between students and staff. In the Senior School, teachers display

particularly strong subject knowledge, leading to confidence in delivering their lessons and a collective desire to want to learn more. In the best lessons, teachers made meaningful and purposeful links to examination requirements, which the students commented they felt well prepared for.

The behaviour of students in lessons is consistently outstanding. Most utilise classroom resources effectively. Resources are of a good quality, quantity and range. Teachers utilise effective strategies for managing behaviour. They encourage students to act responsibly; and do not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students are treated equally, with no discrimination because of individual characteristics. The students of BSB commented that they feel “respected, valued and appreciated” by staff and that they feel well supported by staff. Senior students also commented on the positive relationships they have with staff from when they were in the infant school and junior school and are appreciative of the low staff turnover.

The school is well resourced overall, taking advantage of well-maintained and resourced facilities to support learning inside and outside of the classroom. Learning technology is well used to support learning, with *Inspired AI* providing extension and revision opportunities in the class and at home. Classroom displays are effectively used especially in the junior school to promote links to learning and celebrate student achievements and progress.

## 5.3 Standards achieved by pupils

The standards achieved by students are excellent.

Across year groups and in a wide range of subjects, current students make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.

Attendance for 2022/2023 was 89.1%, while the school's expectation is 95%. During the inspection period, however, the school recorded a much improved attendance rate of 92%. 7.2% of students were reported as arriving late. On the days of inspection attendance was 93.6%. Thorough procedures are in place to address any instances of absence.

The students' conduct, regard for others, and approach to education is commendable across the school. They exhibit a strong desire to learn during lessons observed and demonstrate politeness towards their peers and the adults in the school. The school effectively utilises iSAMS to track and monitor behaviour and systems are well embedded within the rewards and sanctions across the school.

Cambridge CEM is used for baseline assessments, mid-year progress and end of year attainment within year groups. Departments report and track subject data to identify students' standards.

CEM data is used as a baseline and to generate predictive data. CEM data is used to drive target grades, and many students go beyond their targets.

The school is data rich. In EYFS, 79% of students reached a good level of development in 2022/2023, for example.

Departments throughout the school utilise progress tracking and student data extensively within year groups. The school uses internal assessments to track individual year group progress across subjects. In all year groups, the school uses data to track the progress of different identified groups of students.

GCSE and iGCSE data is reported using alphabetical grading. The school reports Arabic results are received in this format, as well as other languages. Level 1-9 grades are received for all other iGCSE and GCSE subjects. In 2023 students achieved 72.01% A\*-C in English, mathematics and science of which 19.1% were awarded A\*, 35.46% achieved A-A\*. At AS, students achieved 66% A-C grades of which 22% achieved A grades.

BTEC- (pass, merit and distinction) results are translated into alphabetical data, by the school, and reported and combined with A- level results.

In A level results 31% of students achieved A\*-A grades, 70% of students achieved A\*-C grades for A levels. Students who have attended the school for many years, do particularly well in A level mathematics.

63% of students achieved BTEC distinction or distinction\* levels and 86% achieved distinction\* to merit.

Although the IB Diploma is offered by the school, there is currently one student enrolled. Interested students can access IB tuition online through a sister institution, expanding the school's educational offerings.

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

The spiritual, moral, social and cultural development of students continues to be a significant strength of the school since its last inspection. It meets the BSO standard and is outstanding.

The school offers a wide range of opportunities to develop students' talents, interests and passions. Examples include, but are not limited to, 'Good Morning Performing', 'The Wizard of Oz', leadership responsibilities, ECAs and various charity drives.

Students are courteous, respectful and proud members of their school community, as evidenced in their conduct in lessons and around the school, as well as in their attitudes to peers, staff and visitors. Students are a true credit to the school, and their behaviour reflects the school's effective strategies to promote high standards and expectations. Students themselves commented on behaviour being excellent overall. They mentioned that the occurrence of negative behaviours is very infrequent; they proudly spoke of their teachers addressing behaviour concerns immediately and effectively. They were able to explain the use of a restorative approach related to the school values and stepped sanctions in keeping with the Behaviour Policy. Records on iSAMS show very few incidents relating to verbal, physical or cyberbullying. Again, students said they were confident the school deals with these promptly, involving parents as well, to avoid such behaviours being repeated, "We feel safe, and can talk to adults when we think we're being bullied".

The school places significant importance on students' emotional and mental wellbeing. students in the senior school, students spoke positively about the impact of wellbeing surveys which are done every half term. 'Support 360' provides a collaborative network of support around the child, enabling students to overcome barriers stemming from social, emotional or academic needs. This includes collaboration with external agencies too. Students spoke confidently about their understanding of online safety and the impact of their digital footprint. Computing lessons observed in KS2 also reinforced the importance of internet safety with students explaining the meaning of 'catfishing'.

