



ST CHRISTOPHER'S SCHOOL, BAHRAIN



caring
learning
communicating



HRH Prince Khalifa bin Salman Al Khalifa
The Prime Minister of the
Kingdom of Bahrain



HM King Hamad bin Isa Al Khalifa
The King of the Kingdom of Bahrain



HRH Prince Salman bin Hamad Al Khalifa
Crown Prince, Deputy Supreme Commander
and First Deputy Prime Minister of the
Kingdom of Bahrain



From the Principal

In 1961, St Christopher's School opened in the grounds of St Christopher's Church, having operated for some months in the living rooms of three teachers. The School surmounted the many challenges those early days presented; ever growing and ever developing. In 1975, the School became independent of the Church with a number of companies acting as "Founders": these ensured that St Chris continued to march forward to become the excellent home of learning that it is today.

Those involved with the School in 1961 could hardly have imagined that a school with a roll of thirty would evolve into one of over 2000 pupils from around 70 nations; a school with a fine international reputation and widely recognised as one of the world's top British schools overseas, with facilities and resources worth many millions of Bahrain Dinars.

An important facet of the School is that St Christopher's is a not-for-profit (non-profit-making) institution. Members of the Board of Governors serve in a voluntary and entirely unpaid capacity and there are no owners, shareholders or the like. All income from fees is used to operate and develop the School for the benefit of pupils. This philanthropic stance is just one of many features that set the School apart as the prime choice for those parents who need and demand the very best education for their children in Bahrain.

When new pupils join us, they find a warm welcome and very quickly settle in. We make every effort to make everyone feel at home; be they fresh-faced expatriates, leaving their home country for the very first time, or seasoned globetrotters. Former pupils regularly attest to their love for St Christopher's and many keep in touch and update us on their progress in the world. They feel that, at St Christopher's, "pupils matter".

"St Chris", therefore, has a caring heart, but this is allied to an excellent record of academic success. We also offer a very fine programme of extracurricular activities and personal development opportunities, including many overseas cultural, sporting and academic trips.

Recognising that an important part of our success is due to interaction between everyone involved in each pupil's school life, we place great emphasis on effective communications; whether between members of staff; staff and pupils; school and parents or the School and the community.

St Christopher's is a highly successful school, firmly established in the British tradition, yet with an international outlook. This is not simply our view: we have been inspected under three different inspection regimes - including the British Schools Overseas regulations (recognised by the UK Department for Education) as equivalent to those used to inspect independent schools in England. In all of these we received a rating of "Outstanding" - not only as an overall judgement but for every aspect of performance as well!

Our standing as a prominent overseas British school is further indicated by our acceptance into membership of HMC¹ (the organisation of which the leading UK independent schools are members) and the similar organisation for junior / prep schools, IAPS².

For further news and information, please visit our website, but if possible, please come and see our school first hand. We will be delighted to welcome you!

St Christopher's: Caring, Learning and Communicating to give your family the very best in British-International education!

*Ed Goodwin
Principal*



1. Headmasters and Headmistresses Conference, founded in 1869
2. Independent Association of Preparatory Schools, founded in 1892

Organisation of St Christopher’s School

(who does what and how and when?)

THE STRUCTURE OF THE SCHOOL

The school is situated on two sites - Saar and Isa Town. Saar is home to the Infant and Junior Schools, with the Senior School occupying the Isa Town site. The age ranges in each section are:

- Infant School: age 3 to 7 (Nursery to Year 2)
- Junior School: age 7 to 11 (Year 3 to Year 6)
- Senior School: age 11 to 18 (Year 7 to Year 13)

For those more used to Bahraini, International or American terminology, these translate as follows:

Nursery, Reception and Year 1 are equivalent to Pre-Kindergarten and Kindergarten
Year 2 = Grade 1, Year 3 = Grade 2 and so on to Year 13, which is equivalent to Grade 12.

