



**British School
Overseas**
Inspected by Penta International

Inspection Report

Maadi British International School

**Cairo
Egypt**

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Inspection number

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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	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	10
	5.3 Standards	12
6	Standard 2 Spiritual, moral, social & cultural development of the students	15
7	Standard 3 The welfare, health and safety of the students	17
8	Standard 4 The suitability of the proprietor and staff	19
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	21
11	Standard 7 The school's procedures for handling complaints	22
12	Standard 8 Leadership and management of the school	23

1. Purpose and scope of the inspection

The Department for Education 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 Department for Education (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 the students; 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 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, all teachers were observed by inspectors. School documentation and policies were analysed, and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Two and a half school days were monitored. Covid-19 precautions were observed.

The lead inspector was Dr Mark Evans. Also in school was Ms Nichelle Jackson; the other team member was Ms Nicola Walsh, working remotely.

2. Compliance with regulatory requirements

Maadi British International School (MBIS) meets all standards for British Schools Overseas.

3. Overall effectiveness of the school

Maadi British International School is excellent in all aspects.

The school offers an excellent British education in all respects, that meets the needs of its students. The students are well known to staff and supported appropriately. The curriculum is rich and inspiring. Teachers and learning support assistants make good use of the wide range of resources and students are highly engaged in their learning. Parents and students alike are very supportive of school, the provision of education and the positive manner in which the Covid-19 pandemic has been handled.

Students' behaviour is exemplary, and they clearly enjoy being at school. As a result, the vast majority make excellent progress, becoming eager confident and articulate learners.

3.1 What the school does well

The school has many strengths including:

- confident and articulate students
- academic standards and progress well above that expected
- a supportive and nurturing environment
- excellent spiritual, moral, social, cultural and personal development of the students
- a passionate and focussed principal and an effective senior leadership team
- strong and positive relationships between staff, students and parents
- a broad and balanced curriculum that is inspiring and engaging
- notable success in regional and international sporting events, before the pandemic started
- Relationships between teachers and students and students and their peers are outstanding and ensure that they feel happy and secure in their learning
- Links with parents and the community are outstanding
- Students with special educational needs and disabilities, and students who are new to the English language, make excellent progress
- The commitment of staff, including administrative and ancillary staff, to the well-being of students is excellent.

3.2 Points for improvement

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

- Develop a shared definition of outstanding learning for the whole school;
- Ensure that the board of governors has the capacity to support and further develop all aspects of the school, so as to remain successful in the future, including reviewing policies on a sensible cycle, updating where needed;
- Complete the transition to and embedding of the new assessment processes.

4. The context of the school

Full name of school	Maadi British International School		
Address	4th District, El Maadi, Cairo, Egypt		
Main telephone #	00 20 225178288		
Website	www.mbisegypt.com		
Email	info@mbisegypt.com		
Principal	Mr. James McDonald		
Chair of board of governors	Ms Dina El Shafie (Chair)		
Age range	3-16 years		
Number of students	Total = 335	Boys = 185	Girls = 150
Student numbers by age on date of entry	(0-2 years)	(3-5 years)	(6-11 years)
	0	33	222
Student numbers by age on date of entry	(12-16 years)	(17-18 years)	(18+ years)
	80	0	0
Total number of part-time students	0		

Established as Maadi British School in 1995, the school was registered with the Ministry of Social Affairs. It immediately changed its name to Maadi British International School to better reflect its agreed mission – to educate foreign children in Egypt.

It moved to its current site in Zaahra Al Maadi in 2004. The building is purpose built and includes many excellent facilities.

4.1 British nature of the school

- The school delivers the English National Curriculum and follows the Early Years and Foundation Stage (EYFS) guidance from the UK.
- The curriculum in the primary section replicates that of a curriculum taught in a British school, for example, as part of the themed curriculum, Queen Victoria, Queen Elizabeth, Ernest Shackleton, the fire of London and Anglo Saxons are studied.
- In secondary, the school follows the UK's Key Stage 3 and GCSE curricula.
- The school is organised into Key Stages and year groups.
- The school's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is very well resourced with books and materials that are in use in British curriculum schools.
- The school has a uniform policy, like many English schools.
- The vast majority of class teachers are UK qualified with significant experience of teaching in UK schools and internationally.

