



**British School
Overseas**
Inspected by Penta International

Inspection report

**Egypt British
International School**

Cairo

Date	14 th - 16 th May 2023
Inspection number	20230514

Contents		page
1	Purpose and scope on the inspection	1
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	3
4	The context of the school	4
	4.1 The British nature of the school	5
5	Standard 1 The quality of education provided by the school	6
	5.1 Curriculum	6
	5.2 Teaching and assessment	8
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	13
7	Standard 3 The welfare, health and safety of pupils	15
8	Standard 4 The suitability of the proprietor and staff	17
9	Standard 5 The premises and accommodation	18
10	Standard 6 The provision of information for parents, carers and others	19
11	Standard 7 The school's procedures for handling complaints	20
12	Standard 8 Leadership and management of the school	21

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

During the inspection visit, over 98 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Nan McKeown. The team members were Siobhan Brady, Rachel Cannon, Jennifer Gilchrist and David Slade.

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 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

Egypt British International School (EBIS) provides a high quality education for its students. EBIS celebrates successes and encourages the personal development of its staff and students. Students enjoy their time in school and thrive through their learning experiences. EBIS is well respected and appreciated by the community.

3.1 What the school does well

There are many strengths at the school, including the following:

- The positive and respectful relationships between staff and students;
- The strong teacher subject knowledge;
- Staff at EBIS value the support they have from the leadership and governing body;
- Provision for teaching and learning for early years and KS1 is highly effective;
- A structured phonic program is developing strong literacy skills in young learners;
- Students in Primary are well behaved and polite;
- The enthusiasm of the teachers to do the very best for the students;
- Health and safety standards are highly effective;
- Deployment of additional staff and a high level of supervision creates a safe environment for students;
- The day to day running of the school is smooth, calm and efficient;
- Student voice is valued and acted upon where appropriate;
- Parents are kept well informed and appreciate the positive links with the school;
- Safeguarding is a priority.

3.2 Points for improvement

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

- i. Establish a cohesive and coherent data collection and analysis framework to ensure the information impacts on raising student attainment.
- ii. Further develop and embed a consistent approach to marking that encourages both written and verbal dialogue between teacher and student.
- iii. Provide opportunities for students to experience lessons where they can be active to explore, collaborate and develop thinking skills.

4. The context of the school

Full name of School	Egypt British International School (EBIS)				
Address	1st Urban District El Banafseg Zone Area 1 - New Cairo City Cairo Egypt				
Telephone Number/s	(+202) 29 200 101 & (+202) 29 200 107 & (+202) 16 4				
Website Address	https://www.isc.edu.eg/ebis/				
Key Email Address/s	info@isc.edu.eg				
Headteacher/Principal	Mr Rhys Redman				
Chair of Board of Governors/Proprietor	Mr Amr Abdel Halim				
Age Range	3-16 years				
Total number of pupils	1,321	Boys	708	Girls	613
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	483	
	<i>3-5 years</i>	166	<i>17-18 years</i>	0	
	<i>6-11 years</i>	672	<i>18+ years</i>	0	
Total number of part-time children	0				

Egypt British International School (EBIS) is part of The International Schools Campus 'ISC' which first opened its doors in September 2006. EBIS currently has 1,321 students on roll and offers a British education, while reflecting Egypt's cultural values and heritage. The diversity of the student body is not only respected but cherished and celebrated.

EBIS is a through school with students from Pre-Nursery to Year 9 (the compulsory age of schooling in Egypt). There are also options for continued study to year 12 through the EBIS IG section.

There are 5 Core Values which permeate life at EBIS: Enrichment, Empowerment, Esteem, Excellence and Empathy. EBIS aims to enrich all students holistically by carefully considering their physical, mental, emotional and spiritual well-being.

4.1 British nature of the school

Egypt British International School has a British nature and is organised in a typically British structure, both academically and pastorally. Characteristics of the provision at EBIS are similar to those of an independent school in the UK.