The School is co-educational throughout. Pupils are normally placed in year groups according to their chronological age and progress through the School with this year group. Class sizes seldom exceed 24 in the primary age range, or the low 20's in the Senior School - with much smaller classes in some post-16 classes.

The academic year follows the British system of three “terms” (Autumn, Spring and Summer), starting at the beginning of September. Local religious and public holidays are also observed. The school week runs from Sunday to Thursday, with a Friday and Saturday weekend, in line with the rest of Bahrain.

THE BOARD OF GOVERNORS

Governors work on a voluntary basis and give generously of their time and considerable expertise. Their main areas of involvement are to do with long-term policy and the direction of the School. The Board also sets annual budgets, tuition fees and remuneration for employees and receives reports on a wide range of matters from the Principal and Headteachers. The management of the School is delegated to the Principal who is directly accountable to the Board.

Between five and eight Board members are nominated by the Founder Companies. Other members consist of elected Parent-Governors, the Dean of St Christopher’s Cathedral, one member nominated by the Bahrain Ministry of Education and up to two co-opted members.

THE PRINCIPAL AND THE HEADTEACHERS

- leading, coordinating and looking to the future

St Christopher’s operates under the direction of its Principal. Reporting to the Principal are three Headteachers - each of whom takes care of one of the three constituent parts of St Christopher’s - Infants, Juniors and Seniors.

The Principal and the Headteachers form the Leadership and Management Team (LMT). This team meets at least weekly to ensure a seamless education with common values and practices. The LMT also develops the strategies, tactics and policies needed to ensure that St Christopher’s does not “rest on its laurels”, but develops higher and higher standards. It is a forward-looking team, dedicated to ensuring that St Chris continues its restless drive for excellence in all that it does.

STAFF

- committed to excellence

The school has deeply committed highly qualified staff with wide-ranging experience of teaching in the British style of education. In a rapidly changing educational world, teachers regularly update their skills and knowledge of new developments during In-Service Training (INSET) days added to the School year. In addition, teachers may attend courses overseas, while some pursue higher degrees. Staff members contribute generously to the wide variety of extracurricular activities on offer and supervise the many overseas trips that occur each year.

Schools, of course, also rely for their well-being and effectiveness on support staff. St Christopher’s has dedicated groups of people working directly with teachers - for example as classroom assistants, technicians and librarians and in all areas of the School’s wider operation: admissions, finance, human resources, maintenance, secretarial, reprographics, security and so on.



SCHOOL HOUSES

Every pupil is a member of one of four School Houses, named after birds of prey (Falcon, Kestrel, Merlin and Osprey). Houses promote contact between the different age ranges, with pupils enjoying inter-house competitions in sporting and other pursuits. Infant and Junior House Captains are selected from Year 6 pupils. Regular House assemblies celebrate achievements and nurture team spirit.

Houses in the Senior School are led by a team consisting of a Sixth Form House Captain and House Captains from each year group, together with a member of staff who takes on the role of Head of House.

Teachers use House Points, Merit Certificates and Prizes and Trophies to recognise pupils' endeavours and achievements in a range of fields.



caring

Our core values are represented by the St Christopher's 'S'



We care about ...

each other



A CARING ETHOS

St Christopher's School is committed to the provision of a caring and supportive, yet challenging environment, which encourages the pursuit of excellence and fulfilment of academic potential. This framework also nurtures personal, intellectual, social and spiritual growth. St Christopher's pupils come from 70 or more countries and we

celebrate this cultural diversity, fostering mutual respect. In every area and at every level of school life, the needs of the individual are of paramount importance. We aim to give every pupil a sense of personal security and individual worth, as they develop from Nursery right through to Sixth Form.

PASTORAL CARE - looking after the whole person

At St Christopher's, the pastoral care and guidance of pupils is seen as the responsibility of all. In the earlier stages this is mainly carried out by the class teacher and Year Leaders. In the Senior School, a Head of Year takes care of each year group: he or she ensures that guidance and support are always available to every pupil. Form teachers are also a vital part of the pastoral system.