5. Standard 1

The quality of education provided by the school

The quality of education provided is excellent and fully meets the requirements of the BSO standards framework.

5.1 Curriculum

The curriculum at MBIS is excellent.

The curriculum is rich and well matched to the needs of its students. It supports the school's vision 'learning for life' effectively. The school follows the 2014 English National Curriculum and the EYFS guidance. A wide and varied programme of after school activities enhances the school's curriculum offer. Within the timetabled curriculum, specialist teachers deliver high-quality art, drama, music and physical education lessons. Peripatetic music lessons are also offered to individual students across all key stages.

Curriculum policies are in place and progression is evident. Regular curriculum reviews take place. This ensures the curriculum is aligned to the needs of students. Recently following the closure of the school due to the COVID pandemic, the EYFS curriculum was extended into year 1 for one term. This adaption to curriculum provision ensured that students made progress despite missing 4 months of schooling during the 2019-20 academic year.

The language of instruction at MBIS is English. Many planned opportunities for speaking and listening activities are provided within the curriculum across the school, including popular drama performances to parents. Collaboration and communication skills are developed in lessons. French is taught from Year 1 and this follows a clear progression using a scheme of work and is delivered effectively by class teachers and MFL specialists in Primary.

In the EYFS, the curriculum is based around individualised teaching and free flow learning activities. There is a strong element of free play and developing language. Students flow freely between the indoor and outdoor spaces where there are a range of investigative and imaginative spaces. Stories are shared regularly.

A phonics programme is delivered in Key Stage 1 and EYFS, based on the UK DfE Letters and Sounds. Students learn the 44 sounds of the English language as a basis for reading and writing. They learn to form English letters and to read and write high frequency words.

Within the primary section, the curriculum is rich and varied. Each year group follows a themed curriculum that integrates subjects creatively. For example, 'Sweet like chocolate' is a theme studied by Year 5 students. Here they learn about the process of growing, harvesting, and turning cocoa beans into chocolate, following a visit from a local chocolatier. This themed approach is evident in display work, students' workbooks and on the school's website.

In the secondary section all students follow the UK National Curriculum. IGCSE options are broad and give options from which students can use.

Careers guidance is provided through Year 9 option meetings and work experience opportunities. Recently, the school invited a statistician to talk to Year 11 students about the work that he does for the United Nations in Iraq. Year 10 students have created a blog where senators from New York talk about their work as politicians in the USA.

Specialist teachers deliver computer science, modern foreign languages, PE, design and technology, art, drama, and music so that planning for specialist curriculum areas considers students prior learning and there is clear progression from primary to secondary. Curriculum delivery is very well matched to students' needs.

A wide range of extracurricular activities further enriches the curriculum offer. These are offered to students from year 1 upwards for 10-week sessions, each term. Activities such as Girl Guides, Model United Nations (MUN), computer coding, fun maths, table tennis, drama, design and technology clubs' evidence the breadth of choice which is valued by parents and students. Off-site residential trips such as an overnight camping trip are offered to students across the school, this includes international trips; Year 6 visit London, Key Stage 3 skiing trip, Year 4 trip to Luxor and Year 3 students sleep-over in school. The views of secondary students are sought to help determine the content of the extracurricular programme.

The curriculum supports students with identified special education needs and disabilities (SEND) effectively, through the school's learning support provision. SEND children are identified through admission tests, previous school reports, benchmarking, and baseline assessments, in addition to teacher and parental referrals. Registers are maintained and reviewed regularly for all students requiring support. Provision in the curriculum is categorised into three levels: Wave 1, 2 and 3. Students on wave 1 and wave 2 support have individual education plans in place and students on wave 3 support have an educational care plan which mirrors UK best practice. The expectation is that all students receive quality first teaching in class and where this is not effective, intervention support is provided by a dedicated learning support assistant.

