



**British School  
Overseas**  
Inspected by Penta International

## Inspection report

# Multinational School

## Kingdom of Bahrain

Date

**17<sup>th</sup> – 19<sup>th</sup> November 2025**

Inspection number **20251117**

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## 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 (BSO), whereby schools are inspected against a common set of standards that BSO 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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on whether schools meet the standards for BSO.

During the inspection visit, 29 lesson observations took place. Inspectors visited lessons, and analysed school documentation, policies and data. Students' workbooks were seen in lessons, and discussions were held with the staff, parents and students. The inspection took place over three days.

The lead inspector was Nan McKeown. The team members were Jessie Joubert and Sarah Polley.

## 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

Multinational School (MNS) provides an all-round education of the highest quality in a truly inclusive environment. The school prides itself on providing a caring, happy and safe community where all are equal. MNS students are excellent ambassadors for the school. Teaching is of a high standard and students make excellent progress in their learning.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- safeguarding which is prioritised within a culture of responsibility for all;
- school offers a safe and welcoming environment;
- well-resourced classrooms;
- strong, family-like community ethos where students are known, safe and valued;
- behaviour is exemplary
- community where all stakeholders' views are valued
- student teacher relationships are mutually respectful
- high-quality pastoral care, supportive staff and consistently applied behaviour systems;
- effective, communication with parents, including strong induction and reporting systems;
- wide range of leadership and service opportunities builds students' confidence and responsibility;
- Inclusive education where all are equal with strength in provision for less able;
- students are proud of their school
- teachers' subject knowledge is strong
- student achievement is celebrated;
- leaders are reflective and committed to continuous improvement.

## 3.2 Points for improvement

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

- i. Develop a structured performance management system for all members of staff which supports personal growth, accountability and continued school improvement.
- ii. Enhance the quality of teaching and learning by providing:
  - continual challenge in lessons for all students;
  - greater opportunities for students to lead their own learning;
  - improved questioning techniques to deepen thinking and reasoning.
- iii. Strengthen whole-school data tracking so leaders and staff can identify patterns early, address gaps in attainment and wellbeing, and inform decision making.

#### 4. The context of the school

Full name of school	Multinational School, Bahrain			
Address	Block 338, Road 3828, Building 851, Adliya			
Telephone number/s	+973 17711444			
Website address	<a href="http://www.mns-bahrain.com">www.mns-bahrain.com</a>			
Key email address	info@mns-bahrain.com			
Headteacher/principal	Ola Abuzaroor			
Chair of board/proprietor	Sh. Khalifa Bin Hassan Al Khalifa			
Age range	3-18 years			
<b>Total number of pupils</b>	<b>485</b>	<b>Boys</b>	<b>264</b>	<b>Girls</b>
Numbers by age	0-2 years	0	12-16 years	176
	3-5 years	57	17-18 years	55
	6-11 years	192	18+ years	5
Total number of part-time children	0			

Multinational School Bahrain (MNS) was established in 2013 and adopted the British Curriculum in 2017 under new ownership. MNS aspires to be globally recognised for its quality, diverse and inclusive education within a safe and respectful environment. The school values of THRIVES (Teamwork, Hope, Resilience, Inclusive, Virtue, Empower and Support) underpin all the school does to provide a high-quality British style education within the Kingdom of Bahrain. 48 nationalities are represented at the school with a present total number of students at 485. 140 students are Bahraini.

Parents, students and staff are proud of MNS and display commitment to the ongoing success of the school.

## 4.1 British nature of the school

The school follows the Cambridge Curriculum from the Early Years Foundation Stage (EYFS) through to year 9, and then offering IGCSEs, A Levels, and BTEC for years 10-13. This gives students a solid and comprehensive education, preparing them well for both national and international pathways. Most teachers are fluent English speakers, having trained in the UK. This provides students with a truly British learning experience while also setting them up for further studies around the world.