This multifaceted approach has been exceptionally successful in helping children from many backgrounds to adjust to life at St Christopher's and in Bahrain, leading them to personal, social and academic fulfilment.

The Pastoral System deals with a whole range of matters, including academic progress, university entrance, school attendance and personal issues. Another aspect of this

system is the maintenance of a well-disciplined environment. Our rules are designed to support the well-being of the School community and, although disciplinary sanctions are clearly stated, our policy relies on a sympathetic and positive approach. Our expectation is that pupils will demonstrate high standards of behaviour.

The School also cares deeply about the safety and health of our pupils. An experienced and qualified nurse is employed on each site, who will administer first aid when necessary and whom parents contact if children have any allergies or medical conditions.



“this is
important,
you can do it,
I won't give up
on you”

encourage



serve

Through service
each pupil
develops a deeper
understanding of
their responsibility
to others



Our 5 pillars of **learning**



to know



to do



to be



to live together



to learn



learning

A BROAD AND BALANCED CURRICULUM - to take pupils where they need to go

The National Curriculum of England is a basis for our curriculum up to the end of Year 11; we acknowledge, however, that it is necessary to go beyond this to meet our pupils' needs and expectations. We take account of excellent educational practice and high-quality research from around the world, both in planning our curriculum and as part of our continuing search for the most effective ways to ensure that every pupil learns effectively.

Our curriculum for the pre-university years (Years 12 and 13 - also known as the "Sixth Form") includes both IB and A-Level programmes.

A number of teachers, middle leaders and senior staff have a responsibility to ensure that our curriculum undergoes continuous review and development and that it is properly planned, resourced and taught.

ASSESSMENT IN THE CLASSROOM - continuous and focused on the next steps in learning

At all stages, teachers use a variety of methods to monitor pupils' progress; to determine their individual needs and to understand and make clear to pupils the "next steps" on their educational journey. Informal and formal assessment in the classroom, and of homework, happens daily. As pupils grow older, a greater number of formal tests and examinations complement the on-going, day-to-day assessments.

VALUE ADDED MEASURES - how do our pupils progress compared with those of the same age in England?

Pupils from Infants through to Year 12 sit tests set by the University of Durham, which allow an assessment of how our pupils are progressing compared with UK-based pupils of similar ability and background. This process gives us a measure of what is called our "value-added". Our high value-added shows that our pupils progress at a rate that is matched only by the most exceptional schools. We aim to meet and exceed the value-added performance of good British Independent (i.e. Private, fee-paying) schools.

LEARNING SUPPORT - when a little extra assistance can make all the difference

Our Learning Support programmes support pupils who need a little extra assistance to help them fully access our curriculum. Specialist teachers and Learning Support Assistants work closely with class and subject teachers to devise a programme to suit the individual child. Sometimes support is only required for a short time; in other instances, assistance can be on-going over an extended period. Pupils felt to be underachieving for any reason are also routinely assessed by the Learning Support Department.

achieve



Dr Aleksandra Watson

St Christopher's - 1986

Graduated from Oxford University with a MBiochem in Molecular and Cellular Biochemistry as well as a DPhil in Clinical Medicine. Currently a Sir Henry Wellcome Postdoctoral Fellow and College Research Associate at the University of Cambridge.



Prabhakar Venkateswaran

St Christopher's - 1997

Graduated - University of Miami with dual degrees in Mechanical and Aerospace Engineering. Attained a PhD in Aerospace Engineering from Georgia Institute of Technology, USA.