The curriculum provided for students who enter the school with low levels of English language is very well matched to the needs of these students. Curriculum materials are drawn from a wide variety of sources and students have access to online materials at home. Curriculum support is offered to students as intensive, intermediate, and advanced. Intensive 1:1 daily support enables most students who speak English as an additional language (EAL) to transfer quickly into mainstream provision where they can access the normal curriculum. EAL students are supported well in class, by a buddy system and two specific learning assistants.

Students' personal health and social emotional needs are taught through timetabled sessions in both the primary and secondary school. The PSHCE curriculum encourages respect for other people as set out in the UK's Equality act 2010, within the limits of the law. Key Stage 4 assemblies have recently covered topics such as tolerance, kindness and getting to know one another. Citizenship is taught to secondary students, where students learn about the importance of debate, democracy, human rights, elections, and study different political systems.

The transition between the EYFS curriculum and the more formal Key Stage 1 curriculum are eased by themes. Transition within the primary school and into the secondary school is positive, effective and well established. Learning journeys are passed from EYFS to Year 1 to aid transition. Year 9 students and parents are well supported in their choices for IGCSE, and Year 11 students receive guidance for their next steps into the next stage of their education. Parents felt very well informed about the process of transition.

5.2 Teaching and assessment

The quality of teaching and assessment across the school is excellent: there is outstanding practice evident in classrooms in all key stages.

Relationships between the adults and the students are outstanding, being warm, professional, caring and focussed on learning. In all lessons, teachers are confident and offer lots of praise and encouragement. In many of the best lessons, there is a great use of humour evident, which further supports learning. Teachers manage students' behaviour very effectively, indeed hardly any need was seen for active intervention. Classroom time is well managed, and pace is appropriate.

Teachers demonstrate secure knowledge of the English National Curriculum and plan purposeful lessons which both sustain students' interest and often challenge their thinking. For example, in one Year 4 class, the teacher dared the students to create exciting headlines using alliteration and word/letter play to describe their stories; in a Year 2 class, the teacher challenged the students themselves to set the time limit for their mental maths quiz, ending up doing 10 problems in 7 seconds.

IT is used effectively in many lessons. For example in Year 6 lesson, the interactive white board was well used when trying to find the value of b in a set of algebraic problems. In a Year 1 Arabic lesson, there was good use of an appropriate video which was both amusing and supportive of learning of the initial, medial, final and isolated forms of the letter ب (b).

Nearly all teachers have created attractive classroom environments that support learning in class and promote a high standard of work. Not all displays are active learning resources, being more 'decoration' than information or celebration of students' work.

Resources are plentiful and used well by teachers to enable students to learn easily, for example in one EYFS lesson, activities such as bug hunting in the sand tray, sticking glitter on paper, dressing up and reading picture books were all organised before the children came into the classroom after swimming. The effective organisation by the teaching staff with the quality and range of resources they were able to use, supported high quality learning.

Teachers have secure knowledge of the English National Curriculum and they plan purposeful lessons which sustain students' interest. Learning objectives are set for all lessons and many of the students are well aware of the purpose and direction of learning.

Teaching assistants are highly qualified and well trained: they are a significant support for learning and make an important contribution to the high quality of education provided at MBIS.

In EYFS, teachers plan activities for individuals and groups to access, which engage and promote the love of learning in the children. Collaborative learning and discussion are encouraged throughout the school: although the pandemic has meant students often have to wear masks, in the best lessons, ample opportunities to develop teamwork skills are provided for paired and group work.

Teachers use questioning in all their lessons to check on students' understanding and to prompt deeper thinking. Verbal feedback is provided to the whole class and individuals. Written feedback for students in their workbooks is often effective, using the 'what went well' and 'even better if' formats. In the most valuable lessons, learning activities and resources are differentiated to support and extend students, at their own level. In the vast majority of lessons this was evident; only in a small minority of lessons, differentiation was more limited.