- EBIS has adopted the National Curriculum for England throughout the school. It is central to the school's academic systems and structure;
- The curriculum is bolstered by the adoption of Read Write Inc in EYFS through to Year 6. Upper Primary have fully adopted the literacy and language RWI systems to support the phonics and spelling work in lower primary;
- British History is delivered via World Studies (Humanities) and specific history lessons in KS3;
- The EBIS academic structure reflects a British school structure;
- Many staff are dual nationality, and the majority of international staff have experience of the UK National Curriculum;
- EBIS follows a traditional British three term academic year;
- EBIS has adopted a house system throughout the school with the theme of British Castles, whose names also reflect major British landmarks and Cities/Towns;
- The Union Jack is displayed in the main school reception;
- EBIS is closely linked to the British Council in Egypt and regularly attends BC events including the recent awards evening at the British Embassy;
- There is currently an informal link with a School in Wales. In recent years EBIS pupils have competed in Dubai, Abu Dhabi, Kazakhstan and Athens at the COBIS Games against other British International Schools;
- All training provided has been by British qualified and experienced trainers ensuring the professional development matches the most up to date methodology and practice from the UK.

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

The quality of education provided is overall good. The school meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum provided by the school is good.

EBIS provides a broad and balanced curriculum based on the EYFS framework and the UK National Curriculum. Arabic and Egyptian Social studies are offered as required and meet local statutory requirements. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the students.

The school has curriculum policies in place, supported by long term plans and detailed schemes of work. Weekly planning meetings in primary ensure that the curriculum is planned in line with expected progression. Within all lessons, teachers demonstrate a strong subject knowledge and deliver the knowledge and skills expected of the National Curriculum.

The development of key reading, writing and communication skills are incorporated into all subjects and ensure students are becoming proficient in all aspects of English. In a Year 5 Global Perspective lesson, students deployed 'skim and scan' techniques to retrieve key information from a text whilst investigating sustainability practices.

In EYFS students are immersed in a language rich curriculum environment allowing them to develop their spoken language. There is an adequate selection of books for students to develop their reading skills. In KS1 and KS2 lessons, there is a key focus on the acquisition of vocabulary, in most lessons, students were able to successfully define key vocabulary. Throughout the school students demonstrated good proficiency in spoken English.

The curriculum progression is successfully supported by the utilisation of UK published education schemes ensuring successful progress in the core skills of maths, literacy and science. The teachers use the schemes successfully to deliver the curriculum. They are encouraged to extend the learning opportunities through wider student led activities. The systematic approach to teaching phonics through read, write inc is a strength of the school. Training at all levels has ensured teachers deliver the programme successfully. Students demonstrated a confident recall of phonics and applied these skills in their writing and reading to good effect.

14th – 16th May 2023

In KS2, the curriculum is well planned to ensure that the students have the opportunity to explore a selection of themes which develop their opinions on local and global topics.

Following on from KS2, students follow structured curriculum, being based on the UK National Curriculum. Egyptian Social Studies, Religion; Christian and Islam, Global Perspective cater for the diverse needs and interests of the student body. Students in KS3 prepare for IGCSEs. Students complete external exams for maths, English and science with Pearson's iLower Secondary. The Head of Key Stage 3 liaises with the Head of the local feeder school to ensure that the KS3 curriculum links effectively with the (I)GCSE options.

Adaptation of the curriculum is evidenced in some areas to best serve students' needs post Covid. Departments may benefit from a review of student post-covid learning to ensure that their curriculum best suits student learning. School wide curriculum mapping would increase the efficacy of curriculum planning and learning.

The maths department completes their curriculum in Year 8 and then supports KS4 transition by exploring the GCSE curriculum. Year 9 students return to school post exams in term 3 to begin their GCSE courses.

Student wellbeing is promoted throughout the school and targeted via SEAL in upper primary. In KS3 a blend of a UK scheme and a bespoke curriculum are used to meet the current needs of the student body via allocated lessons and regular assemblies. Global Perspectives is a strength in terms of topical and relatable issues presented to students as well as promoting valuable discussion and project work.

KS3 are prepared for KS4 by meeting their future head of school and discussing option choices with their subject and form teachers. The development of a careers curriculum will better prepare KS3 students for their next stages of education.

Enrichment is provided in performing arts and German languages via DELF. Although the current extra-curricular activities are limited, plans are underway to expand the variety and number of offerings next year to enhance students' social development and enrich the curriculum further.

5.2 Teaching and assessment

The quality of teaching at EBIS is good.

