



**St Christopher's
School**



24 – 26 November 2025



Location
Saar and Isa Town



School Type
Private



No. of Students
2297



Year Levels
2 - 13

Overall effectiveness

Outstanding

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

St Christopher's School delivers an exceptional educational experience built on a foundation of visionary leadership and robust governance. Strategic direction drives curriculum innovation, digital transformation, and AI readiness, ensuring sustainable growth and uncompromising quality. Students consistently achieve outstanding results, surpassing international benchmarks through rigorous, responsive assessment that accelerates progress and nurtures independence. A comprehensive wellbeing framework and restorative discipline foster a safe, inclusive environment where confidence, resilience, and empathy flourish.

Beyond academics, an extensive extracurricular programme cultivates creativity, teamwork, and holistic development. Teaching is exemplary based on inquiry-driven, student-centred approaches, and enriched with precise modelling, purposeful pacing, and multi-modal assessment that promotes higher-order thinking. Advanced academic support and diverse pathways, underpinned by data-driven interventions and enrichment, ensure student needs are met. Together, these pillars create a culture of excellence, innovation, and care that prepares students for success in a rapidly evolving world.

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Key Positive Features

- Visionary leadership and governance: Leadership is strategically coherent and future-focused, driving curriculum innovation, digital and AI readiness, while governance ensures sustainability and quality across expansion.
- Exceptional students' achievement: Students consistently perform well above international benchmarks in internal and external examinations, supported by rigorous marking and responsive assessment that accelerate progress and foster independent learning.
- Outstanding wellbeing and nurturing culture: A robust wellbeing system and restorative discipline that create a safe, respectful environment where students develop confidence, resilience, and leadership within a culture that values voice, empathy, and inclusion.
- Extensive and enriching extracurricular programmes: A vast range of sports, arts, leadership, and global exposure opportunities—including Sports and Arts Academy (SPARTA), drama productions, music festivals, service projects, and international trips—nurture creativity, teamwork, and holistic development of students.
- Exemplary teaching practices: Teaching is highly student-centred and inquiry-driven, with precise modelling, purposeful pacing, rich resources and multi-modal assessment that promotes higher-order thinking skills.
- Advanced academic support and pathways: Provision is exceptionally structured and data-driven, offering tailored interventions and enrichment, alongside provision of diverse academic pathways to meet the needs of all learners.

Recommendations

- Sustaining and spreading pioneering practices across learning communities: To continue and extend exceptional practices and pioneering projects by embedding them within a forward-looking, collaborative learning culture and actively share them across professional communities in the Kingdom of Bahrain and beyond, ensuring these innovations remain sustainable and shape future-ready education, positioning the school as a leader in educational innovation.

Students' Academic Achievement

Outstanding

- Students consistently perform exceptionally well in both internal and external examinations, earning prestigious accolades such as the 'Outstanding Pearson Learner Awards' and the 'Gulf GoFurther Award' for a considerable number of its Key Stage 4 students as well as earning the Crown Prince's International Scholarship for some Sixth Form students over the years. These outcomes are supported by rigorous and robust internal assessment practices that are well-aligned with international standards, ensuring fairness and validity.
- In the 2024–2025 academic year internal assessment, Junior School students across all subjects achieved 100% pass rates with the highest proportion of students working within and beyond UK national expectations. Similarly, Senior School students maintained high pass rates across all subjects with high levels of strong passes in almost all subjects. External results strongly affirm these strengths, with the highest proportion of students achieving above international standards across General Certificate of Secondary Education (GCSE), Advanced-Levels, International Baccalaureate (IB) and BTEC. Likewise, achievement in the 2025 GL Assessment is exceptional across Keys Stages 2 and 3 in both reading and mathematics.
- Students make exceptional progress in most lessons, developing advanced learning skills such as critical thinking, independent inquiry, and problem-solving. High achieving students progress well above expected levels in lessons, due to continuous challenge, while less able students make remarkable progress through targeted intervention and continuous support. In the Junior School, students acquire foundational skills, progressing from fluent reading to writing persuasive pieces, and from sorting shapes to solving problems including fractions. These evolve into sophisticated capabilities in the Senior School, where students analyse literary texts in English, apply complex trigonometric concepts in mathematics and demonstrate outstanding experimental research skills in science. While students show strong overall achievement, there is still room to enhance Arabic standards, especially writing skills in the upper years, to match the exceptionally high performance evident in other core subjects.