PUBLIC / EXTERNAL EXAMINATIONS - showing attainment and opening the door to higher education

We enter pupils for external examinations including:

- National Curriculum Tests ("SATs") in Years 2 and 6
- World Class Tests (in maths at Year 5 and Year 9)
- GCSE (two-year courses examined mainly in Year 11)
- GCE Advanced Levels (A-Levels) and the International Baccalaureate Diploma Programme (IB) (two-year university preparation courses examined in Year 13)

The IB Diploma Programme examinations are externally set and marked by the International Baccalaureate Organisation (IBO): all others are set and marked by British examination bodies, such as Edexcel and AQA, with the exception of Year 2 SATs which are externally set and internally marked.

We offer an extensive range of GCSE, A-Level and IB courses and results have been consistently excellent over the years.

DESTINATIONS - moving on with confidence

On leaving St Christopher's, pupils go on to countries around the world, ranging from the UK, the USA, Canada and the Arab world, to the Indian sub-continent, the Far East, Australia and New Zealand. Feedback from parents tells us that our pupils find that they are usually well in advance of their peers in their new school.



Shaheen Seedat

St Christopher's - 2002

Graduated from University of the Witwatersrand, with distinction for a triple major undergraduate degree in Economic Science, Mathematics and Applied Mathematics. Completed concurrent double Honours in Mathematics and Economic Science, with distinction, and received the Chancellor's Gold Medal. Presently reading for a PhD in Financial Economics at Oxford as a Rhodes Scholar.



Vicky Sakr

St Christopher's - 1987

Graduated Magna Cum Laude from the University of Pennsylvania's Wharton School in Philadelphia, with a BS in Economics and Concentrations in Management and Business Ethics.



Almost without exception, our departing Year 13 pupils (after completing IB or A-Levels) go on to university or college education. St Christopher's former pupils are found in many of the world's top institutions including: Oxford, Cambridge, Imperial, LSE, Durham, Princeton, Yale, Harvard, MIT, Stanford and McGill. A full list of destinations is included in the Fact Pocket, at the back of the prospectus.

EXTERNAL INSPECTIONS SHOW EXCELLENCE THROUGHOUT THE SCHOOL

St Christopher's is scrutinised by external inspectors, against several sets of standards:

- British Schools Overseas regulations - The BSO programme is approved by the UK Government and Quality Assured by Ofsted. It applies standards equivalent to those used to inspect UK Independent Schools, such as Harrow, Eton, Westminster and Wellington.
- The Bahrain Government's Quality Assurance Authority for Education and Training (QAAET) system, based on the UK's Ofsted system.
- British Schools in the Middle East (BSME) - a rigorous system devised by the 70-strong organisation of schools for accreditation purposes.

At the time this prospectus was prepared, the School had recently experienced inspections under all three systems in one school year! All three produced the same result ... St Christopher's is, in every aspect, an OUTSTANDING school!

Inspection reports can be found on our website, and, in the case of the BSO Inspection, on the British Government's Department for Education website.



happy
staff SCHOOL parents children

LANGUAGES OTHER THAN ENGLISH

Pupils who are Arab nationals are required to study Arabic. The curriculum is based on the Ministry of Education Syllabus in Arabic and Islamic Studies and Citizenship. In developing their linguistic skills and understanding of Islam, our pupils are helped to understand their sense of identity within the environment of our multicultural school, while consolidating their Islamic values and traditions. Extra Arabic and Islamic materials are developed by our teachers to enhance the programme.

Our Arabic courses extend to examination level and our pupils are offered the opportunity to enter GCSE examinations from Year 6 upwards, extending to higher qualifications, including IGCSE, AS and A-Level as they progress through the Senior School.

For those Muslim children who are not Arab nationals and who do not speak Arabic, we provide Islam in English.

Pupils embark on a study of the French Language in the Junior School and progress from an initial focus on listening and speaking to reading and writing skills. These skills are further developed in Year 7 and, from Year 8 onwards, pupils have the additional opportunity to learn Spanish. The French and Spanish classroom experience is highly interactive and pupils are encouraged to communicate with confidence both orally and in writing with their peers and their teachers. As GCSE approaches, pupils are introduced to more sophisticated grammatical structures and many pupils achieve impressive levels of fluency and accuracy. The ultimate goal is to provide pupils with a love of language learning and to inculcate a respect for cultural diversity.