Teaching across the EYFS is good or better. Indoor and outdoor continuous provision is excellent. Designated learning areas are well resourced and support developmentally appropriate, enquiry-based learning. Classroom displays are well presented and are used to support learning and celebrate the student's work. Embedded routines and expectations are evident, and the students are confident to work independently, collaboratively and in small focus groups. Class teachers and co teachers demonstrate a detailed understanding of the students' abilities and use open-ended questioning to encourage critical thinking. The relationships between the students and teachers are outstanding and every classroom has a joyful atmosphere. Social skills as well as personal development are a significant element in every lesson.

In the most successful lessons, exciting provocations are used to engage the students. In one reception class a box of pirate treasure mysteriously appeared in the classroom; this ignited a lively discussion about pirates and provided an opportunity for the teacher to introduce key vocabulary. Teachers respond to the students with in-the-moment feedback, offering challenge to extend learning. Transitions are well managed and lesson time is used very effectively.

Teachers maintain on going assessment records based on their observations and the children are assessed against the Early Learning Goals at the end of Reception. Extensive data and anecdotal information is passed on to Key Stage 1 teachers and there is a six week transition period for the students at the start of Year 1.

Teaching in Key Stage 1 is good or better. The bright and welcoming classrooms are highly effective learning environments that both support and celebrate student achievements. There are very positive relationships between the teachers and the students and highly effective behaviour management strategies are embedded in every classroom. Behaviour in all lessons observed was exemplary.

Teachers plan effectively and use a range of teaching strategies to enhance learning. In the most successful lessons, students are actively engaged in their learning. An example of this was in a Year 2 science lesson where the students carried out an experiment to determine the effects of insulation in keeping a polar bear warm. The lesson was fast paced, engaging and followed the scientific method.

During an excellent maths lesson, the students worked collaboratively using a variety of manipulatives to investigate fractions. The teacher encouraged the students to reflect on previous learning and use their knowledge and skills to complete a range of challenges. Scaffolding and targeted questioning were evident throughout the lesson.

The teachers have worked hard to ensure that where possible practical, play based activities are delivered. An example of this is where the year 1 children, dressed as

14th – 16th May 2023

pirates, completed a year group treasure hunt. To collect the treasure each class had to complete challenges involving language tasks, maths problem solving and geography skills.

Target setting is evident in core subjects and when asked, students can explain the purpose of their individual targets. Supportive verbal feedback is given. However, marking in books is inconsistent across the Key Stage. Assessment data is collected and reviewed by teachers, Heads of Year and the Head of Key Stage. This data is collated on the MARK Platform, used to inform planning and identify next steps for individual students. Differentiation was planned in all lessons but was not always fully effective.

Teaching in Key Stage 2 is good. The majority of subjects are taught by the class teacher. There are specialist lessons in art, music, physical education, global perspectives, French, German, Egyptian social studies and Arabic. Lessons are well planned and the learning objective (WLIF) and the success criteria (WALT) are clearly shared at the start of every lesson. English is modelled well in all lessons. The positive attitude and behaviour of the Key Stage 2 students is a real strength and ensures the teacher can focus on the learning.

In the most successful lessons, teaching has a good pace, with students and teachers engaging in dialogue. Co teachers are used effectively to lead learning; this was particularly evident during guided reading. Music lessons encouraged autonomy with students choosing an instrument then reading a score to accompany a popular musical excerpt. In the less successful lessons, teaching is focused on teachers leading from the front and the dominant use of closed questions.

Regular planning meetings take place in year groups with the Head of Key Stage responsible for reviewing and moderating progress. The marking and feedback policy was reviewed recently. However, evidence of the reviewed policy in books is inconsistent.

The 'the thumbs up' approach is used for assessment in most lessons however, it has limited effect on the direction of teaching within the lesson. Further assessment for learning opportunities are often missed. Focused training and implementation in this area is needed to ensure greater progress and challenge is achieved for all groups of learners.

Teaching in Key Stage 3 is good. Teachers demonstrate excellent subject knowledge which they are eager to share with the students. Lesson objectives and outcomes are consistently shared at the start of lessons and detailed lesson plans lay out a clear structure to be followed.

In the most successful lessons, teachers guide students whilst circulating the rooms, providing one to one feedback for improvements. Vocabulary is made evident on the board and referred to during the lesson. An excellent pace is maintained, students are focused, engaged and productive. Further questioning techniques are used to extend student thinking and reflection. In a science lesson, the teacher replied to the students'

14th – 16th May 2023

query about where magnets are found. "Where do you think they are found?" leading to a mini class discussion and extended thinking.