The school promotes a clear and confident sense of Britishness across its curriculum, ethos and day-to-day life. Students and staff understand what it means to attend a British international school and are proud of the school's identity and values.

The school's ethos has been carefully designed to reflect its British nature and consider its demographics and culture. The school's assessments are UK-sourced and benchmarked against UK standards. It also closely follows the national statutory requirements and is committed to providing a curriculum that is in line with the expectations of the Ministry of Education (MOE).

Student leaders at MNS play an active role in school life. The school promotes student voice and democratic processes through its student leadership structure, which allows all students to become involved in leadership and decision-making. The school mascot "Wafi", meaning loyal in Arabic, was the result of a school competition open to all students.

British values are recognisable in student conduct in and around the school. Personal, social, and health education (PSHE), including assemblies, develop students' understanding of discrimination and inclusion. Important historical events are recognised as significant globally and respected, such as British Remembrance Day.

Teacher development is a priority. Regular professional development helps to ensure that staff remain up to date with safeguarding and teaching practices. All staff undergo safeguarding training in line with BSO and DfE guidelines, ensuring the highest levels of student welfare.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided meets the standards for BSO and is of a high standard.

#### 5.1 Curriculum

The quality of the curriculum is good.

The school meets the BSO requirement to offer a broad and balanced curriculum that aligns with its aims and ethos. Schemes of learning provide a coherent structure across all phases. They ensure that students build knowledge securely over time and experience continuity as they move through key stages. Curriculum planning is well sequenced and progressive. The development of reading, writing and mathematics is clear, and content is age appropriate. In EYFS and key stage 1, early literacy development is strengthened through the use of a DfE approved phonics scheme, delivered consistently across classes.

In EYFS, the programme of activities promotes language development, early literacy, physical development and personal, social and emotional growth appropriately. The curriculum reflects the needs of young children and prepares them well for transition into key stage 1. Students in primary benefit from structured opportunities to develop communication, problem-solving and independence.

In KS2, the curriculum builds progressively on these core skills. Students increasingly apply knowledge across subjects and benefit from opportunities to develop independence and collaboration. In KS3, students experience a broad academic offer, in line with expected British standards, that prepares them well for the greater specialisation of KS4. Subject leaders ensure coherent progression and appropriate challenge across the key stage.

Provision for students with special educational needs and/or disabilities (SEND) and those who speak English as an additional language is thoughtfully designed. Adaptations allow all students to access learning and make good progress from their starting points. Planning reflects a strong understanding of individual needs. Staff work collaboratively to ensure that students participate fully in lessons and develop confidence in the core aspects of the curriculum. This supports equity of opportunity across the school.

The curriculum promotes positive attitudes, behaviour and social responsibility. Students talk confidently about their place in the school community and understand the importance of contributing to it. They experience meaningful opportunities to be enterprising and to lead community-focused projects.

The level of challenge is variable. Lessons are planned with clear objectives, which are used to build understanding step by step. In some cases, higher attaining students are not stretched consistently across all subjects. Leaders are aware of this and are supporting departments to ensure that all students, including the higher attaining, are challenged more consistently.

The curriculum reflects a strong British ethos while integrating elements relevant to the host country. Personal, social, health and economic education complements academic learning. It promotes respect, responsibility and awareness of protected characteristics, in ways that align with the school's aims and meet BSO expectations. Students are encouraged to apply knowledge in different contexts and to think critically. Digital literacy is embedded across phases so that students use technology safely and purposefully.

Extra-curricular activities have expanded recently and now draw effectively on renovated sports facilities. Opportunities match students' interests and promote active participation. Students benefit from the additional challenge offered through the able, gifted and talented projects. These are a strength of the school and provide valuable extension work that deepens learning beyond the core curriculum.

In the upper secondary school, students receive well-structured and impartial careers and further education guidance. They talk confidently about their intended next steps and the skills they need for further education. Careers education is planned carefully and meets BSO expectations. Students understand how subjects link to future pathways and appreciate the support provided by staff.