Through their school values and the three main pillars of "Responsibility, Individuality and Excellence", the school develops students' understanding of tolerance, open-mindedness and respect for the beliefs, cultures, views and lifestyles of other people. This is also taught discretely through PSHE, citizenship and global studies lessons. Student leadership responsibilities, such as form reps, prefects and class MPs, across the school, demonstrate the importance the school places on democracy. Students spoke passionately about the importance of charity and the willingness to volunteer their help for the benefit of others. A range of fundraisers have been organised by the sixth formers and the Charity Committee.

Relationships between students and adults are outstanding. Students enjoy strong friendships and show empathy for others. They spoke very highly of their teachers, specifically of the way in which staff members support learning and the development of the whole child. Students in Year 10 mentioned they received useful guidance when choosing their GCSE options and that their teachers take pride in lessons.

Students value their education and understand the importance of regular attendance, including punctuality. Students and parents are provided with attendance data every half term. The school has effective strategies in place to address concerns relating to attendance and punctuality.



## 7. Standard 3 The welfare, health and safety of the pupils

The provision for the welfare, health and safety of students is outstanding.

All staff and contractors are provided with safeguarding training which is translated into several languages. There is regular professional development on safeguarding through external courses and *EduCare*. Updated training is provided throughout the year if new developments in child protection have been noted. Staff must formally refresh their safeguarding every two years. The school has recently invested in mental health training and all staff are now qualified as mental health first aiders.

Staff, students, parents and visitors are aware of the designated safeguard leads and how to report concerns through a designated e-mail address. This is reinforced by posters throughout corridors and classrooms. A guide is provided to all visitors detailing the health and safety requirements of the school. Staff log concerns on *iSams Wellbeing Manager*.

Students across the whole school report that they feel safe and feel comfortable approaching their teachers for support. Secondary students report that their relationships with their teachers are excellent. They particularly like that they are still supported by their previous teachers in the junior school.

The level of behaviour observed within the school is exceptional. Students exhibit an admirable level of mutual respect, positive attitudes and exemplary behaviour towards one another. Appropriate policies are in place to promote excellent behaviour and to guard against bullying. Bullying is rare, but when it arises it is managed with a positive and restorative approach. Both parents and students have confidence in the school environment and believe that concerns are dealt with swiftly and appropriately. Any behaviour concerns that do arise are reported on I-Sams in the secondary school and the behaviour policy is followed with age-appropriate sanctions. For consistency across the school, it is recommended that the infants and juniors also use I-Sams to record behavioural concerns.

There is a strong focus on nurturing the whole child and promoting their holistic wellbeing. Students learn this through PSHE lessons, assemblies, form times and designated weeks such as 'mental health awareness week'. Parent workshops further support all stakeholders to be able to promote e-safety. Students are aware of their digital footprint and how to keep themselves safe online. Wellbeing surveys have been recently implemented in the lower school which has helped teachers understand their students at a deeper level and build stronger relationships. In the senior school, wellbeing surveys are conducted every half term and follow-up conversations are provided with individual students by their form tutor or head of year.

The school further ensures the wellbeing of students through promoting healthy and active lifestyles through events as well as being embedded in the curriculum. For example, the senior school students use the vegetables grown in the school's 'eco garden', by the junior school students, in their food technology lessons and learn nutritional information in science classes. The school has recently implemented the 'Happy Confidence Project' and focuses on

emotional literacy and building relationships in the classroom and with parents. There is a smooth transition programme to suit the interests of students. As a result, students settle into the school quickly, upon entry.

BSB promotes an inclusive environment and has modified the building to include ramps and evacuation chairs. All staff are aware of the medical conditions and specific needs of students within the school. There is a clear first-aid policy and an ample number of first-aiders in addition to the school's three nurses.

Security in the school is highly effective. All staff and visitors wear identification lanyards. Access cards are used by staff and students to enter the main buildings. If visitors require access, they are escorted by a member of staff. Security staff are easily identifiable, wearing high-visibility vests.

The monitoring and implementation of health and safety routines are extremely efficient. Health and safety policies and procedures are in place and risk assessments are conducted as appropriate to ensure that activities and laboratories are safe. The school's chemical room has additional security measures and is only accessible by a keycard. This is limited to certain members of staff. All external trips have a third-party risk assessment and the school's risk assessment. These are logged on Evolve and go through three checks before the trip is approved.

All local health and safety regulations are met. The school conducts regular external health and safety checks across all buildings and portable appliance testing on all equipment, including students' devices and chargers. Evacuation routes are clear and are in all classrooms and corridors.

