



**British School
Overseas**
Inspected by Penta International

Inspection report

**Maadi British
International School**

**Cairo
Egypt**

Date **12th – 14th January 2025**
Inspection number **25011214**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	8
5	Standard 1 The quality of education provided by the school	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	12
	5.3 Standards achieved by pupils	16
6	Standard 2 The spiritual, moral, social and cultural development of pupils	18
7	Standard 3 The welfare, health and safety of pupils	20
8	Standard 4 The suitability of the proprietor and staff	21
9	Standard 5 The premises and accommodation	22
10	Standard 6 The provision of information for parents, carers and others	24
11	Standard 7 The school's procedures for handling complaints	26
12	Standard 8 Leadership and management of the school	27

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 pupils; 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 pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 38 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Lesley Birtwell. The team members were Jennifer Gilchrist and Jonathan McArthur.

2. Compliance with regulatory requirements

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

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

and

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

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

3. Overall effectiveness of the school

The school describes itself as, and indeed is, an 'oasis'. The calm environment, vision of a happy, safe school where everyone can be valued and supported to succeed, and wide range of opportunities ensure high quality educational provision and exceptional outcomes. Maadi British International School (MBIS) students are well-rounded young people who are aware of their strengths, inclusive and know they can make a difference.

3.1 What the school does well

There are many strengths at the school, including:

- students that are the centre of everything the school seeks to do;
- the team ethos and the way all members of staff are valued;
- the community, family feel;
- the relationship between students and staff; staff know every student as an individual;
- the care of students, ensuring student wellbeing is a key priority;
- a school that is a 'safe place' for students to make mistakes;
- student and staff pride in the school;
- confident, articulate students;
- the quality of display and imaginative use of space;
- the outstanding subject knowledge of staff;
- the planning for and use of support staff in lessons;
- the engagement of students in lessons;
- listening and behaviour that is exemplary;
- differentiation for the students;
- the progress and standards in academic subjects;
- achievements in arts, music, sport and academic competitions;
- curriculum enrichment through after school activities (ASAs), trips, and a wide variety of opportunities;
- the relationships between staff; they are a positive role model for the students;
- an open supportive culture that allows staff to develop their practice;
- a reflective school community who seek to improve;
- robust systems and procedures for safeguarding, health and safety;
- excellent relationships with parents;

3.2 Points for improvement

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

- i. Raise the quality of teaching and learning by:
 - a. continuing to develop a shared definition of what outstanding means across the school;
 - b. continuing to further embed the 'In the Moment' pedagogy and practice in Early Years and Foundation Stage (EYFS);
 - c. further developing the creative curriculum in primary to enable staff to take risks in their teaching;
 - d. enhancing the use of ICT and technology across the curriculum including, for example, embedding and extending the use of bring your own devices.

- ii. Continue to build on the recent developments in assessment so that:
 - a. the feedback and marking policy is consistently used across the school;
 - b. students continue to have opportunities to reflect on what they need to achieve next and how they can achieve it, enabling them to become drivers of their own learning.

- iii. Further develop the systems, processes and resources to support the continued growth of the school by:
 - a. increasing access to sports facilities and enabling the school to host sporting events with other schools;
 - b. supporting staff to meet the challenges of new age groups and new responsibilities. For example, becoming a key stage 5 teacher, extending the role of middle leaders, including EYFS staff in middle leadership roles;
 - c. continue developing professional links with other schools, for example through COBIS etc, that have undergone similar changes.

4. The context of the school

Full name of School	The Maadi British International School				
Address	4th District, next to Wadi Degla Club Zahraa El Maadi, Maadi, Cairo, Egypt				
Telephone Number/s	+20(202)2517 8288				
Website Address	www.mbisegypt.com				
Key Email Address	srogers@mbisegypt.com				
Headteacher/ Principal	Stephen Rogers (Principal)				
Chair of board/Proprietor	James Pursey (Chair of Governors)				
Age Range	3-18 years				
Total number of pupils	322	Boys	189	Girls	133
Numbers by age	0-2 years	5	12-16 years	79	
	3-5 years	44	17-18 years	3	
	6-11 years	191	18+ years	0	
Total number of part-time children	0				

MBIS was established in 1996. It is a non-selective, co-educational day school registered as a not-for-profit non governmental organisation for expatriate families and Egyptian families with dual nationality. The school is not linked to the Ministry of Education and does not implement the Ministry of Education curriculum. It moved to its current site in Zaahra Al Maadi in 2004. The building is purpose built and includes many excellent facilities. The school currently caters for students from pre-nursery to year 12 and is expecting to introduce a year 13 class in September 2025. The secondary school was established in 2010. The first cohort of iGCSE students was in 2022. The school has a

diverse cultural make up with students from over 60 nationalities. The current principal was appointed in 2023.