The curriculum provides students with the opportunity to learn, grow and develop the skills needed for future study and develop life skills beyond school. It reflects a clear commitment to high expectations and continuous improvement. Students engage positively with their learning and show pride in their achievements. To further strengthen an already well-developed curriculum, leaders should ensure consistently high levels of challenge across subjects.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good with outstanding features.

Where teaching is effective, most students, including those with SEND, make good progress and achieve well over time.

The school's inclusive environment helps to ensure that all learners are valued. Individual education plans (IEPs) provide strategies for teachers and students to follow as part of the school's SEND provision. Support is given on a 1:1 level by support assistants for those with identified needs. Further support is given in withdrawal lessons. Teachers create a positive climate for learning. Relationships between students and teachers are mutually respectful.

In general, expectations are suitably high. Teachers' strong subject knowledge lends confidence to the students. Students are articulate and eager to discuss their learning. They display a genuine love of learning and focus well when presented with stimulating tasks which provide hands-on practical activities. In primary the "I do, we do, you do" method, scaffolded tasks and modelling answers, promotes learning effectively.

Where teaching is effective, tasks are challenging and promote critical thinking and problem solving. Students are highly motivated. For example, in a Year 9 mathematics lesson to complete a scavenger hunt, students had to explain their reasoning to their peers. They were able to challenge each other with confidence and without fear of failure.

Where teaching is less effective the work given to students is not challenging enough. Questioning was often directed to individuals with the first answer accepted. Open ended questions and in-the-moment assessment are not used as consistently as they might be.

In upper secondary group work is highly effective in foundation maths, with real-world engineering links and structured roles. Students are comfortable with the bring your own device (BYOD) provision. The use of digital platforms enhances engagement and feedback. Adults, including learning enrichment assistants (LEAs) and an English as an additional language (EAL) teacher, are meaningfully deployed in classes throughout the school. As a result, students are able to access the curriculum.

Professional development for staff supports best practice in teaching and assessment. A structured and comprehensive calendar of assessment is supported by the extensive Assessment, Feedback and Reporting policy. This is reviewed annually. When used well, assessment enables teachers to understand gaps in learning and plan next steps precisely. Departments review long-term and medium-term plans and adjust them where needed according to assessment results. Leaders recognise the importance of a consistent system in this area to maximise learning opportunities for all students.

Peer and self-assessment are used in many lessons. In many cases students assess their own understanding. This works best where pupils have the time to do so. In some cases, students

spoke of tasks being very easy. Time for learning was lost. and students coasted while waiting for the challenge at the end of the lesson.

Marking feedback was variable in student workbooks. High quality diagnostic feedback provides students with areas for improvement. However, it is not consistent across the school in accordance with the marking policy.

Teaching environments are bright and stimulating. Students' work is celebrated and displayed with pride in learning areas. Posters are relevant to current topics and provide students with reference information related to safety and safeguarding.

## 5.3 Standards achieved by pupils

The standards achieved by students are good. The school meets the BSO requirement for students to achieve standards that are appropriate for their age and starting points.

Overall, students achieve well from their starting points. They make strong progress in the core subjects and demonstrate developing competence across the wider curriculum. Their outcomes prepare them effectively for the next stage of their education.

Across the school, most students make good progress over time and attain levels that enable them to move confidently to the next stage of their education. Work seen, lesson visits and discussions with students show secure understanding in a wide range of subjects.

Progress is generally strongest where the curriculum is well sequenced and where teaching ensures that students revisit key concepts regularly. In these cases, students explain their learning clearly and apply prior knowledge with accuracy. Books sampled across year groups show that the large majority of students build knowledge securely and respond well to feedback. Students demonstrate positive attitudes to learning. They engage well in lessons and show pride in their work. Their behaviour supports learning, and routines are well embedded.