In less successful lessons, there is an absence of hands-on activities and practical work. Teachers are sharing knowledge but there is no development of skills. Students have limited opportunities to collaborate, and no independent thinking time is given. Discussions are primarily teacher led and higher order questions to stimulate critical thinking are not evident. Students would benefit from more opportunities to take risks and to complete practical, collaborative tasks.

Marking and feedback are not consistent across the key stage. Where responsive feedback is given, it is often not followed up. There are missed opportunities for constructive verbal feedback to be given during lessons to offer challenge and move learning forward.

In a particularly successful music lesson, students were given instrumental choices. The enthusiasm of the teacher inspired the students. Clear instructions and expected outcomes were shared and modelled using a calm, engaging manner. Students were proud of their performances, and all were fully engaged.

Effective assessment is evident in the best lessons. Learning rubrics are shared with the students and peer assessment is encouraged.

5.3 Standards achieved by pupils

At EBIS the standards achieved by students are good.

Across the school, annual standardised testing clearly demonstrates attainment in line with the UK national averages. The transition between key Stages is well established, student performance data is shared and discussed at leadership level.

On entry into nursery and reception the students are baselined. Over the course of EYFS the students are tracked, regular checkpoints are recorded within an online journey to ensure students are making necessary progress. On average 75% of students in reception make the expected progress in the specific subjects of literacy and numeracy.

In KS1 and KS2, students' progress against year band objectives is assessed in half termly assessments. These results are used to create individual targets. In KS1 targets were displayed and accessible. In the best lessons teachers used the language of targets to motivate and encourage students to review their work against the targets. In KS2 targets are in student books, in the best lessons students were aware of their targets, dialogue between teacher and students celebrated progress towards individualised targets. There is limited evidence of the link between marking and target setting in students' work. Student target practices need to be further embedded across the school. The recording of students' individual assessments is a strong practice throughout the Primary.

In CAT 4, the mean scores for Year 3 students are 101.1 and Year 7 is 100.2, this is in line with the UK average of 100.

Moderation of writing assessments in primary is variable, in the best of samples students are aware of their achievements and their next steps.

In primary, progress over the year is tracked by teachers reviewing the Hodder scale in PIRA, PUMA and GAPS results. On review of end of key stage data, the majority of students make expected progress in all assessments.

At the end of KS2 and KS3, EBIS students sit Pearson iPrimary (KS2) and iLower Secondary (KS3) examinations in English, mathematics and science. The KS2 pass rates are good; post covid attainment is broadly in line with 2019 attainment. In 2019 English, mathematics and science scores of 98.3%, 99.1% and 94.8% respectively, to 98.5%, 98.3% and 92.3% in their respective subjects. The KS3 iLower Secondary pass rates have been high and increased from pre covid attainment. 2019 English, mathematics and science scores of 95.0%, 98.3% and 97.5% respectively, have increased to 95.5%, 100% and 99.1% in their respective subjects.

All subjects saw an increase in the S4 attainment levels moving from 2019 to 2022, most notably science with an increase of 29.52%. Mathematics attained a 100% pass rate. English attainment levels are lower than mathematics and science, due to the EAL nature of the cohort.

14th – 16th May 2023

There are clear procedures in place for students who are underperforming. Data review, book scrutiny and teacher referral are used to capture areas of concern. Individual education plans are generated to support students. The learning support department is well established in Primary. However, the KS3 provision is under -developed.

In KS3 baseline data is used to track student performance. Where there is good practice, data is used to regularly track student performance and progress. But this is not consistent. As the school continues to collect baseline data on students, it will be able support student learning more effectively through academic tutoring.

There is currently no designated assessment coordinator, which misses the opportunity to establish coherent practices in tracking progress and attainment. This would allow leaders to maintain a reliable and systematic overview of the school's attainment and strategically plan improvement measures.

The school has many reasons to celebrate the achievements of students. In 2022, 1 student was awarded highest in Africa for iLower Secondary Science and another highest in the world for iLower Secondary Mathematics. In the academic year 2021-2022, two students were awarded highest mark in Egypt which is one of the outstanding Pearson Award categories. In the Academic Year 2018-2019, two students were awarded highest mark in Egypt, and three students were awarded highest mark in Africa.