Students' Personal Development and Wellbeing

Outstanding

- Students demonstrate exceptional confidence, emotional security, and self-awareness, enabling active participation and clear expression of ideas across lessons and activities. They feel consistently supported in a nurturing environment that encourages independence, responsible decision-making, and risk-taking in learning. These qualities reflect the school's commitment to its 6 Cs—Confidence, Compassion, Courage, Commitment, Curiosity, and Creativity—core values that underpin the Future Ready Curriculum (FRC) and school's mission of preparing students as role models for a shared humanity.
- Behaviour is exemplary; students interact with maturity, follow routines diligently, and maintain discipline, creating a positive and productive learning atmosphere. These behaviours are reinforced by the school's restorative discipline approach and clear policies, which embed values of kindness, respect, and accountability. Pastoral care is strong, supported by wellbeing systems such as the 'Komodo' platform and PASS surveys, alongside well-structured induction approaches like the 'Buddy Programme', ensuring all students feel valued, included, and emotionally supported. This commitment to students' wellbeing has gained international recognition through the 'Carnegie Centre of Excellence for Mental Health Award' (Silver Status).
- Students benefit from an extensive extracurricular programme through the Sports and Arts Academy (SPARTA), which fosters creativity, teamwork, and holistic development. Opportunities include competitive sports and performing arts, where students showcase their talents in events such as the British Schools in the Middle East (BSME) Games, achieving notable positions, and earning prestigious awards like the 'Young Musician of the Gulf' and 'The Duke of Edinburgh' Award. They also contribute to exclusive school productions, including 'The Olympian, Macbeth', the 'Jazz Festival', and the 'Annual Winter Dance Show'.
- Leadership is exceptionally well developed through roles in 'CHRISMUN', House System, and student-led teams including debate, technology, inclusion, and charity. Students' social responsibility is further honed through charity drives like 'Box of Goodness', service initiatives like Thailand Community Project, 'Brushes of Hope' and 'Faz3a', providing meaningful opportunities to influence school life and contribute to the wider community improvement.

Teaching, Learning and Assessment

Outstanding

- Classroom environments are conducive to learning with clear routines that maximise students learning. Teaching is exceptionally student-centred and inquiry-driven in most lessons. In Junior School, lessons feature approaches such as 'Think-Pair-Share', brainstorming, learning through play, and real-life applications such as using multiplication in bakery scenarios and hands-on science experiments with electrical circuits. Likewise, Senior School teachers consistently implement engaging strategies and explicit modelling, including collaborative research, and real-life case studies, which foster curiosity, higher-order thinking, and connect abstract concepts to real-world issues like sustainability. Technology and diverse resources like smartboards, Google Classroom, digital simulations, and tangible materials are effectively integrated to enhance learning experiences. Lessons are well-planned, with smooth transition between activities ensuring high productivity, however, further consistency with pacing is required in Arabic lessons across the school and some Senior School mathematics lessons to maximise learning outcomes.
- Assessment is continuous with strong differentiation and personalised guidance that promote higher-order thinking and ensure challenge for students. It includes whole-class, group, and individual tasks, complemented by sophisticated questioning and dynamic discussions that encourage critical thinking, problem-solving, exploration, and application of knowledge. Multi-modal, constructive feedback is a consistent feature, with clear success criteria and color-coded self-evaluation supporting students' reflection.
- Comprehensive academic support programmes are offered through targeted interventions, differentiated pathways, and enrichment opportunities, ensuring progress opportunities for students of different abilities. Standardised assessments such as GL Assessments establish baselines, while digital tracking tools like School Business Intelligence (BI) track students' needs and group them by achievement for focused support. Tiered grouping, differentiated instructions, and personalised support are provided, with extension activities for high achievers—such as creative writing and STEM competitions—and tailored group or one-to-one support programmes for the less able students, ensuring students receive the support needed for their progress.

Leadership, Management and Governance

Outstanding

- Leadership Team across the school is strategically coherent, future-focused and highly effective. Senior leaders articulate a clear, ambitious vision aligned with the school's five strategic priorities which is consistently communicated across all phases. Accurate and reflective self-evaluation informs sharply defined improvement priorities and action plans that connect strategic planning to classroom practice. Leaders confidently drive curriculum innovation, particularly through the FRC—recognised by the TES Awards for Curriculum Initiative—alongside enhancements to Arabic provision, AI integration and detailed preparation for the Senior School relocation. Robust monitoring systems, including learning walks, work scrutiny and progress reviews provide reliable insights that leaders use to sustain high-quality provision. Resources are deployed efficiently and safely, supporting expansion while maintaining inclusive and well-resourced learning environments.
- Professional learning is a significant strength. The comprehensive Professional Learning Programme (PLP) and Professional Development Portfolio (PDP) foster an invested, motivated workforce whose development is closely aligned with school priorities. Coaching, mentoring and structured collaboration build strong middle-leader capacity and assessment literacy, contributing to a stable and skilled teaching force.
- Leaders demonstrate resilience and adaptability, proactively using digital systems and emerging technologies to enhance performance. The bespoke School BI platform, wellbeing analytics, and Child Protection Online Management System (CPOMS) safeguarding alerts provide increasing visibility of academic and pastoral trends. As the BI system becomes fully embedded, leaders recognise the need to continue strengthening staff confidence, data literacy and consistency of use across phases to ensure high-quality analytics that drive targeted intervention and sustainable improvement.
- Governance offers high-level expertise, rigorous challenge and strong strategic oversight engaging deeply with performance data, AI readiness, KPIs and demographic trends, ensuring accountability and sustainability. Relationships with parents, staff and students are marked by trust, transparency and open consultation, supported by effective communication systems.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.