In EYFS and key stage 1, students develop their reading skills appropriately. The proportion of students achieving the expected standard in the phonics screening check is similar to UK expectations. Students use phonics confidently to decode and blend unfamiliar words. They read with growing fluency and accuracy.

In key stage 2, English is a notable strength. Students achieve outcomes in line with international averages in the Cambridge Year 6 Checkpoint assessments. Writing in books shows control, structure and is increasingly sophisticated. Across subjects, students explain ideas with clarity and make connections between areas of learning. In mathematics, students develop appropriate knowledge of number knowledge and use calculation methods accurately.

In key stage 3 most students develop their understanding and skills in science and humanities well. In English, progress is less strong because work is not sufficiently demanding. Overall, students achieve well when teaching quality is strong. They enjoy their learning and are keen to learn.

In key stage 4, IGCSE performance is in line with, UK and international averages. In mathematics and the sciences, students achieve particularly well. Students discuss their work with confidence and can explain how they prepare for examinations. Their work shows a depth of understanding in the scientific and technical subjects.

In key stage 5, outcomes are strong. All students achieve the highest grades in biology, chemistry, economics, information technology, mathematics and physics. Students' written

work is of a high standard. They speak positively about the support they receive in preparing for university pathways.

Across key stages 4 and 5, a number of students have been recognised in the Pearson Outstanding Learner Awards for achieving the highest marks in Bahrain and, in some cases, the world. These achievements reflect the sustained commitment of students and staff and the effectiveness of the curriculum pathways in the upper secondary school.

Students' behaviour contributes positively to their progress. They conduct themselves well in lessons and around the school. They understand and demonstrate values of respect, responsibility and fairness. Attendance is in line with UK expectations. Students arrive at school punctually and move between lessons calmly, supporting the smooth running of the school day.

## 6. Standard 2

### Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is a significant strength of the school and is outstanding.

Students develop confidence, respect, empathy and a strong sense of belonging within a cohesive and inclusive community. Students of all ages talk about their enjoyment of school life and feel safe. Relationships with staff are excellent.

Parents' views strongly reinforces these findings. Students consistently report that they look forward to attending school. They describe the environment as warm, welcoming and enjoyable. Parents echo this, with several noting that their children 'cry if they cannot come to school'. They also noted that previously anxious students settle rapidly due to the supportive culture. Younger students highlight friendships, learning activities, play and themed celebrations, such as Bahraini National Day. Older students describe the school as a family, 'where everyone knows everyone' and new students integrate quickly. This sense of belonging is strengthened by the small campus, which fosters close, cross-year friendships and a respectful community ethos.

Relationships between staff and students are of notably high quality. Students and parents alike describe teachers who know them deeply, recognise when they need help and intervene sensitively. Parents shared multiple examples of teachers providing encouragement, adapting learning, and offering additional classes—including weekends and holidays—to ensure students are secure in their understanding. Families of students with SEND speak powerfully about the school's inclusive ethos.

Behaviour is positive across the school, and students understand reward systems clearly. Recognition through ClassDojo, House points, Star of the Week, Lower Secondary Champs, celebration assemblies and whole-school competitions is viewed as fair and motivating. Students explained that teachers manage behaviour consistently and calmly, and that LEAs play an important role in supporting inclusion. Parents confirmed this, noting that behaviour expectations are communicated well and upheld consistently. The emphasis on encouragement, responsibility and reflective decision-making contributes meaningfully to students' moral development.

Opportunities for students to develop leadership skills opportunities are extensive and have real impact. Students speak confidently about roles such as student council, house captains, student ambassadors, junior teachers and helpers in assemblies and ECAs. Parents reinforce this picture and highlighting the strength of community involvement. For example, MasterChef, Qur'an competitions, National Day events, charity work and environmental projects. Students engage in meaningful service activities, including beach clean-ups, visits to welfare homes and environmental initiatives such as composting projects and AG&T design tasks inspired by the Bahrain International Circuit. These experiences embed civic responsibility, leadership, teamwork and cultural appreciation.