Assessment policies and timetables are in place to monitor students' achievements. These are implemented effectively. In the primary school, there has been a focus on feedback and the importance of this for student progress. The MBIS personal learning goals are increasingly embedded. The identification of 'focus children' groups ensures that challenge is introduced for all levels of ability, ensuring that expected or better progress is made. Assessment for learning is ongoing. Classroom assessment data through commercial tracking software records teachers' assessment against the taught objectives. The annual assessment calendar includes all end of unit assessments for English, maths, writing, phonics assessments, spelling, grammar and reading tests both summative and standardised. 'Raise attainment' review meetings between class teachers and a member of the SLT ensure that children's progress is closely monitored: where necessary intervention can be made to ensure all children are making expected or above expected progress.

In the secondary school, internal review processes have focussed on learning, marking and feedback, student voice, data analysis, department development plan and department self-review. Action research projects are now in the second year although on pause during the uncertainties of the pandemic. Staff have focused on the introduction of the MBIS personal learning goals, and the variety of teaching and learning styles.

Data collection booklets are produced following each data collection cycle. With the introduction of the new management information system, the head of school has constructed and designed a comprehensive data format which highlights subject and student successes and any areas for improvement. This data analysis is shared

with the senior leadership team (SLT) and with subject leaders to help identify areas of good practice and any underperformance.

Effective systems to assess students' attainment and progress are in place across the school using a wide range of summative and formative assessment tools.

In EYFS, assessment of children's development is measured using the early learning goals. This is reviewed every 6 weeks. Parents are invited into school to talk with the child's teacher about milestones that have been achieved both at home and at school. A record of the milestones achieved are evidenced in photographs and writing, and shared.

In the primary section, assessment of students' attainment and progress is tracked across all subjects. End of year summative tests are in place for reading and maths using published assessment materials that are used in UK schools. Year 1 phonics assessments are in place and these are benchmarked against UK government standards. Teacher assessments are in place for writing and science. The head of primary ensures that all data is analysed and benchmarked against UK standards. Results are compared over three years, annually and termly to ensure that students are making progress.

Assessment is used routinely in the secondary section to ensure students and teachers know the next steps. Baseline data is gathered on entry into year 7 and into the school. An assessment schedule is shared with parents and students. The head of secondary ensures that the frequency of the assessments is balanced over the term. In KS3 & 4 there are at least 2 assessment per term for core subjects and students have rubrics for non-core subjects against which they are expected to self-assess.

In the Secondary section teacher feedback in students' workbooks and students' reflections were evident, though this was not always of the same high quality. The school has recently implemented a new initiative, 'directed improvement and reflection time' DIRT. This has been implemented across the school and is already helping students to respond to teachers marking comments.

Across the school, teachers' feedback to students through marking students' books has been used to ensure students make progress and are clear about what to do to improve. This is now being shared across the school and embedded. Assessment systems are in place and used to identify and support EAL and SEND students and target support very effectively.

5.3 *Standards achieved by students*

Students' behaviour across MBIS is excellent. They are polite to one another and staff. They respect property and the rules of the school. Attendance is in line with UK standards and students are punctual. At the start of the day, students enter and walk about the school with limited supervision and are responsible. Students are reflective learners and can articulate their learning. They enjoy school.

Across the school, students' attainment is in line or above UK expected standards and progress is strong. Student's assessment data in the secondary school indicates good progress for 84% of students in English, 88% of students in mathematics and 80% in science. The school's assessment systems are robust and regular and based on UK expectations. There is a trend of improvement in the number of students making better than expected progress over the past two years across the 3 subjects. It is expected that 95% of students will make expected progress across the 3 subjects at the end of this academic year, and 60% of students will make better than expected progress.

Many students join the school mid-way through the school year, including into the secondary section. The school's data supports the views of senior leaders that students who are at the school for 3 years or more make excellent progress over time.