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

The provision for students' spiritual, moral, social, and cultural development at the school is good. This is a strength of the school in promoting students' self-worth, self-awareness, and self-regulation.

Students feel valued, cared for, and are supported by a large pastoral team. Students are aware of who to turn to for help when needed, and a large majority of students enjoy coming to school. EBIS values and their positive psychology approach are promoted throughout the curriculum by use of praise and rewards in primary, with the addition of clearly understood sanctions in KS3.

Each day begins with uplifting music projected onto the yard whilst students are lining up. Prominent displays of EBIS core values, students' PSHE work, positive behaviour examples, student leaders and students' recognitions of excellence are displayed throughout the corridors and classrooms.

The house system based on British castles, the assemblies, pastoral curricula, form time and theme days provide opportunities for students to develop their beliefs, morals and principles aligned with EBIS values. In KS2 the students were proud of their house points and enjoyed the opportunity to make new friends and connections outside of their class.

All students enjoy regular assemblies, where they are praised, awarded gifts and certificates for positive behaviours, as well as exploring school values. Increasing student led assemblies would provide further leadership opportunities.

Attendance is variable and an area to improve. On the day of inspection, the average attendance was 86.13%.

Extra-curricular activities are offered during lunch breaks, along with music, drama, chess, and robotics clubs, with a variety of sports. Students can perform in the choir competition for the Talent Show, Year group shows and the drama production. Students compete in team sports with other schools in Cairo and plans are being made to expand these opportunities by participating in BSME games.

In KS2 and KS3, Global Perspectives continues to be a strength, promoting global awareness and empathy. Relevant issues and topical subjects such as the war in Ukraine, the recent COP 27 summit held in Cairo are addressed, whilst also promoting British values, for example the recent King's Coronation and role of the monarchy. These lessons were commented upon by students as enjoyable and important for developing their critical thinking.

Students demonstrate a strong understanding for the belief of others and nurture their own sense of identity and value in the world. In KS1, students show a real sense of enjoyment and fascination in learning about themselves, others, and the world around them, as demonstrated by the Significant Character theme day, where students enjoyed the role play

14th – 16th May 2023

and the explorer team problem solving activities. Tolerance, and a respect for human differences are shown by the Lower key stage International Day.

Leadership opportunities are available for all students from small in-class roles in EYFS to student democratically elected council representatives. KS2 and KS3 Student Council, feel listened to and fully supported by the school leadership. Students have been responsible for improvements and engage in frequent charity initiatives, such as producing gifts for EBIS support workers, hospital patients and orphanages. Students successfully campaigned for KS3 extended lunch break and KS2 access to the prayer room at breaks. They have had success improving the quality of food in the canteen and take great pride in their charity drives. Events such as the Christmas Fair, are enjoyed by students and parents together, promoting a sense of community belonging.

Rewards and sanctions are constantly applied in a manner that encourages student responsibility and self-awareness. Rewards are appreciated, especially non-uniform days in KS3. Students are guided and prompted to make the correct decision. The behaviour point system is active and discussed with students each week for self-reflection. The behaviour policy is clear and practiced consistently, which is a credit to the staff for reducing the disruption in classes. However, in KS3 there remains an issue of low-level disruption and class interruptions, which needs to be addressed to improve learning time.

EBIS promotes a healthy lifestyle, ranging from the healthy eating cart in Primary, to the mental health, and drug awareness projects. Students are polite and responsive. They understand and appreciate the behaviour policy. One student commented on "We are being extra-educated". Teachers work diligently to monitor and track for students' individual and social development.

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

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

Students in EBIS are exceptionally well cared for. A range of policies related to keeping children safe are in place and are rigorously monitored and implemented. The policies ensure compliance with local laws. They have been recently reviewed and their implementation is monitored by the management team. Systems are in place to raise health and safety concerns. The Director of Administration takes personal and direct responsibility for safety within the school. He oversees a large and experienced maintenance team and ensures issues are dealt with in a timely manner. The school receives regular unannounced inspections from local authorities who check on all aspects of health and safety.

The school has a suitable fire risk management policy and a set of procedures in place. Fire drills are conducted every term; the success of the drill is reviewed, and evacuation plans are amended as necessary. The school has evacuation routes mapped out and displayed in corridors and classrooms. Appropriate staff have had fire training and their certification is available for inspection.