Cultural development is a clear strength. Students benefit from rich cultural celebrations and multi-national diversity, which they articulate with pride. Parents consistently describe the school as uniquely inclusive in Bahrain, noting that the diversity of the student body promotes genuine respect, empathy and global awareness. Students referenced the school's THRIVES values, especially 'Inclusivity' and 'Respect,' demonstrating secure understanding of the school's cultural and ethical expectations.

Online safety is well taught. Students explain clearly how the school blocks inappropriate websites, how to report concerns, and how to respond safely to cyberbullying. Parents confirm that digital safety expectations, particularly the mobile-phone policy and BYOD restrictions, are communicated clearly and implemented consistently. Inspection evidence confirms that the school ensures students' safety online.

Pastoral care is strong and valued by families. Counsellors monitor wellbeing using surveys, referrals and close communication with staff. Parents highly praise the counsellors and pastoral team for supporting children with medical needs, anxiety, additional needs and transition challenges.

Attendance and punctuality are monitored systematically, with proactive engagement with families. The strong relationships between staff and students ensure continuity of support across phases, with students and parents describing staff as approachable and caring.

Careers provision is highly regarded. Secondary students value the full-time university counsellor, who supports them with pathway planning, CV writing, applications, personal statements and course selection supported by an online careers platform. Parents commented on the personalised approach and its impact on students' confidence in their next steps.

## 7. Standard 3

### The welfare, health and safety of the pupils

The provision for welfare, health and safety is outstanding and a strength of the school.

Safeguarding is a clear school priority. Leaders ensure that all staff understand their responsibilities and follow procedures consistently. Policies for safeguarding, welfare, health and safety are reviewed regularly and meet host country requirements. Staff at all levels demonstrate a clear understanding of how to identify, report and escalate concerns. Students also know who to speak to if they feel worried and speak confidently about the trusted adults available to them.

The school maintains high levels of oversight of child protection. Systems for reporting, recording and monitoring concerns are clear, accessible and used consistently by staff. Records are stored securely. Leaders respond swiftly to any issues raised and take appropriate action. The school monitors developments in safeguarding practice and updates policies in line with local regulations and UK expectations.

Health and safety arrangements align fully with local regulations. Fire safety procedures meet local requirements. Drills are conducted regularly and records show prompt, orderly evacuation.

The leadership and maintenance teams demonstrate strong commitment to maintaining a safe, well-organised site. Regular audits take place and follow-up actions are recorded. Classrooms, specialist rooms and outdoor learning areas meet required standards for safety, hygiene and accessibility. Daily routines support hazard prevention. Students move around the site sensibly and in a calm manner. Staff model safe conduct and intervene quickly when needed.

The medical team contributes positively to the culture of care within the school. Procedures for managing medical emergencies are clear and understood by staff. Training covers common critical situations such as asthma, anaphylaxis and seizures. Medicines are stored securely. Records of treatment are maintained accurately and meet local health authority standards. The medical room is well equipped and positioned close to suitable washing and toilet facilities. Students with specific medical needs are well supported. Individualised plans are in place and reviewed regularly with families.

Supervision is strong throughout the day. Drop-off and pick-up routines are orderly and well supervised, ensuring that students move safely between vehicles and the school site. School buses, provided by an external company, are suitable and well equipped, with working seatbelts, internal and external CCTV, and GPS tracking. Each bus is supervised by both the driver and a bus company employee, ensuring safe conduct throughout the journey.

On site, duty staff wear high-visibility jackets, so they are easily identifiable. Transitions between learning sessions, breaktimes and arrival and dismissal routines are orderly. All

students line up outside of school each morning and are greeted by their teachers. Older students take on age-appropriate leadership responsibilities, including supporting duties and modelling positive behaviour for younger students. This strengthens community connections and reinforces shared expectations for conduct and safety.