MBIS aims to provide students with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community. This is summed up by their mission statement: Learning for Life. They are committed to providing a happy, positive learning environment where students, teenagers and adults are: successful learners; confident, cooperative and responsible leaders; flexible and resilient; honest and trustworthy; responsible, caring global citizens. The school's key learning goals are: resilience, resourcefulness, reflectiveness, relationships, respect. These are epitomised by their logo 'Cleo the Cat'.

MBIS is accredited by British Schools Overseas (BSO), British Schools in the Middle East (BSME), the Council of British International Schools (COBIS) and the Association of BSO (AoBSO).

4.1 British nature of the school

MBIS has a strong British feel. British values of tolerance, respect and community underpin the school ethos and are strongly evident in everyday work. The vision, ethos, curriculum, displays and events all promote fundamental British values. MBIS has a strong focus on developing students academically, physically, socially and emotionally. A wide range of after school activities (ASAs), sporting, cultural and competitive opportunities enrich the curriculum. They ensure students develop positive attitudes and become caring citizens who know they can make a difference. The British flag is included in the 'B' of the MBIS logo.

At MBIS, the curriculum reflects UK schools. It is based on the EYFS guidance, national curriculum at key stage 1 (KS1), key stage 2 (KS2) and key stage 3 (KS3), iGCSE and A levels. UK schemes and resources are used. For example, *White Rose mathematics*, *Jigsaw* programme for personal, social and health education (PSHE), *Pearson* materials in secondary. Significant British authors are studied including Michael Morpurgo and Shakespeare's *Midsummer Nights' Dream*. Significant historical figures are studied; for example, Samuel Pepys and Winston Churchill. Students are currently rehearsing a production of *Oliver*. Assessment is closely aligned to UK practice and examination requirements. UK resources are used to track progress; for example, *Oxford criterion sheets* for reading and writing. Therefore, students can enter British International schools or schools and universities in the UK without disruption.

Organisational and staffing structures within MBIS reflect British schools. It is divided into primary and secondary phases, each with their own head and deputy head teacher. The senior leadership team is made up of the principal, two head teachers and two assistant head teachers. There is also a middle leadership team. Staff hold UK recognised teaching qualifications and MBIS uses UK training providers for professional development. The school has a 3 term year and students wear uniform.

Safeguarding policies and practices, including child protection and recruitment, mirror UK legislation and best practice. They fully reflect the requirements outlined in *Keeping Children Safe in Education, 2024*. Educare, a leading on-line UK provider, is used for staff training. All staff complete a range of safeguarding modules. Training is regularly updated.

MBIS maintains close links to the British Embassy and is involved in cultural events including the Remembrance Sunday and carol service. Students take part in residential trips to the UK. The school maintains strong links with other British International Schools through COBIS, AoBSO and BSME.

5. *Standard 1* The quality of education provided by the school

The quality of education provided meets the standard for BSO and is outstanding .

5.1 Curriculum

The quality of the curriculum meets the standard for BSO and is outstanding.

MBIS offers a broad, innovative and child-centred curriculum designed to capture and maintain the interests of the students. The school is non-selective, and the curriculum, planning and assessment is designed for this, with careful differentiation evidenced throughout. With the exception of language teaching, lessons are taught in English. Students benefit from creative learning opportunities, taught by a skilled teaching team and supported by well-resourced and well organised environments and underpinned by a raft of curriculum policies. Displays around the school are stunning and effectively showcase the students' learning. The curriculum is enhanced by a wide range of enrichment opportunities, both within the timetable and ASAs. Students benefit from an excellent offer of trips or visits. The British values of democracy, the rule of law, individual liberty, mutual respect and tolerance are actively promoted and embedded.

Teachers and teams carefully plan for their subjects and students are afforded the opportunities to reach their full potential.

In EYFS, the use of 'In the Moment' planning is most effective and ensures learning is led by the students. As a result, they learn through enquiry and by following their interests. Stunning environments throughout EYFS seamlessly combine inside and outdoor learning. The skilful use of planning and accurate assessment ensures that the students make rapid progress from their starting points. This excellent provision is relatively early in its implementation. Further embedding remains a priority for the EYFS team.

In the primary school, teachers, led by newly appointed curriculum leaders jointly plan to ensure consistency within and across the year groups. Schemes in core-subjects ensure a progressive curriculum. The curriculum is brought to life through carefully designed cross-curricular topics. Through skilled planning students are immersed in relevant and exciting learning, making cross-curricular links wherever relevant. In Year 5, students were enthused by a Michael Rosen based text. They explored the structure of language and learnt how to creatively read it. In a Year 4 science lesson, the children's language skills were enhanced by the practicalities of describing the journey of food through the human digestive system. This included

12th - 14th January 2025

following instructions to make the food before sending it on its journey. The curriculum is further enhanced by dedicated drama provision, giving students the tools and confidence to effectively speak and perform in public. The results were highlighted by a wonderful World War Two themed performance by Year 6 in the school auditorium.