St Chris ... where
children from all
corners of the globe
come together



live together

compassionate
sensitive
respectful
empathetic
tolerant
open-minded



grow

St Christopher's

where ...



... lifelong learners are grown

aspire

We encourage our students to aim high, help them to discover their talents and pursue their dreams and in doing so ...



... they realise their ambitions and become the best that they can be





enquire

we are curious
we constantly question
we seek information
we want to know



innovate

communicating

A PARTNERSHIP BETWEEN HOME AND SCHOOL – working together to ensure success

We know that the effectiveness of schools is only fully realised when teachers, pupils and parents work in partnership. To this end, we encourage parents to be fully involved in their children's education. Contact between home and school takes many forms; the informal chat, parent consultation afternoons, written reports, participation in school events, email, telephone, information evenings and so on. From Year 2 and upwards, homework is added to these.

In addition, each parent can log-on to "Parent Portal" to view current and historical information about their children and to read letters home and the School's online newsletter.

It has to be said, however, that despite all the other means of communication, there is still nothing better than a face-to-face meeting to discuss more detailed or sensitive matters. Parents are always welcome to come in to discuss their children's progress with the teacher, or other appropriate members of staff, including the Headteacher of their child's section of the School.

SCHOOL REPORTS - keeping parents informed about progress

Parents receive regular reports of their children's progress, through a combination of verbal reports at parents' interview afternoons and detailed written reports. Senior School pupils receive more frequent reports during the GCSE years and IB and A-Level courses. Parents can also receive these through "Parent Portal".



WORKING TOGETHER

PUPILS AND THEIR FAMILIES - cosmopolitan and diverse

Reflecting Bahrain's cosmopolitan society, our pupils come from a wide range of cultures and nationalities, forming a delightful, open, friendly and talented student body. The majority of pupils have English as their mother tongue, while some speak two or three languages. The fact that English is the dominant language of the School helps to ensure that pupils - in the classroom and at recreation - use English to communicate. This is one more factor that helps everyone feel part of one St Christopher's community.

St Christopher's has a strong, active "Friends of St Chris", which provides much appreciated social and financial support for the School. Amongst numerous other activities, it organises a successful Festive Fayre, when crowds converge on the Saar Campus for a day of fun and fund-raising. All parents and teachers automatically become part of "Friends of St Chris".

**open communication builds positive partnerships;
pupils, teachers and parents working together**



Opening young minds
to a world of awe
and wonder ...

inspire





high expectations
taking risks
pushing boundaries

challenge



celebrate

celebrating
achievement
and success



creative subjects

ART

Enjoyment in Art is promoted from the earliest years, with children moving from classroom-based to specialist teaching in an art studio, from Year 5 upwards. The Senior School Art Department is housed in a large open-plan suite, which allows pupils access to a range of stimuli.

Our art teachers have specialist knowledge in a variety of media, and pupils are encouraged to gain skills and experiment in these, including use of a large litho-printing press and specialist ceramics facilities.

By the GCSE stage, pupils have a strong artistic background and results in public examinations are outstanding. The GCSE, A-Level and IB courses culminate in a public exhibition of work at a level more often seen in higher education colleges and art schools.



DESIGN AND TECHNOLOGY

From Year 4, our pupils receive specialist teaching in Design and Technology where they learn the skills and techniques required to solve real-life problems. In the Senior School, these skills are developed and refined further. The objects and outcomes become increasingly professional-looking as pupils move through the School, through the use of state-of-the-art, industrial-level Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) facilities. In addition, pupils have access to impressive modern manufacturing equipment such as Laser Cutters, 3D Printers and an 8'x4' computer-operated router. At GCSE examination level, pupils build on the skills they have developed, with many of our pupils choosing further study at A-Level and IB.