In the primary section, attainment in reading, writing and maths is in line or above expected UK standards. This was based on observing lessons and analysing the school's end of year assessment data. The school's 2021 end of year internal data for Year 2 and Year 6 indicates that at least 91% of students were attaining at or above the expected level in English and maths. In mathematics, no student was below the expected standard for the past 3 years in Year 2 and Year 6. In all other subjects, the school tracks students' attainment; interventions are in place to support students to reach or exceed the required standards. There is an expectation that students joining new to the school with below average attainment in reading, will reach the required standard within two years.

In the EYFS, the school's internal data indicates that at the end of 2020-2021, the % of children achieving a good level of development was above UK national averages at the end of EYFS. Students in Year 1 exceeded the UK standard to pass the UK phonics screening test for the past 2 years. During the year 2020/2021, when students were out of school for some time due to the pandemic, students' attainment in phonics was above comparable UK data in a non-pandemic year.

The school carefully monitors the standards for individual students. Difficulties are quickly identified either on entry to the school or by teachers. Intervention is

highly effective. The schools set a target to ensure all students, except those with SEND or with no English, to the expected level of attainment in reading within 2 years. This is a challenging target, when the vast majority of students speak English as a second language.

Students consistently perform in music, art and drama lessons at a high standard. The school puts on regular performances to parents. Several students excel in the areas of music, art and drama. The school successfully competes in sporting events, despite its relatively small number of students.

6. Standard 2 Spiritual, moral, social & cultural development of students

Spiritual, moral, social and cultural development at MBIS is excellent. The personal learning goals of encouraging resourcefulness, respect, resilience, relationships and reflectiveness is displayed all around the campus. The school actively promotes tolerance, a respect for diversity and acceptance of a range of lifestyles and this was evident from conversations with students.

During the visit, extremely good, calm behaviour was observed during lessons, break times and when walking in corridors. The students showed respect for each other and were courteous and helpful to the inspectors.

In primary, personal, social, health and citizenship lessons are delivered by class teachers and in secondary by form or year tutors, with the planning done by the assistant head. During the visit, PSHCE lessons were observed which had mental health, stress and risks as their themes. Awareness and tolerance of other faiths is promoted by assemblies and activities based on, for example Christmas, Diwali, Eid, and Harvest festival. Anti-bullying provision is comprehensive; rare incidents are thoroughly investigated and a restorative justice approach taken. Students know which adult to approach if an incident occurs: one student gave first-hand experience of an incident being dealt with in a very thorough and positive manner. Student-made corridor displays give advice about how to deal with bullying. Every year group supports a charity which is linked to a topic area being studied and raises money for local and international charities via such activities like weekly bake sales. Money is also raised by events such as a sponsored bike ride, runs and school events.

It is clear from talking to the students and from observing their behaviour, that they have a very well-developed sense of right and wrong. MBIS values of resourcefulness, respect, resilience, relationships and reflectiveness are evident in the students' behaviour. The school gives opportunities for students to experience democracy by, for example, voting for the head boy and girl and also deciding which charities to support. Twice a year, those students wishing to become class representatives give a speech to their class and form the student council; House captains are also elected from Year 10, with deputies being elected from Years 7-9. In primary, house leaders are elected. Voting is via a secret ballot and, this year, some students did this on-line. Primary PSHCE has democracy as a discrete subject in Year 4. Human rights, UN convention and homelessness are themes in Year 6. Secondary students are encouraged to take part in the *Global Social Leaders* project as a self-directed activity. Student voice is strong in the school.

Students interviewed expressed great positivity towards the school and their teachers. They said that they loved coming to school and there were no subjects that they did not enjoy. The students show great self-confidence and this was underlined by those

interviewed, who said that they feel happy to make mistakes in lessons, because these mistakes are seen as part of learning. The school is inclusive and all students are supported to achieve their best. Students are encouraged to reflect on their own learning using the DIRT procedure: this system was understood well by those students asked.

MBIS strives to develop the whole child and are given many opportunities to excel in sports and the arts. To this end, students must participate in a minimum of one after school activity, chosen from a very wide range, and also have the opportunity to take individual music lessons. Parents interviewed greatly valued these activities, both in terms of their range and quality.