In secondary, subject leaders plan in line with the English National Curriculum and ensure learning is exciting, relevant and matched to the students' level. Well considered schemes of work ensure continuity and progression. The curriculum offers a breadth of choices which includes Spanish, French, sciences, history, geography, GCSE PE, business, English language and literature and computer science. There is a significant emphasis on creative subjects such as art and design and music. The A-level offer is new and includes a comprehensive range of 14 subjects. The school is skilfully planning and preparing older students to prepare for university and life after MBIS, by offering applied life-skills such as budgeting, cooking and 'what to do if' guidance. The school is well resourced in terms of space and equipment and uses these resources efficiently. Science laboratories are well equipped and contain the necessary resources for students to engage in meaningful practical work.

The curriculum is enhanced through specialist provision across all school year-groups. PE provision ensures that learning is relevant and applied to real life, such as what happens when we exercise and the benefits to our health and wellbeing. PE lessons in both primary and secondary were well structured and made enormously enjoyable for the students. The modern foreign language offering begins with 'taster' sessions in primary before options are chosen at secondary level. Students are able to learn an instrument. Timetabled music lessons are supplemented by a good range of peripatetic opportunities. The regular music concerts for parents in the auditorium motivate students.

Excellent displays throughout the school illustrate the high quality of work produced. There is a combination of cross-curricular work including both writing and students' artwork. art department's displays showcase various aspects of the curriculum, including form, tone and texture. Classroom environments include learning walls and celebratory displays which effectively support students' learning.

The curriculum is supported by a wide range of trips and visits, both within Egypt and worldwide. These include Luxor (Year 4) London (Year 5), Dubai (Years 7-9), Alexandria (Year 7), Thailand (Years 11 and 12), Italy (Years 7-9), the Model United Nations, Dubai as well as a languages trip to Paris (Years 5-10 students). The ASA programme covers a wide breadth and includes academic support, sports, music, leisure and drama. Some ASAs are led by students to further enhance their leadership skills.

The curriculum will continue to be enhanced by the continued development and embedding of assessment practices across the school. Recently there has been an overhaul of assessment tracking in the primary school. These procedures now need time and careful monitoring to embed. Similarly, in both primary and secondary, marking and feedback need to be consistently applied and embedded so that the students are independently aware of their next steps of learning. In secondary, students benefit from feedback reflection sessions (DIRT), but these need to be consistently applied.

As the school expands, it plans to match the growth in student numbers, particularly with the developing sixth form provision.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding. All teaching observed was at least good, and a significant amount was outstanding.

Teachers carefully plan and resource lessons to meet the needs of their students in every key stage. The learning environment of the school significantly contributes to students' learning experiences. The learning spaces are stimulating and make imaginative use of both indoor and outdoor areas. Displays in classrooms and corridors are vibrant and meaningful. They reflect the learning and attainment of students.

In Foundation Stage (FS), the environment is well planned and structured to support In the Moment Planning (ITMP), enabling students to access learning aligned with individual interests and needs. A wide range of age-appropriate resources are readily accessible in the classrooms outdoor area. The majority of these resources promote learning in the absence of an adult. In all lessons high levels of purposeful engagement were noted enabling teachers and learning assistants (LSAs) to focus on dedicated learning outcomes with small groups or individuals. Routines and classroom expectations are embedded in both year groups and effective behaviour management is evident in all lessons. Classroom displays are engaging and reflect the scope of learning that occurs. Including the students' pictures and writing in the displays encourages discussions. One student was heard asking another what he was doing in a photo which prompted a long discussion about numeracy.

In FS1, there is a focus on developing communication skills. Students are confident to speak to each other and to adults in the room, asking and answering questions and sharing information about themselves. In FS2, the students are eager to share their learning. They work independently, in pairs and in groups. Activities are differentiated and offer a broad range of stimulating learning opportunities. Teachers and LSAs use targeted questioning throughout lessons to promote critical thinking and to systematically and effectively check students' understanding. Valuable verbal feedback is provided to offer support and move learning forward. In a particularly successful lesson, the students were challenged to use a range of non-fiction texts to find information about dinosaurs. They worked in pairs with scaffolding offered to those in need. The students were highly engaged and displayed a wide knowledge of the subject and a very impressive breadth of vocabulary. Words such as carnivore and predator were used correctly in discussions. Pre FS children are taught alongside FS1. Special accommodations are made for them during lessons and expectations are aligned to EYFS.

Phonics is a strength in Foundation Stage. It is explicitly taught to both year groups during a daily phonics lesson. In FS1, many children demonstrated the ability to

identify the initial sounds in words. In FS2, the majority of children were able to hear and say the initial sounds in words and to link sounds to individual letters and digraphs. They use their phonics knowledge to blend and read words, phrases and sentences and write phonetically plausible words.