DRAMA AND MUSIC

Drama and Music play a vital part in the curricular and extracurricular life of the School. Music is taught by specialist teachers throughout the School and both Drama and Music are taught as separate subjects in Years 7, 8 and 9 with both being optional subjects at GCSE and post-16. Both departments cover a broad spectrum of activity, reflecting the range of cultures and traditions to be found in our international environment.

To help cater for the wide range of musical and dramatic interests among pupils, the Music and Drama Departments mount an extensive programme of events and productions of exceptional quality, which play to highly appreciative audiences.

Recent productions, bringing the departments together, include Aladdin and High School Musical in the Junior School and Les Misérables and Guys and Dolls in the Senior School.

St Christopher's is an active participant in BSME (British Schools in the Middle East) and ISTA (International Schools Theatre Association) events.





St Christopher's inaugurated and runs several music events each year. St Christopher's Music Festival is open to pupils from any school in Bahrain. The prestigious Young Musicians of the Gulf competition brings together more advanced musicians, from schools around the Gulf, who perform in front of an international panel of adjudicators. Standards are exceptionally high, culminating on the final evening in a concert of breathtaking quality. In addition, there is an annual Rock 'n' Pop event, with performances by rock bands from the School and original compositions by pupils. Particularly popular is "Unplugged", a more informal event organised by our Sixth Form, for pieces that rely more on acoustic instruments.



SPORT

From Reception to Sixth Form, sports and physical education are taught by specialist staff. As pupils progress through the year groups, most major sports are taught either during Physical Education lessons or as extracurricular activities.

At Infant, Junior and Senior levels, there are keen inter-house competitions in various sports events, including: swimming, athletics, football, basketball and volleyball. Pupils take part in sports at all levels, and those reaching an appropriate standard represent the School. St Christopher's is a member of the Bahrain Private Schools Sports League (BPSSL), which holds leagues and tournaments in the major sports for both girls and boys at Primary and Senior level. Other inter-school matches are organised either on a friendly basis or through BSME (British Schools in the Middle East).

Water sports are, quite naturally, popular in Bahrain's climate, and the School has a particularly successful record in this area. The School has an indoor swimming pool at the Saar site and an eight-lane, open-air pool at Isa Town. There are regular school-based and inter-Gulf swimming competitions, which engender a spirit of camaraderie. An enthusiastic corps of young sailors makes use of local facilities to develop their expertise and to have fun exploring the seas off their island home.





opportunity

St Christopher's is proud of its extensive after-school activities programmes, including sports, music, drama and craft, while the Duke of Edinburgh's Award flourishes in the Senior School.

Many educational visits take place each term, for example to business and industrial establishments, architectural and archaeological sites (including visits to on-going 'digs'), to the local craft workshops, the excellent National Museum and the Grand Mosque. One focus of attention is to give the children an appreciation of Bahrain's 5,000 year history of civilisation from the Dilmun era to the present day.

In addition to the general Extracurricular Activities, which are predominantly free-of-charge, SPARTA - the Sports and Arts Academy of St Christopher's - operates in the early morning, early evening and weekends. SPARTA offers a wide and varied programme of activities for pupils and also some for parents and pre-schoolers. Individual charges are made for participation.



beyond the classroom



explore



A particular feature of St Christopher's is the number of annual trips taken to other countries, by Junior and Senior School pupils. These include: sporting fixtures and cultural events in the Gulf; skiing in the Alps; Duke of Edinburgh's Award expeditions; trekking and service in Thailand; music tours and the Model United Nations Conference in Washington DC. There are also linguistic and cultural visits to Europe. The range of destinations is continuously expanding!

outstanding

facilities
resources

teachers
pupils



over 50 years of exceptional education



caring

learning

communicating



St Christopher's School
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www.st-chris.net