Cultural development is excellent. MBIS promotes both learning about and also celebrating cultures. Parents interviewed said that they greatly valued the diversity of the student population and that their children developed both a knowledge of and tolerance towards others. Students learn about their own and other students' cultures through curriculum provision and also through the school's diversity. Students interviewed said that they greatly valued the international nature of the school. They suggested that learning about other cultures and building relationships with children from the 65 nationalities represented were important life-skills. International Day is seen by parents and students as a highlight of the school year; it is also seen as an important event by the wider expatriate community.

7. Standard 3

The welfare, health and safety of the students

The provision for welfare, health and safety is excellent: students are very well cared for. Provision for safeguarding the students is outstanding: this provision is continuously monitored and guided through regular reviews and training. All policies and procedures are in place to promote the welfare, health, and safety of students.

All academic staff, teaching support staff and members of the administration team have Level 2 safeguarding training and do a refresher course every two years. This is complemented by annual in-house training which follows the areas laid out in *Keeping Children Safe in Education*. Site support staff and cleaners are given a safeguarding brief on appointment and thereafter every August. There is an internal policy that, in the event of a safeguarding concern, it would be dealt with by 14.00 of the same day, ensuring that no child would return home to danger. The principal and the human resources leader have completed safer recruitment courses; all references for potential employees are confirmed by both written references and by a telephone call from the principal. All visitors are required to register on entry and are given a lanyard; any outside visitors doing maintenance are always accompanied by member of the security team.

Parents are given safeguarding advice in the school newsletters and also there have been *Keeping up With the Kids* sessions about, for example anti-bullying strategies and e-safety. The school has anti-bullying and e-safety weeks and parents receive extra information links following these via emails. From talking to the students, it was clear that they felt safe and valued. They said that they would be comfortable approaching staff to discuss any concerns (not just about safeguarding) and felt that they would be listened to and that any necessary further steps would be taken.

Any medical conditions and allergies are recorded on the school information system and the school also maintains a nut-free policy. Students are able to buy food from the school canteen where the healthy menu changes daily. In the event of a child needing medical treatment, the school doctor is seen in the first instance and takes relevant steps, with parents being kept informed. About a third of the staff has up-to-date first aid training, the PE staff have specific swimming first aid training and at least one first aider is present on school trips. A comprehensive risk assessment is done for every trip and there is always both an Arabic speaker on the buses, together with a member of the MBIS security team. Cleaning is done regularly and there are extra Covid-19 precautions in place such as limiting the number of children allowed to use the toilets at any one time. Fire practices are carried out twice per half-term and practices relating to an earthquake or situation requiring a lockdown of premises are done termly.

Students come to school by a mixture of car and buses; they enter and leave the premise in an orderly manner. Although the school contracts out the bus service, the vehicles are

regularly checked by the administration and premises manager, as well as by her doing random, spot checks for such things as broken seat belts. Both an adult bus monitor and a student leader are present on journeys to report any issues.

8. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standards required for BSO.

All members of teaching staff undergo appropriate checks to ensure their suitability for the role when they are appointed to the school. Identity, medical, qualifications and police checks and references were in place for teaching staff appointed to the school and these are held in individual files. The Egypt Ministry of Education and the school require that all teaching staff have a minimum of 3 years' experience before being appointed to a teacher position at the school.

The chairperson and the board of governors are suitable. They are established local members of the community and have demonstrated over time suitability to work with children. They meet local requirements.

The school follows safer recruitment procedures and has a safer recruitment policy in place. A designated safeguarding lead ensures all staff remain vigilant regarding their suitability to work with and around children. Annual safeguarding and child protection training takes place each year for all teaching staff and teaching assistants. They complete an online training programme and details of staff completing this are recorded. Administration and ancillary staff undergo internal training as well. A child protection policy is in place which references local child protection policy. This has been updated to refer to *Keeping Children Safe in Education* and follow UK best practice.