A termly EYFS learning journey is created for each child. This contains evidence from focused observations and provides a comprehensive picture of individual attainment across all areas of learning. The learning journey is shared with parents and informs next steps.

In KS1, differentiation scaffolds learning and ensures all students have the opportunity to be successful. Lessons are carefully planned and resourced. They are well paced to maximise learning time and keep students engaged. In the best lessons, teachers capitalise on students' prior learning and provide differentiated tasks to ensure all students can meet the success criteria. All lessons included clear lesson objectives which were shared with the students. A range of teaching methodologies were observed including direct instruction, individual and group learning, and games-based learning. In year 1, groups of very enthusiastic students used Talk for Writing actions and a story map to successfully retell the "The Enormous Turnip". The strategy provided a scaffolded approach for all students and led to success. In year 2, learning was linked to real life during a highly engaging science lesson. Students used information on the back of seed packets to write instructions for growing vegetables, then planted the seeds. In another lesson, the teacher brought history to life when she entered the class dressed as Samuel Pepys and was interviewed by the children. The students asked a range of probing questions they had prepared earlier and were totally immersed in the life of the character. The interactions between students and teachers are warm and supportive. Students are confident to be risk takers in class and this has a positive impact on their learning. Given the students' exceptional behaviour and levels of engagement, teachers may want to implement more daring and innovative teaching approaches to further enrich learning experiences.

In KS2, lessons were well structured with tasks available from the very start so that engagement was ensured throughout. Students are attentive and learn effectively. Teachers routinely share objectives, key questions and success criteria which allows students to be clear on the focus of the lesson and how they can be successful. In all observations, the teacher-student relationships were outstanding. Strong, respectful relationships between students enabled learning to be collaborative. In year 4, students writing a character description of an Egyptian god worked collaboratively to brainstorm ideas and supported each other to write expanded noun phrases. The teacher asked a student to explain the activity to a peer. They confidently articulated the task, and the listener then asked questions to ensure they understood the directions. In the plenary 'shiny sentences' were shared, collated by

the teacher who then encouraged the students to think which ideas they might want to 'magpie' in the future.

Students make good progress throughout lessons. Their progress over time is clearly seen in their books. Assessment for learning is embedded within lessons. Highly effective verbal feedback was observed across KS1 and KS2 and a marking policy is in place. While marking was evident in most books, it was inconsistent and often did not highlight next steps or how children could improve their work. Consistent adherence to the policy could enhance students' understanding of how to improve their work, thereby accelerating progress further.

Throughout secondary, the excellent use of a range of questioning techniques led to highly effective learning. Closed and open questions were used to check on learning and address misconceptions. In year 9 mathematics, students were asked to explain how they worked out an answer and expected to share a range of strategies. In year 12 media studies, a student was guided through the learning process through carefully structured questions that created a scaffold for future examination answers. Strong progress was evident as the teacher student debate challenged the student's thinking.

In many lessons students were expected to explain their thinking and learning and had opportunities to build on the responses of others. Technical language was explained, modelled by the teacher and students were expected to use it correctly. In a year 11 physics revision lesson, students answered examination style questions. Students explained their answers in depth, the teacher mirrored the response and extended the explanation. This enabled students to recall knowledge and key vocabulary and clarify their understanding. At the same time the teacher was able to identify and address any misunderstanding. In most lessons the trusting relationships between students and between the students and teacher provided a safe place to make mistakes or say "I don't understand that."

Teachers' excellent subject knowledge, clear planning, small class sizes and the knowledge of students as individuals ensured that learning was personalised and the needs of all students were met. In year 11 business studies, the teacher had a clear understanding of examination requirements. The students were guided through the process with a model answer to analyse, provided with a scaffold to structure their answer and reminded of key language features prior to independently writing their own answers. Individual support and encouragement enabled students to develop examination techniques, especially time management, as well as successfully answering the question.

In the best lessons teacher feedback alongside peer and self-assessment enabled students to be self-aware and reflective learners. Lesson starters often recapped previous learning allowing students to recall knowledge and teachers to address

misconceptions. The use of 'what went well' and 'even better if' comments by both student and teacher enabled students to know their strengths and what they needed to improve. This was a highly effective strategy when comments were linked to examination requirements. In year 11 English, students corrected a written text focusing on key aspects of punctuation, spelling and grammar. Interesting conversations concerning the use of a capital 'P' in President Roosevelt against a lowercase 'p' for the president enabled students to reflect on their own use of capitalisation. Students were very confident that their teachers would support them to succeed. It was less evident that students had developed a range of self-help strategies that would enable them to drive their own learning forward and be less reliant on the teacher to help them achieve their goals.