Attendance and punctuality are monitored closely. Registers meet host country requirements and are checked regularly by leaders. Patterns of lateness or absence are identified quickly. Staff work proactively with families to maintain high standards. Students are punctual and ready to learn. The school's approach reflects a strong partnership between home and school.

Risk assessment procedures are well established. A clear policy is in place and understood by staff. Risk assessments reviewed during the visit demonstrate careful planning and detailed consideration of hazards. Staff planning trips demonstrate a thorough understanding of expectations for supervision, transport and emergency procedures.

The school manages campus security effectively. Access to the site is controlled, and security staff monitor entry points throughout the day. Visitor procedures are clear. All visitors must provide identification documents upon entering the site and lanyards are worn by all adults. The site is enclosed securely, with CCTV providing additional coverage across shared spaces. Emergency response plans are in place. Fire safety procedures meet local requirements. Fire drills are carried out regularly and records show timely and orderly evacuation. Staff understand their roles during evacuations.

Health and safety in the learning environment is prioritised. Classrooms, laboratories and sports areas are maintained to a high standard. Equipment is checked regularly. Students use spaces safely and are well supported by staff, who model safe routines. The learning environment promotes safety awareness. Students know how to behave safely during practical tasks, group activities and physical education.

Food hygiene and safety standards are met in the catering facilities. The canteen is clean, well maintained and size-appropriate for the number of students served each day. Externally employed catering staff follow clear protocols for hygiene, storage and allergen management. An increased focus on healthy eating ensures that food options are nutritious, well balanced and enjoyed by both students and staff.

## 8. Standard 4

### The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

Safeguarding is prioritised. Leaders at all levels take responsibility for child welfare and protection. Annual training takes place to keep this vital duty of care in firm focus.

The school has a robust policy for the recruitment of staff. Safer recruitment is adhered to with checks taking place to ensure identity, medical fitness, right to work in the country and qualifications are verified. Police clearance checks are obtained for all applicants supplying certificates from countries of previous employment. For British nationals or those who have worked in the United Kingdom, a Criminal Records Office (ACRO) police certificate is sought. Phone calls to previous employers and referees take place to authenticate documentation.

The single central register (SCR) is comprehensive and maintained diligently by the HR team with senior leaders having an overview. All updates to best practice are adopted. Staff files are kept on record for many years after completion of employment, serving as a secure record should they be required in the future.

The board takes an active part in overseeing the strategic direction of the school. The board meets monthly with the leadership to discuss all matters related to the school and its ongoing development.

The directors share a clear understanding of the importance of their roles and as such bring a wealth of experience to the board.

## 9. Standard 5

### The premises and accommodation

The premise and accommodation meets the BSO standards.

Despite the constraints of its protected historic status, the school has adapted the site thoughtfully so that it meets the needs of students. The campus is organised effectively across three blocks and provides a safe and secure environment. Security staff are visible throughout the day. Perimeter fencing, controlled access points and CCTV contribute to a calm and orderly atmosphere. Photography on site is not permitted.

The premises are well maintained. Maintenance logs reflect timely responses to repairs and clear oversight of routine checks. Health and safety procedures are compliant with local regulations. Risk assessments are in place and reviewed regularly.

An experienced gardener, who has been with the school for many years, lovingly maintains the grounds to a high standard, ensuring that outdoor areas remain attractive and safe. Outdoor spaces, including the school garden, provide enjoyable opportunities for play, recreation and outdoor learning. Students use these safely and with confidence. Plentiful shade is available throughout the campus.

In response to student voice and to demonstrate the schools' commitment to the environment, there are plans to create a micro forest within the campus. This ambitious project will support the United Nations (UN) habitat program and meet the Crown Prince's vision 2030. Students will be actively involved in all aspects of the project planning and design.

Classrooms are bright, clean and well-resourced with smart boards used throughout. Age-appropriate furniture is used throughout, and indoor and outdoor play spaces in EYFS support exploration, independence and safe physical activity. Ventilation, lighting and temperature are appropriate and support purposeful learning. Specialist areas are managed safely. Science laboratories are secured with appropriate locking systems, and trained technicians oversee practical activities.