9. Standard 5

The premises and accommodation

The standard of the premises and accommodation is excellent.

The school is purpose-built and provides an excellent learning environment for students. Security at the site is very good and all visitors to the site are registered and given a lanyard. There are CCTV cameras on the outside perimeter of the premises and in entrances, blank spots and the rooms where individual music lessons are held.

The classrooms are spacious, light and airy and have Wi-Fi internet connectivity. They are fully equipped with classroom furniture, both interactive whiteboards and whiteboards, and display boards. As well as classrooms, there are specialized facilities such as an art room, computer labs, science labs, a design and technology lab, a drama studio and music rooms for both individual and class music lessons. The well-stocked library is a large and comfortable reading space, with both sofas and desks and chairs. The walls of corridors and common areas are used to display students' work. Personal lockers are available for all students.

There is a large Astro turf field used for both break times and PE lessons and a basketball court. There are also other outdoor areas used to support lessons and for playtimes, with climbing and swinging equipment for younger children. The EYFS classrooms have their own partially shaded areas for outdoor learning and play. There are shaded areas for students to spend break times and eating areas with tables and seating. Swimming lessons are held in an indoor 25 metre pool which has its own toilet facilities and changing rooms, both separate for boys and girls. The auditorium has a large stage and seating for an audience of 550; it is also used for PE lessons.

MBIS has a clinic staffed by a doctor. There is an office, an examination area with two beds and separate toilet facilities. The doctor keeps a daily record of all children who visit the facility and follow up notes are filed and put on Engage. About a third of the staff has up-to-date first aid training and the PE staff have specific swimming first aid training.

There are water coolers placed in common areas all around the school and these are regularly refilled with bottled water by support staff, twice a day. The water is supplied by an outside company and the dispensers are cleaned daily by MBIS staff and termly by the water company. Toilets have cold water and showers; changing rooms have warm water and are kept clean. Students' are directed to wash their hands in sinks in an outside area at the end of break-times and hand sanitizers are also available.

All facilities are checked every week by the premises manager and maintained by in-house team of maintenance staff. There is also an internal ticketing system for staff to report any issues. Annual maintenance is done in school holidays and is approved by the principal and the board. Outside contractors are used when necessary.

10. Standard 6

The provision of information for parents, carers and others

This is excellent. Parents are very satisfied with the quality of information provided by the school. Communication is frequent and purposeful. The school's website is informative and attractive, providing information regarding the school and the curriculum. A range of policies regarding the school can be easily accessed along with information by year group detailing curriculum plans. There are a range of social media sites that convey information about day-to-day events in the school.

Parents have informal access to teachers daily, and they report that emails are answered promptly. Parents value the class representative who provide important information about school events and procedures. An open-door policy allows parents direct access to senior leaders, in addition to individual teachers. Parents feel that their opinions are sought, listened to and where appropriate acted upon.

Students' written reports are age appropriate, detailed and informative. These are available on the parent portal and can be accessed by parents at any time. They are updated termly. Parents also can discuss their children's progress in parent-teacher meetings that take place regularly. For students' in Key Stage 4, the school holds information evenings at the start of the academic year.

The school calendar is shared on the schools website and parents report that they have all information regarding school events in a timely manner. There are opportunities over the course of the academic year for parents to be involved in and contribute to whole school events.

Homework is set by teachers and parents felt that this was an effective method of keeping them informed with their child's learning in school. In the secondary section, if homework is not completed it is noted on MS Teams and there is an expectation that the work is completed by the following week.

Parents report that they receive information in many different forms, website, weekly newsletters, and a range of social media sites. Primary parents also receive a class information sheet which explains next week's areas of learning to parents. Parents of EAL students have access to information about school in their first language. This is used mainly by the EAL coordinator to contact parents.

Minutes of board meetings are shared with parents regarding the financial and strategic affairs of the school.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

The MBIS complaints policy is available on the school website and on request from the school. The definition of a concern is clearly stated in the policy. The procedures to be followed are detailed and ensure that concerns or complaints raised with the school are dealt with quickly. There are clear time frames detailed in the policy for the three stages of action that can be taken.