In the highly effective PE and swimming lessons observed across all key stages, students were consistently engaged and excited to participate, demonstrating a palpable enthusiasm for physical activity. Teachers set clear expectations and regularly paused activities to provide insightful feedback, allowing students to refine their skills and improve performance. In FS and KS1, fundamental skills were taught through interactive games, such as year 2's 'Knights and Castles,' which enhanced students' throwing abilities. In all lessons, students were reminded of the importance of sportsmanship and were encouraged to be supportive of each other.

Whilst still good, lessons were less effective when teacher talk dominated or there was an over emphasis on working through textbook examples which meant that students became passive recipients rather than active learners.

5.3 Standards achieved by pupils

Academic and personal standards achieved by students at MBIS are outstanding.

MBIS uses a wide range of data and other strategies to monitor students' attainment and progress. Regular progress monitoring and analysed data from a range of standardised tests are used to highlight concerns, inform action plans, pupil progress meetings, target grades and staff professional development. At the beginning of the year primary teachers reflect on the impact of their teaching, the outcomes of their previous class and the needs of their new class. Recent changes to tracking practices in primary have included the introduction of class baseline data and key objective tracking in reading, writing and mathematics. Once embedded this approach will continue to have a positive impact on student progress. Across the curriculum, in both primary and secondary, objective tracking is linked to national curriculum and examination expectations. In secondary this tracking is shared with students who are encouraged to reflect on their progress at the end of each term.

On entry FS students are slightly below the UK average. They make rapid progress and are broadly in line with UK averages by the end of reception. Students develop strong social skills and are well prepared for the transition to year 1.

Attainment in KS1 and KS2 is high. More than 80% of students are average or above in English, mathematics, reading and science; approximately 5% are in the most able band. Students make sustained progress from year 2 to year 6. Standardised data shows evidence of accelerated progress in reading from year 4 and above. Tracking shows students making steady progress in mathematics. Classroom observations confirm that by KS2 students have opportunities to work at and above age related expectations.

In 2024 standardised data indicates that 95% of students in KS3 made expected or better progress in English, mathematics and science. Since 2022 the percentage of students making expected or better than expected progress in all core subject areas has steadily improved.

Attainment at iGCSE is high when compared with UK national figures. In 2024 89% of students attained grade C and above compared to 67.4% in UK; 29% attained grade A or A* compared to 22.6% in the UK. The average grade attained was 5.6 compared to 4.8 in the UK. When iGCSE grades are compared to CAT4 predicted grades, it is clear that students make strong progress. Almost half exceeded their predicted grades.

MBIS is passionate about developing the whole person and providing all students with the opportunity to succeed academically, socially and emotionally. Students commented, "We all have a chance to shine." Displays in classrooms, corridors and

opportunities to perform in arts, music and sports show that standards are very high. During the inspection students were celebrating their success in the regional finals of the World Scholars Cup.

Behaviour in classrooms and around the school is excellent. Students are proud of their school and take pride in their work. This is particularly evident in presentation, handwriting and the way they respect classroom resources. In a year 4 particularly messy practical science lesson, students cleared up squashed banana on the floor before it became a safety issue. Students are encouraged to develop resilience and a growth mindset. A sixth former shared how he found the transition from iGCSE to A level difficult. By the end of the first term, he felt more comfortable with the course demands and his own ability to succeed. This change had been achieved through staff support and encouragement, combined with his resilience and determination. Students are confident, articulate and very supportive of their peers. There is an inclusive culture within the school.

Attendance is slightly higher than schools in the UK. For the school year 23/24 MBIS attendance was 93.5%. In primary it was 94% and secondary 92.6%. This compares favourably with UK averages of 92.8% (whole school), 94.5% (primary) and 90.9% (secondary). During the inspection attendance was 94.6% in primary and 93.2% in secondary. The school has effective strategies in place to address concerns relating to attendance and punctuality, aiming for overall attendance to be consistently at levels of 95% or above.

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

The spiritual moral social and cultural development at MBIS continues to be a significant strength of the school. Provision meets the BSO standard and is outstanding. The school has enhanced provision since the last inspection, which is having an excellent impact on pupils' behaviour and wellbeing.

The clear vision of the school, 'Learning for Life' is illustrated through the '5 Personal Learning Goals'. These in turn are encapsulated by Cleo the Cat, the image illustrating the '5 Learning Goals'. As a result, students develop an understanding of tolerance, open-mindedness and respect for the beliefs, cultures, views and lifestyles of other people.

The vision and values form the bedrock of the whole school positive behaviour policy. The students are a true credit to the school. Their behaviour and conduct are outstanding. They are polite and courteous to each other, to staff and to visitors. Students described poor behaviour as rare and the importance of everyone being able to get on with each other and their learning. They were proud of their teachers' skill at addressing any issues or problems. They feel safe and cared for and understand the dangers of cyberbullying. They explained the use of a restorative approach related to the school values and knew who to contact if they had concerns or worries. Students appreciate the 'Comments Box' or the dedicated email address as some of the many effective ways of sharing any concerns with staff. Relationships between students and adults are outstanding. Students enjoy strong friendships and show empathy for others. They spoke very highly of their teachers, specifically the way staff support learning and the development of the whole child.