The school features numerous bright murals produced by students and the art department. These contribute to a welcoming atmosphere and reflect the creativity of the school community. Displays around the school are well presented and add positively to the learning environment. Students and staff take care of the site, and this pride is evident in the quality of shared spaces.

The school clinic is fully equipped to deal with medical needs. It is easily accessible.

The canteen has been recently renovated. It is well maintained, size-appropriate and supports the needs of students during break and lunchtime periods. Library provision is located within the protected heritage building, providing a calm space for reading and research. The school also has several ICT suites that meet curriculum needs and support students' digital learning.

Toilet and washing facilities are suitable for the size and needs of the student population. They are clean, hygienic and maintained well. Adapted toilet facilities and site modifications support students with physical needs. Drinking water is available at key points around the school and is hygienically maintained.

To enhance an already safe and welcoming environment, leaders are continuing to explore long-term solutions for increasing capacity for indoor sporting facilities and changing facilities for students. Currently the school makes best use of the extensive outdoor areas.

## 10. Standard 6

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

The provision of information provided by the school to parents, carers and others is outstanding.

Overall, the school provides structured, accessible and timely information that enables parents to participate fully in their children's education. Communication is well managed, inclusive and open, reflecting the school's commitment to partnership and continuous improvement.

A wide range of documentation is available publicly, and communication systems are well established, responsive and valued by the community. Overall, provision is strong and demonstrates a clear commitment to transparency, accessibility and partnership with families.

A comprehensive suite of policies is published on the school website, including key operational documents such as the Student Discipline and Behaviour Policy, School Uniform, Attendance Policy, Child Protection and Safeguarding Policy, Nut Policy, Student Mobile and Personal Device Policy, Anti-Bullying Policy, Learning Enrichment Policy (Inclusion, SEND and EAL), Complaints Policy, Admissions Policy, and PTA Policy.

These documents provide parents with clear expectations, procedural information and a secure understanding of the school's ethos and priorities. Additional policies relating to staff conduct, equality, GDPR-compliant data protection, e-safety and records management are also available, ensuring full compliance with BSO expectations for statutory transparency.

Communication with parents is effective. Teachers and pastoral staff use the school's online platform extensively for daily updates, information bulletins, reminders and celebration of learning. This platform also enables the school to track parental engagement, ensuring that messages are received and understood. Email communication remains the primary channel for formal updates. The use of online meetings, social media and regular newsletters offers parents further insight into learning experiences, events and achievements across the school. Parents interviewed consistently reported that staff respond promptly to queries and that leaders are approachable, supportive and willing to clarify information as needed.

Information about students' learning, progress and wellbeing is clearly communicated. Reporting cycles are defined in the parent handbook and include full academic reports twice a year, supported by parent-teacher meetings in Term 1 and Term 2. In several phases, the school issues interim "mini-report cards" to provide more frequent updates on progress. Parents are informed prior to their child joining any intervention, booster or extension sessions, and updates from these programmes are shared in a timely manner. Families of students with SEND and EAL receive additional communication, attend IEP review meetings, receive progress reports and have opportunities to discuss support arrangements with the Learning Enrichment team.

The admissions process is transparent and accessible. Prospective families are provided with clear guidance on requirements, assessment pathways and placement considerations. New students are supported through personalised induction involving counsellors, administrative supervisors and the buddy system. This helps to ensure that parents understand routines, expectations, curriculum pathways and pastoral structures from the outset. Translation support is offered where needed, and the school actively seeks to ensure that parents who speak languages other than English can access essential information.

Parents have multiple opportunities to provide feedback through surveys, PTA involvement and formalised and informal meetings with leaders and staff. Leaders use this feedback to refine communication, curriculum information and event planning. A clear trajectory of improvement is evident, with parents acknowledging increased responsiveness and clarity over time.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

Overall, the school's complaints procedures are effective, accessible and underpinned by a culture of transparency and early intervention.