In the event of a complaint or concern not being resolved, the 3rd and final level is formal and involves the complaint or concern being raised with a director's complaint panel (DCP). This constitutes at least 3 directors appointed by the chair of the board who have not previously been involved in the dispute.

At stage 3, a formal letter of complaint is written by the complainant to the chair of directors and must be received by the school within 10 days. This must be acknowledged by the chair of the board within five school days; the matter must be heard by the DCP within 10 days. The procedures to be followed for hearing the complaint at the DCP are detailed as an appendix to the policy.

The school maintains written records of all complaints, both formal and informal. This includes complaints raised by staff. The register of complaints records information about the matter raised, the person who raised the complaint and the date at which it was raised and whether the matter was resolved at the preliminary stage or at a DCP.

All records of complaints are to be kept confidential unless they are required as part of legal proceedings or for the purposes of inspection. The decision of the DCP is final. However, complaints that are unresolved are very rare.

Overall, parents and students felt that complaints were dealt with very effectively and resolved quickly. The school recognises that a willingness to listen to questions and criticisms about its' practices and procedures can be beneficial. The school will endeavour to listen and respond positively to any concerns or criticisms to improve the provision and outcomes for its students.

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

Leadership and management at MBIS is excellent.

The school is led very effectively by a principal with a highly competent and committed team of senior leaders. A newly formed board of 5 governors is to be elected by parents at the end of this year.

The board of governors constitutes five governors with a broad range of skills. A member of the British Embassy also attends meetings, this is accordance with the special status that the school holds in Egypt with the Ministry of Social Affairs. The board hold regular meetings with the principal, two per term, where they receive a principal's report on standards across the school termly. The new soon-to-be-elected board of governors are to receive support on governor duties from an external professional. The training will enable them to be closely involved with the strategic direction of the school and set targets for the principal; these will be cascaded to all teachers.

The school's Self Evaluation Framework (SEF) is detailed, and a separate SEF details the school's performances against the BSO standards. There are well chosen and expressed areas of strength and for improvement. Actions are detailed and staff are held to account. An executive summary describes the provision in place across 8 different areas.

The school has met fully all the recommendations from the previous inspection. As a result, the school has now in place a gifted and talented register, with clear definitions for teachers to be able to identify and make provision for these students. Independent learning in EYFS has been fostered through more activities and staff training. Marking is now giving students an improved understanding of the next steps to enable them to make progress.

The recruitment and retention of staff is thorough and meets the needs of the school. Teachers new to the school talked about the orientation week which set clear expectations around child welfare, personal standards, and teaching. 'Everyone offers support' was the view of one of the new teachers to the school.

Staff training is a focus area of the school. The school's principal and senior leaders are passionate about action research: they expect all teachers to take a lead in their own professional development by following areas of independent research and then cascading this to others. Teachers also attend courses in the local network of schools and complete online courses provided by the British Schools of the Middle East (BSME) and other external suppliers. Two middle leaders are working towards achieving NPQML and NPQSL. These teachers talked about how this had enabled them to understand different styles of leadership and how to manage change. Learning support assistants are also involved in training events that are relevant to them.

Staff training was disrupted due to the COVID pandemic and teachers' welfare became the priority during this time. Teachers felt very supported by the senior leadership team during this time. Practical support such as allowing teachers to return early to the UK before the end of term was appreciated by staff.

Performance management of teachers is a high priority although formal meetings have been delayed for over a year due to the pandemic. Book looks, learning walks and shorter observations have continued. Teachers felt that these were useful and positive. Judgements are not shared but useful indicators on areas to improve and strengths are highlighted. A teacher who has been at the school for many years described how the observation process has much improved over time.

Teachers talked about a sensible work life balance at the school. Meetings are useful, and all teachers are expected to deliver an after-school activity. Senior leaders and managers meet their day-to-day responsibilities very effectively.