Student voice is strong within the school. This is a school that is proudly politically neutral. There are excellent opportunities for pupil leadership, for example the student council, the house system, and in the secondary school, student leaders are democratically elected. The Model United Nations debate both within school and with other nations and inter-house debates underpin the school's commitment to democracy and student voice. The student council is active and effective. Students see this as a way of expressing their ideas and suggesting changes within the school. Secondary students were proud of changing the uniform policy recently through consultation and then presentation to the school leadership team. As the school expands, staff wish to develop further opportunities for applied 'pure' student leadership. This will include the devising and running of events to effectively fundraise for specific charities.

The school places significant importance on students' emotional and mental wellbeing. Students spoke positively about the impact of wellbeing surveys, carried out every half term. The school has recently implemented the use of pastoral PASS surveys. These have had a positive impact on the diagnosing and actioning of specific issues. It should be noted that the relationships and dialogue between staff and students is so effective that any issues are

recognised and resolved quickly. This shows the high levels of respect and trust throughout the school.

The curriculum is designed to encompass the diverse cultural make-up of the school. In primary school, the *Jigsaw* scheme of work, enhanced through weekly themed assemblies, has been implemented to ensure continuous and progressive PSHE provision. In secondary, the PSHE curriculum is established and underpinned by the *Chameleon* scheme. This ensures continuous themes illustrated through applied opportunities for learning. The languages and music curriculum offer a wide variety of cultural content, including Arabic, Spanish and French and a range of world musical styles are studied, rehearsed and performed.

There are an excellent range of ASAs. The school's aim is for every student to have the opportunity to represent the school and for all talent to have a chance to shine. An excellent range of local and international trips effectively supports the cultural and personal development of the students. Students spoke passionately about the importance of charity and the willingness to volunteer their help for the benefit of others. Events are designed especially for this such as the designing, setting up and running stalls to raise money for children's cancer charities.

Parents greatly value the schools focus on pastoral development. They particularly enjoy the opportunities of this culturally diverse school, especially celebrations such as International Day. This major event on the school calendar is celebrated by the whole community. The pupils display a genuine respect for each other and are growing up with diversity as the norm, shaping them as they progress through the school and their lives towards adulthood.

Students value their education and understand the importance of regular attendance, including punctuality. Students and parents are provided with attendance data every half term.

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

The provision for welfare, health and safety meets the standard for BSO and is outstanding.

At MBIS, all matters relating to welfare, safeguarding and the health and safety of students are a top priority. Students are extremely well cared for, feel safe, valued and come to school happy. They are very proud to be part of the school. Relationships and mutual respect between staff, students and parents are exemplary. There is a culture of positivity, care and inclusivity throughout MBIS.

A range of policies related to keeping students safe are in place and are rigorously monitored and implemented. A detailed safeguarding and child protection policy ensures robust procedures protect all students. Staff have a clear understanding of the safeguarding policy and procedures and the joint responsibility of everyone in the school community. Posters of the designated safeguarding leads (DSLs) are displayed around the school. When asked staff, visitors, and children know who to contact if they need to talk about any issues. Training is delivered annually and school initiatives further support child protection on bullying, cyber safety and safe use of social media.

Behaviour in the school is excellent. Expectations are consistently reinforced in classrooms with visual reminders and classroom displays of *Cleo the Cat* reinforcing school values and encouraging the students to make good choices. Students monitor their own behaviours and understand the responsibility they have in ensuring they and others are behaving well. Non-lesson times are well supervised and orderly. Staff on playground duty wear coloured reflectors so that they can be easily seen. Students feel confident that an adult will help them resolve issues, should they arise. The school has a strong anti-bullying ethos.

MBIS has a well-established and resourced clinic, and approximately 40% of staff have completed certified first aid training. Medical files are maintained for every student and students with allergies and chronic conditions are well cared for by the clinic doctor. First aid boxes are strategically placed around the site.

The school has a suitable fire emergency response procedure in place and all fire extinguishers are regularly serviced. Evacuation maps are visible throughout the school. Termly fire drills are conducted across the school to ensure all students are familiar with what to do in the event of a fire. The drills are monitored and recorded. A health and safety policy is in place. Health and safety issues are monitored by a dedicated group. All local laws and guidelines are adhered to.

The swimming pool is risk assessed and has procedures in place governing its use. A trained lifeguard must be present when students are using the pool and they maintain high levels of adult: pupil ratios. The pool is securely locked and monitored when not in use.