The school ensures that all incidents and near misses are logged. They are vigilant of repeated incidents and take appropriate action. For example, door guards were added in the infant school to prevent finger injuries. Weekly meetings are held to discuss health and safety, including child protection.

## 8. *Standard 4* The suitability of the proprietor and staff

The school ensures it has robust policies and procedures in place for the suitability of all staff. All teaching staff, supply staff, proprietors and board members are identified on a single central record (SCR). Recruitment happens through safer recruitment advertisements, which includes safeguarding and promotes the welfare of children.

Applicants to the school apply through an online application form, and any gaps in employment are highlighted and accounted for. All members of teaching staff undergo appropriate checks to ensure their suitability for the role; approved visas support the requirement of the right to work in the host country. Interviews are composed of two members of current staff, who have undergone training in safer recruitment. When staff are appointed, checks for identity, medical suitability, social media checks, educational qualifications and two references are in place, which are held in individual files. If the school has any delays in appropriate checks, risk assessments are put into place and proof that documentation has been applied for is required. Police checks are composed of the ICPC for staff that have lived and taught in the UK. For staff that have lived in other countries a 10-year police check is carried out for the countries they have lived in.

References are required from two previous employers, and one of these must be the principal or head of the current school the applicant is working in. In addition to this, the school completes advanced checks for referencing through social media checks and speaking to referees directly. All records are held in individual files and on the SCR held by the HR manager in the school. External contractors to the school have gone through visa checks, which entail: a police check, references and background. These are followed up by the school to vet external contractors.

To ensure a comprehensive transition for all staff, the school has onboarding procedures. All staff are asked to complete safeguarding training as part of this, which also includes health and safety. Onboarding ensures staff are aware of performance management, confidentiality and emergency procedures. Existing and new staff are asked to sign to say they have completed the onboarding. Onboarding is also applicable for staff who might join at any point during the academic year. At the start of each academic year, there is a well-planned induction week and the school provides surveys to staff on the effectiveness of this. Off boarding practices allow the school to identify improvement points and all staff are given a departure handbook and exit interviews.

This academic year, the human resources team for the school were invited to the Human Resources Management Summit Awards and won Best Recruitment Process 2023. The human resources manager was asked to attend the COBIS Human Resources Conference as a speaker and is currently working to support schools in other countries with HR processes.

## 9. *Standard 5* The premises and accommodation

Premises and accommodation of the school meet the standard for BSO and are outstanding.

The school site is very clean, safe and well maintained and meets local requirements. There are two main points of entry and exit for students. Entrance and exit points have been developed through the introduction of card readers, refurbishment of the reception area and contracted community police support safety. The campus security is proactive and present on site at exit and entry points and transition times during the day. The school has 24 hour contracted security and cameras. The site is regularly reviewed by the contracted maintenance team. Regional and site managers ensure the excellent condition of the school buildings and that the school site is maintained.

The school premises are sufficiently equipped for the differing ages of students. Classrooms, outdoor areas, and specialist facilities are well ventilated with adequate lighting. Internal and external spaces are sufficient and lend themselves well to different curriculum areas. The school has ambitious plans to improve the premises further and construct a second campus adjacent to the existing site. Recently, the infant school has been refurbished, contributing to the effective provision of the EYFS curriculum. The entire infant school has recently been refurbished. The school has longer-term plans to move KS4 and 5 to a new adjacent campus, creating space and allowing further specialist provision and facilities as students prepare to move onto the next stage of their education.

Outdoor areas are suitably shaded and are well maintained. Across the different outdoor areas there are mist fans in place for hotter weather. The site has two larger outdoor areas used by students and three smaller areas. Infant school classes have separate outdoor areas accessed directly from the classrooms, these contain permanently installed, age-appropriate play equipment, including garden sections and climbing frames.

There are two clinics on the school site, which are spacious and well equipped. One of these is a clinic for the infant school and the other clinic provides for the junior and senior school. Across the school there are hygienic washing facilities and toilets, within these areas there are adequate disabled facilities. All areas of the school contribute to an inclusive environment to access the school site through ramps, lifts and facilities management.

The school has a wealth of specialist facilities that are utilised well, with provision for all age ranges. The facilities include two libraries, four indoor multipurpose halls, drama and dance studios, science laboratories for junior and senior students, a food technology classroom, music rooms that have been recently sound proofed and computing suites. Sports facilities are all well-resourced; they include an impressive swimming facility with two pools. The swimming pools are also available to the local community after school and on weekends. There is a large 4G astro turf, recently refurbished and a running track; both are used for sporting events, PE lessons and at break times. All sporting facilities have adequate changing provisions. Among the most impressive facilities are the swimming pools, music pods, with provision for individual lessons, and the eco garden, which is an initiative implemented and

run by parents. These facilities lend themselves to a range of students across the school, fostering students' enjoyment of the curriculum and can be used by the wider community, building positive relationships.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is wide ranging in style and breadth. It meets the requirements of BSO.