Safeguarding is a clear priority which is evident across the school. A detailed safeguarding and child protection policy ensures robust procedures are in place to protect all students. The names of the designated safeguarding leaders are prominently displayed in all areas of the campus, and when asked, students and staff know who they can contact if they have any concerns. All designated safeguarding leaders have completed level 3 training and all staff receive annual safeguarding training. A central, confidential register is kept with the safeguarding lead. Policies for safe touch, acceptable use of technology, anti-bullying and on-line safety give further guidance to all stakeholders to protect the welfare of every student.

The school has a well-established and resourced clinic. Three doctors and three nurses are available daily to care for students and staff. There is a register of children with allergies and chronic conditions and personalised plans are in place for them. Records of incidents, treatment and medication are logged on *Engage* by the clinic administration assistant. Medication is stored in a locked cupboard or the clinic fridge as appropriate and teachers are informed of the times students should attend the clinic if they require medication. There is a comprehensive first aid policy which clearly states staff and parental responsibility. Several staff have had first aid training and their names are displayed in all areas of the campus. First aid kits are accessible and are checked regularly.

Risk assessment is regarded as the responsibility of all staff. Risk assessment forms are completed by each member of staff at the start of the year. These are reviewed by the Director of Administration and the necessary action is taken. Individual risk assessments are created for any out of school activity and/or school trip. Risk assessments are also completed for all events held in the school.

14th – 16th May 2023

The school is proactive in promoting the adoption of healthy lifestyles. Healthy options for packed lunches are encouraged by teachers and healthy eating is promoted across the school. An example of this is in Key Stage 1 where there is a healthy eating cart for students to purchase some healthy choices for lunch. Physical education lessons and swimming are embedded into the curriculum and students in Key Stage 3 reflect on healthy eating and mental health issues as part of their personal, social, health and economic education.

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

The suitability of the proprietor and staff at EBIS meets in full the requirements of the BSO standards.

The Egyptian Ministry of Education only issues a licence to run an educational establishment to those bodies which satisfy local regulations. The board works very closely with the Principal and Director of Administration who are responsible for the educational and strategic management of the school. There is a positive and supportive working relationship and shared commitment to continually move the school forward.

Safer recruitment procedures are in place. Robust systems are used to ensure all staff are suitable to work with children. Recruitment procedures highlight that the school is proactive in ensuring that suitability checks will be made by the school. Referees are asked probing questions to check the background of applicants for new positions.

Identity, medical, qualifications and police or DBS checks and references are in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held by the school. All information is stored securely and confidentially.

9. Standard 5 The premises and accommodation

The quality of the premises and educational accommodation for securing the health and safety of all students is good.

The school confirms that all local regulations are met regarding services i.e. power, water and drainage. The school has met the local environmental and safety standards and has passed all local inspections. The school's state of the art fire and sprinkler system for high- risk areas; the theatre and basement to ensure enhanced safety. Security and maintenance staff are trained in how to respond to any alarms. Termly fire practices are conducted and reviewed. Emergency access is well signed with detailed exit routes marked on all floors. The school's video resource ensures that all students can see how to conduct themselves in such cases. A procedure for a lockdown is being considered. The school's new civil protection system is exemplary.

The school has a systematic planned programme of upgrade and review. This last year they have installed an effective boiler system for the swimming pool, changed flooring in KS3 area, renovated the cafeteria, upgraded electrics and renovated the volleyball court. The outside EFYS play area has been an outstanding development of which the school is rightfully proud.

The school's security arrangements are good and have student safety as their main priority. Manned areas at drop off and pick up ensure the safe release of younger students to their parents or carer. Corridors are wide and well lit, which helps safe movement of students around school. However, wheelchair access is only available to the school entrance and ground floor.

Students who require medical assistance can access the medical centre. There are 2 nurses and 2 doctors together with an administration assistant. The centre is well resourced to meet the needs of students. Posters around the school inform students of staff who are first aid trained.

Cleaning staff are trained annually by *Diversity*. Annual maintenance and repairs ensure that the school is a safe place to be. Annual risk assessments are conducted by teachers who relay any areas of concern to the site manager. Throughout the year staff are encouraged to report any concerns to the maintenance team who respond proportionately.