Healthy lifestyles are encouraged and there are many opportunities for healthy physical activity during breaktimes, PE lessons and ASAs. Students are reminded of the importance of regular hydration and drinking water is readily available throughout the campus. All students are taught about the importance of sun safety, which is supported by a 'no hat, no play' policy. While the importance of healthy eating is recognised, more could be done to develop the culture of healthy eating by ensuring all food supplied in school is healthy and nutritious.

An admissions and attendance register are maintained in line with local regulations.

The importance of staff wellbeing is recognised by SLT and staff are supported to develop a work life balance.

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

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

MBIS has a robust approach to recruitment, safeguarding and professional development to ensure staff, support staff, directors and volunteers fulfil their roles very effectively.

Thorough recruitment procedures are in line with UK best practice and Egyptian Law. Job advertisements, application forms, extensive interview processes, checking of ID, qualifications and other background checks ensure that teachers are qualified and fit to teach the age group and subject areas for which they are employed. Written references are sought and the principal contacts the previous employer by telephone. All checks are completed prior to a contract being confirmed and work visa issued. The Egyptian authorities regularly check staff after appointment. A safeguarding statement and declarations on application forms for all types of vacancies reinforce the school's approach.

All staff undergo an induction programme including familiarisation with key school policies. An induction booklet, code of conduct for teaching and non-teaching staff and physical contact and safe touch policy ensure staff are fully aware of expected professional behaviour. A whistleblowing policy and raising professional concerns policy are in place.

Systems are in place to monitor standards of teaching and learning for all staff. Teachers and support staff have opportunities to reflect on and develop their practice through target setting, mid-term review, classroom observations and end of year review. Professional development plays a key role in driving school improvement. For example, recent developments in assessment practices have been supported by staff meetings, internal professional development and opportunities to share practice. Staff feel that the open, supportive culture in the school allows them to have professional conversations and share concerns. As the school develops, they welcome the chance to enhance their skills to meet the needs of different roles and age ranges.

The board of directors is made up of parents who have a range of skills and interests including marketing, finance and equality issues.

A single central register (SCR) is in place to record and report all relevant pre-employment checks. This is a comprehensive list of current and previous staff, board members and volunteers. Cover for teacher absence is provided by staff at the school. All community users of the school, for example ASA providers or peripatetic music providers, are expected to show evidence that staff have been appropriately checked.

9. *Standard 5* The premises and accommodation

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

School buildings and outdoor areas are used creatively to make excellent use of the available space. Staff have developed an engaging and purposeful environment where students want to learn and play. Of note is the FS outdoor area which offers outstanding provision aligned to the EYFS framework. There is a planned programme of upgrade and review across the site with renewal of the track and field areas and replacement of the existing CCTV system as priorities.

High quality maintenance and cleaning procedures are overseen by a dedicated team of support staff to ensure all areas of the school are safe, clean and maintained to an exceptional standard. Daily inspection checks of equipment, facilities, and premises are carried out to promptly address any concerns, ensuring a safe and secure atmosphere conducive to learning. Appropriate toilet, washing and changing facilities are available. Facilities are separated, and clearly labelled, for boys, girls and staff. The water temperature does not pose a scalding hazard. A well resourced clinic is available for the care and treatment of sick students.

Entry and exit to and from the school site are secure and monitored by the security team. The school recognises the challenges associated with having a public street at the entrance and takes the necessary measures to ensure everyone's safety when entering/exiting the facilities. All stakeholders and visitors are required to register with security and wear a colour coded lanyard when on site. At the start and end of the day the bus movements are organised safely. On the buses, the students are monitored by bus supervisors who ensure everyone is using a seatbelt.

Shaded seating areas are available for students at break times however, the school should consider increasing the number and size of these areas. Classrooms are fitted with air-conditioning that can be altered by the teaching staff to ensure comfort throughout the day and at all times of the year. Air purification units are also in place in shared areas to maintain acceptable air quality. The classrooms in each key stage are suitable for learning, enhanced by informative displays and examples of student's work. There is a wide range of resources to support learning. Pupils take responsibility for their own belongings, and as a result classrooms are tidy and safe.

A newly refurbished library offers a quiet space for the students to read. It is well provided with a range of books in English, Arabic and other languages. Books are also available in classrooms. Specialist areas for music and drama are available and used well. In secondary, new science laboratories have been opened with lockable doors. Chemicals and resources can be stored in locked cupboards. The sixth form common room offers an airy and comfortable space for the students to relax in.

10. Standard 6

The provision of information for parents, carers and others

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

Parents feel communication is excellent and a strength of the school. They truly value the open-door policy and that the principal and senior leadership team are visible at the start and end of every school day. They know that they can easily speak with class teachers and feel that the open relationship between home and school engenders trust and confidence.

The range of information provided by the school is diverse and innovative. The school website provides a comprehensive overview of the school's offer. It is user friendly and easy to navigate, being usefully divided into whole-school, primary or secondary content. It includes an overview of the school's vision and values, key policies, essential information on admissions, headline examination results and the curriculum offer. It includes the Code of Conduct for both the school and the community. Links to the MBIS Handbook and half-termly overviews are designed to keep the parents informed.