Information is clearly accessible on the school website, which is easy to navigate with embedded links for the alumni, downloadable prospectus and an opportunity to book a tour of the school. Policies are available on the school website and regularly reviewed and up to date. Inspection reports are also accessible along with a clear explanation of the purpose and process of the inspections.

The parent portal, multiple social media channels, weekly newsletters, emails from teachers and the use of the *Class List* app provide other avenues of communication- Parents feel communication is excellent and a strength of the school.

Parents who attended the parents meeting feel open lines of communication are maintained through three main applications, where *Class List* is preferred for communication, replacing *WhatsApp* as a regulated tool for school communication.

The school is accessible to parents, and they feel welcome as part of the BSB community, through coffee mornings, curriculum information workshops and parent teacher consultations. Daily parental engagement sessions are also available, such as beginner's Arabic, Pilates, gardening and art club, where parents stated it was a great way to meet other parents and a calming way to start the week during their art session.

There are active parent community ambassadors (PCA) with over 70 members who have clear responsibilities to assist in the support of newly arrived families to the school, offering advice, meetings and links to the established community to ease the transition and assist families in settling, organise and facilitate community and charitable events in partnership with the parent relationship executive, who the parent group felt was the 'heart of BSB'.

The parent advisory group (PAG) is consulted on a regular basis to feed into the development plans for the school, such as the school's building expansion project. This is further supported by a parent member who stated that they felt that their viewpoints are considered and feel informed through clear agenda and meeting notes that are provided when parent advisory committees meet.

Parents' opinions and feedback are gathered through regular parent surveys and parents welcome this; a very small number stated that they would like an indication of where this information goes.

The reporting to parents' cycle has increased this academic year from 3 to 6 either as a written report or interim data progress report. The reports are provided to parents on the parent portal detailing attainment which is sublevelled within each band, attitude to learning and motivation and targets to support development. These are complemented by information that is shared during parent meetings, regular emails and telephone calls.

## 11. Standard 7

### The school's procedure for handling complaints

The school meets the requirements of this BSO standard.

The complaints policy is on the school website. It is reviewed and updated and provides parents with clear guidance on how to raise concerns and the procedures that should be followed. There is a clear staged procedure.

- Pre-stage- informal procedure
- Stage 1-formal procedure-head of school
- Stage 2-executive headmaster
- Stage 3-independent panel

The policy outlines what will be done in the event of either an informal or formal complaint, clearly stating the school's expectation of procedures parents and guardians must follow when making a complaint. Teachers aim to respond to a parent's query within 48 hours unless the nature of the query requires that further time is needed to be investigated. All staged complaints are documented and monitored by the senior leadership team, and to date, there have been no stage 3 complaints this year.

Parents are comfortable approaching the school, Students said that if they had any concerns, they felt safe sharing concerns with teachers and leaders.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school meets the standard. It is outstanding in all respects.

Striving for the very best outcomes for students is at the heart of all the leaders do, whether it be academic achievement, wellbeing, safety or holistic life skills. The drive to provide a rounded education for each individual child is central to the philosophy of all leaders. “Excellence, Responsibility and Individuality” clearly underpin the school’s ethos. Leaders take pride in their school. There is a clearly articulated vision which is shared by all stakeholders. It is integral to the continued progress of the school. The leaders are fully committed to the school and have developed strong partnerships with the community. Morale is high. Students enjoy their school. Staff expressed their enjoyment of school life. Consequently, turnover of staff is very low.

The board of directors is highly effective in its role to oversee all aspects of the running of the school. Members of the board have clearly defined roles and work cohesively to support and guide the school through strategic measures. As part of the Inspired group of schools, good practice is shared providing a further level of support.

Leaders know the school’s strengths and weaknesses. Clear development plans are followed but remain flexible. Strategic planning is central to the school’s progress. The board and senior leaders share a combined approach to developmental priorities. Decision making is open and transparent. All are held to account.

Performance management and CPD is highly effective and impacts on the quality of teaching and learning. An array of best practice measures is used. Inspired shares training across schools. There is also a tailored approach to individual and group needs within the school. Safeguarding and child-protection is of the highest priority.

The day to day running of BSB is smooth, calm and streamlined. Administration staff are visible and highly efficient. There is a welcoming atmosphere created throughout the school.

The capacity to improve even more is high. There are ambitious plans for continued campus growth while maintaining the school’s ethos and community spirit.