The school meets the requirement to publish and implement a suitable procedure for handling complaints. The complaints policy is publicly available on the school website and clearly outlines informal and formal stages of resolution, including escalation to a Board-level panel in line with BSO expectations. This includes acknowledging complaints within two working days and provides a right of appeal, meeting statutory requirements for clarity and transparency.

In practice, the school demonstrates a culture of early resolution rooted in strong relationships and open communication. Parents interviewed consistently reported that concerns are addressed promptly, staff are approachable, and leaders provide clear follow-up to ensure matters are fully resolved. Many described a high degree of confidence in the fairness of the school's procedures and the readiness of staff to listen and act. Parents noted that leaders often explain decisions in detail and provide reassurance, contributing to a climate of trust and constructive dialogue.

Complaints are rare. Issues are resolved informally at class teacher or pastoral level. Leaders maintain records of concerns, reviewing them for patterns or recurring themes. These analyses have shaped operational improvements, for example adjustments to transport arrangements, refinements to new-parent induction, and strengthened communication about routines and expectations. Parents affirmed that when they raise an issue, the school not only responds but also updates them on progress, reinforcing their confidence in the process.

Accessibility is a strength of the school. Staff communicate effectively through the online platform, email, meetings and phone calls. Parents of multilingual backgrounds report that the school uses bilingual staff, translators and digital tools to ensure that essential information is understood. This is fully aligned with BSO expectations that complaints procedures must be accessible to all parents. Families of children with SEND, who speak EAL or have significant health needs described exceptionally sensitive handling of concerns. Examples include meetings with therapists, tailored IEP processes, and adjustments when children struggled with confidence, anxiety or medical issues. The development of an Accessibility Policy would codify the strong inclusive practice already evident, ensure equitable access for all learners, and position the school strongly with best practice.

Confidentiality is maintained appropriately. Complaint records are stored securely with controlled access, and parents expressed confidence that sensitive matters are handled with professionalism and respect.

Leaders and the Board are committed to ensuring that the written complaints policy continues to reflect best practice. Planned enhancements in the next review cycle include adding clear timelines for each stage, embedding safeguarding pathways aligned with Keeping Children Safe in Education for allegations involving staff, cross-referencing the Whistleblowing Policy, and other relevant policies.

## 12. Standard 8

### Leadership and management of the school

The school is operating securely and showing clear movement towards outstanding practice. Leaders demonstrate the skills and knowledge appropriate to their role and fulfil their responsibilities effectively. As a result, the BSO standards are met consistently.

Safeguarding and child protection is established within a culture of responsibility of all.

Leaders and managers are held in high regard by the school community. Senior and middle leaders are enthusiastic and display a genuine willingness to learn and develop professionally. They have a clear shared vision for the school and have a positive impact in all aspects of student attainment, personal growth and welfare. This has a very positive impact on students' behaviour and personal development, which are exceptionally strong.

The school is run in a highly efficient manner. Finances are well harnessed to the school's priorities. The strategic plan is well structured. Its overriding aim is to close the gap between current and desired performance. This is underpinned by a comprehensive operational plan.

Induction processes are thorough. Staff receive regular training, including annual safeguarding updates, first-aid certification and emergency procedure drills. This supports a strong culture of vigilance and shared accountability. Frequent staff training is appropriate to individuals, department development and school priorities. Further developing appraisals into a formal performance management system would allow for the tracking of teacher performance to be measured against student outcomes.

Parents are actively involved and welcomed into the life of the school. Their views are sought and valued. The school community is built on forging strong partnerships across all stakeholders.

The school board of directors holds leaders to account for all aspects of the schools' performance while maintaining trust in their abilities and judgements. They have the knowledge and skills needed to carry out their responsibilities effectively so that BSO standards are met consistently.

Multinational School is well placed to continue to thrive in the Kingdom of Bahrain.