Parental links are excellent. With an established open-door policy, the school involves parents in all aspects of school life. A key strength of the school is the sense of belonging and community. This is evident through the Parent Representatives in each year group who keep the other parents and carers informed of upcoming events. They greatly value the regular opportunities to celebrate their children's achievements in regular assemblies or work-sharing. Parents recognise and really value the diversity of the school community. They love to unite during events such as International Day, drama and music performances, sports fixtures and parent workshops. These range of opportunities provide highly effective opportunities for parents to engage with the school community and their children's development.

Parents spoke most positively of the variety of ways in which the school keeps them informed about their children's progress, school events and workshops. Initial meetings help the students become accustomed to their year groups. Coffee mornings are held to meet and support both new and established parents. The 'Parent Partnership Workshop' (PPW) sessions enable parents to understand the methods taught within the school so they can support learning at home. As well as the weekly Newsletters and information sessions, parents receive regular good quality, personalised feedback through consultation meetings, written reports and informal conversations. Written reports are twice-yearly in primary and termly in secondary.

Parents are highly positive about the school. Everyone who completed the annual school survey or met with inspectors agreed that their children are safe and thrive in the school.

Parents feel that the staff and senior leaders listen to their views and deal promptly and effectively with any concerns that arise. Inspection evidence supports their views. There is an effective complaints procedure, and the parents know who to go should they have any safeguarding concerns.

Parents express confidence in how the school prepares pupils for life beyond MBIS and for entry into higher education systems around the world.

11. Standard 7

The school's procedure for handling complaints

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

A written complaints procedure is in place that fully meets the requirements for BSO. The procedure is staged. It provides an opportunity for concerns to be addressed informally. If the concern is not resolved, complainants can progress to a formal written complaint. If this is not resolved there is access to an independent Directors appeals panel. At all stages there is a clear time limit for a response and written records are kept. All records are securely stored.

In the 23/24 and 24/25 school years, there were no formal complaints. Parents, pupils and staff feel that because the principal and senior teachers are so accessible, concerns are resolved quickly without the need for a formal complaint.

12. Standard 8 Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are outstanding.

Leaders at all levels have a shared vision of what the school wants to achieve for its pupils. The passion of the principal and senior leaders to drive for continual improvement and a holistic development of students underpins the work of the school. As a result, students, staff and parents are proud to be part of the school and enthusiastically describe the many opportunities that lead to the rounded development of all.

The leadership structure at MBIS facilitates a team approach, where everyone, including students, can impact on the school's development. The job descriptions for senior and middle leaders clearly define expectations of accountability and monitoring. Frequent meetings between leadership groups and the primary and secondary leaders ensures consistency and effective communication. The role of middle leaders in primary and secondary has been a recent development. Newly appointed staff are supported by training and mentoring by senior staff. Staff recognise that they need to be upskilled as the school develops and their roles change.

School improvement planning is based on a clear, rigorous audit of the school's strengths and areas for improvement. Targets are ambitious and based on a clear understanding of attainment and other data. They are clearly focussed on raising attainment or increasing opportunities for students, which once embedded will continue to raise attainment. The planning process is collaborative involving all staff and governors. Progress towards the goals is carefully monitored by senior staff and governors. Plans are underpinned by resources and appropriate professional development. Governors describe the plan as a 'focussed road map for the school'.

Robust systems for induction, performance management and professional development ensure that teaching and support staff are enabled to develop their skills and move forward in their careers. A particular example of this is an LSA who has been encouraged and supported to train as a Higher Level Teaching Assistant (HLTA). The open culture enables staff to share good practice and learn from the skills of others.

There is a robust approach to health and safety, safeguarding and recruitment. This is underpinned by a raft of policies and procedures and staff training that ensure everyone is clear of their roles and responsibilities.

Governors are actively involved in the life of the school. They use their skills and knowledge to support and challenge school leadership teams. Regular meetings are held and senior staff

12th - 14th January 2025

provide regular reports, presentations and updates. They are fully aware of their responsibilities in ensuring the BSO standards are met.

MBIS operates very effectively on a daily basis with a number of very efficient and capable support staff. The school is well resourced and budget decisions are effectively managed.

Since the last inspection the school has experienced significant changes and developments. Recommendations from the previous inspection have been addressed. Over the last few years, a change in the culture means that staff are now part of a supportive and inclusive team. The open culture allows staff to share concerns, engage in professional conversations and share good practice. Staff who do not have leadership responsibilities are able to drive improvements in teaching and learning. For example, 'In the moment planning' changes have been led by a foundation stage teacher. Staff morale is high and staff turnover low. This open and supportive culture for both students and staff ensure that it is a safe place to be and everyone is treated with respect. It is an inclusive school.