The outside sporting areas are well maintained and support teaching and learning. Changing areas are single sexed and positioned near the sporting facilities. The school's ground staff ensure that the grounds are safe and secure.

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 others meets the standard for BSO.

EBIS approaches communication in a very positive manner. The school's website is informative. It clearly states the school's mission, objectives and core values. The website is straightforward to navigate and shares important information such as policies, calendars and school structure with existing and prospective parents. Contact details are provided for parents and other stakeholders, and there is a link to begin the admissions process. The school's social media accounts and the parent portal can also be accessed from the website. The school has recently appointed a social media coordinator to further enhance its communications with parents.

A focus group of parents were highly positive regarding the level of care and communication provided by the school. They felt that staff at all levels were approachable and quick to respond to their concerns. This reassured the parents and ensured they felt confident they were leaving their children in a safe environment. Parents noted the ease of the admissions process and what a positive experience it was.

The school communicates with parents primarily through Engage and email. Information is also shared through weekly newsletters, curriculum newsletters, the school website and on the school's social media platforms. Updates about students' progress and attainment are provided to parents through termly parent teacher meetings and formal reports. Parents are welcome to arrange meetings or calls with staff during the term if they have any concerns they wish to raise.

The parents noted the positive impact of the continuity in staffing and in the parent survey. A very large majority of parents said their children were happy in school. This year many parents were involved in supporting staff in a Ramadan Carnival. The event focused on the ways Ramadan was celebrated in Egypt in the past and was enjoyed by the whole school community. Parents in each Key Stage are invited to attend annual productions and sports days and parents in Key Stage 3 have the option to attend monthly drop-ins. EYFS parents are invited to join their children for a learning morning in each classroom which has further strengthened relationships.

11. Standard 7

The school's procedure for handling complaints

The school has a formalised complaints policy which is easily accessible via the school website. The policy is also available on request.

Through the policy the school aims to foster good working relationships with parents where they understand that their viewpoint is respected by the school, and to ensure that the parents' right of complaint is upheld and treated seriously by the school.

It is clear in content and details the progressive steps that the school will take to follow up on all complaints. The school recognises that from time to time an individual or group may want to make a complaint to EBIS. The school will treat such complaints seriously, carrying out an investigation and reporting back within a reasonable time frame. If a complaint can be addressed informally, it will be to resolve matters at a low level. However, if the complaint is deemed to be more serious it will be escalated appropriately. The school will usually also follow this procedure when dealing with complaints from others but reserves the right to substitute this procedure for an alternative process where it is appropriate to do so.

Timelines are clear for responses to all complaints to be received. Where a complaint cannot be resolved by the school the complainant has the right for the issue to be referred to a panel. The school will form a panel where one of the members will be independent of the management and running of the school and where appropriate one panel member to be either Administrative Director, EBIS SLT or EBIS Board member.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

The senior leadership team (SLT) has a combination of international and UK experience. Leaders at all levels have a shared commitment to continuous school improvement. SLT are improvement focussed.

There are currently seven staff members on the SLT, three of which are fully British qualified, a further two with iPGCE qualifications. There are then twenty one staff members who form the extended management team, made up of heads of years and heads of department. Of this group of staff, six have iPGCE qualifications and two fully head of department with QTS. Through clear line management systems, the middle leaders are fully aware of what is required of them but equally they are all specialists in their field, and they are given the trust and confidence to be able to run their departments accordingly.

The SLT is actively supported by the EBIS board and its representatives. The board has been instrumental in promoting staff professional development. This has led to a greater retention of staff and promoted the overall well-being of staff through a caring approach.

A comprehensive induction programme ensures that expectations of teaching and learning are shared and understood by all new staff.

EBIS has two professional tutors both UK qualified and experienced who are responsible for the very successful iPGCE programme affiliated to Sunderland University (since 2014 EBIS has successfully supported forty EBIS staff through the iPGCE) and who manage the support programme for the NQT staff at EBIS.

There is a formal staff appraisal system which supports and encourages self-improvement. Targets are agreed with a line manager which may be whole school, individual or a combination of both. Staff plan and record their progress towards meeting their targets. Lesson observations, professional development courses and peer observations may be included.

Across the school, there is a culture of trust placed in leaders at all levels to raise standards and provide the best possible education for the students at EBIS. School development planning is clear: it considers both previous feedback and targets for improvement.