



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **The British School, Al Rehab, Cairo, Egypt**

**Date** 9<sup>th</sup> - 11<sup>th</sup> December 2014  
**Inspection number** 20141111

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	<b>Standard 1</b> The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by students	11
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of students	12
7	<b>Standard 3</b> The welfare, health and safety of students	13
8	<b>Standard 4</b> The suitability of the proprietor and staff	14
9	<b>Standard 5</b> The premises and accommodation	15
10	<b>Standard 6</b> The provision of information for parents, carers and others	16
11	<b>Standard 7</b> The school's procedures for handling complaints	17
12	<b>Standard 8</b> The quality of provision for boarding	17
13	<b>Standard 9</b> Leadership and management of the school	18

## 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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 62 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, members of the board and a range of teachers, parents and groups of students. Students were also observed taking part in concerts and special events to celebrate Christmas. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were John Cranfield, Gerry Cranfield and Paul Lawhorn.

## 2. Compliance with regulatory requirements

The British School, Al Rehab meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

The British School Al Rehab (TBS) is a good school with some outstanding features. TBS provides a good quality of education complemented by a high level of student care. It is highly inclusive. The quality of learning, teaching and leadership are good. The partnership with parents is outstanding and the students, parents and staff are highly committed to the school.

#### 3.1 What the school does well

There are many strengths, which include:

- The school has demonstrated, through undertaking self-evaluation and accreditation a desire to move the school forward.
- Relationships are a strength of the school; students and teachers work together well in mutual trust and respect.
- Leadership and management have a beneficial impact on teaching and learning. Parents recognise and value the strategic role of the school in their students' lives.
- The school is held in high regard by the wider community; parents and students are proud to be members of 'their school'.
- The provision of facilities enhances students' learning environment such as the central courtyard and garden area and access to club facilities.
- The Early Years/Foundation Stage (EYFS) is a strength of the school – implementing some highly creative teaching strategies and innovative assessment strategies.
- All staff, both teaching and non-teaching play a highly effective role in ensuring students at TBS are valued and encouraged to enjoy their learning in a safe and stimulating environment.
- External examination results at Key Stages 3 and 4 are strengths of the school highlighting the professionalism of the staff and the hard work of the students.
- Innovation in curriculum implementation, such as the use of the International Primary Curriculum (IPC) curriculum in the primary school and the leading learning initiative in EY1 provide high quality learning opportunities.
- Students at TBS benefit from teaching that is mostly good and this promotes positive attitudes towards learning.
- The role of the board is highly supportive in aiming to achieve a school of excellence that values the contributions made by all staff.

## 3.2 Points for improvement

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

- Ensure student attainment data is more valid and reliable, in order to monitor and track individual student and cohort progress effectively, evidencing the value added by the school.
- Improve whole school consistency in the use of:
  - Work that challenges the differing abilities of all students, and pace of learning that recognises the needs of all;
  - Assessment for learning techniques such as peer assessment, effectiveness of plenaries and tracking steps in learning;
  - A wider range of teaching and learning strategies in order to motivate students further and to raise student attainment even higher.
- Through the professional development of leaders and managers, increase the accountability of all staff towards ensuring the best practices seen are consistently implemented across the school.

## 4. The context of the school

TBS was opened in 2000 as a part of the infrastructure of the new city of Al Rehab built by the *Talaat Mostaffa* property development company. The school is registered as a not for profit charity which is governed by a Board comprised of senior directors in the property company and prominent Egyptian citizens. The Principal is a co-opted member of the Board with no vote. The Board's legal representative in Egyptian law is the school's director of Finance and Administration, who is also a member of the school senior management team.

The school offers the English National Curriculum, modified to meet the requirements of the Egyptian Ministry of Education. TBS offers a British style education, delivering the National Curriculum for England, including Early Years Foundation Stage, SATs type assessments, and iGCSEs.

The school is subject to Ministry regulations regarding curriculum, disciplinary issues and setting of school fees. The Ministry of Education does not recognise Art and Design, Physical Education (PE) or Music as appropriate GCSE subjects.

The school has 3 sections. On entry, students follow the Early Years Foundation Stage. The primary school offers Key Stage 1 and Key Stage 2 programmes of study incorporating some aspects and pedagogical philosophy of the International Primary Curriculum. The secondary school delivers a two year Key Stage 3 course to enable students to sit core iGCSEs at the end of Year 9 as required by government regulations. Students who are Egyptian nationals must also follow the Egyptian National Curriculum in Arabic language, Egyptian Social Studies and Religion. Students in the sixth form have the opportunity to follow AS and A2 course subjects.

There are currently 944 students on roll, 80% of whom are Egyptian or part Egyptian. In EYFS and Key Stage 1, there are 319 students. In Key Stage 2, there are 306 students attending. Some 187 students attend in Key Stage 3 and 132 in Key Stage 4.

The school is visited 5 or 6 times a year by the Ministry of Education to ensure regulations are adhered to in academic and administrative areas. Inspectors observe Arabic and Islamic Studies, and check curriculum plans and textbooks. As part of the annual inspection process, checks are also made on financial probity, the safety of the building and the numbers of students on roll.

## 4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school uses the National Curriculum (NC) of England which ensures that students can join/re-join the UK education system without disadvantage, at any stage. The school has implemented a broad, balanced and exciting learning platform. As well as implementing the NC, assessments and student progress checks are based on national standards from the UK.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school. UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website. There is a school uniform that varies depending on the age and activity of the students.

Extra-curricular provision including clubs and school trips, are very important to the school, and are in line with British best practice.

Students who wish to enter/re-enter the UK educational system are well provided for.

## 5. *Standard 1*

### The quality of education provided by the school

Overall the quality of education provided is good, meeting the standard required.

#### 5.1 Curriculum

The National Curriculum of England provides the framework for teaching and learning. It also provides for the academic, moral, physical, creative and social development of students. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities and ensures that all national requirements are met. In addition, a range of opportunities are provided for all students to make good progress, particularly in developing their reading and writing, communication and mathematical skills.

The school has a written curriculum policy, supported by schemes of work and appropriate planning documentation which details how students of all ages and aptitudes will be challenged and supported. There is clear evidence of planning for good progression. The documentation is reviewed and updated. The principal language of instruction is English and teachers insist on this during lessons and around the school. KG and Reception students follow the Early Years Foundation Stage (EYFS), working towards Early Years Goals. Since many students enter the EYFS with below age appropriate dispositions, particularly English language, the focus on communication, language and literacy, especially matching letters and sounds, is an appropriate priority.

The Early Years Curriculum ensures that students have a wide range of learning experiences and opportunities for growth. The school is developing strategies to promote Year 1 as a transition year and ensure that good practice is shared across the primary school. The introduction of the International Primary Curriculum (IPC) into the primary section and 'Lead and Learning' in Early Years, provide additional opportunities for students to experience a wide range of learning styles. The primary curriculum is also enhanced by specialist teaching in PE, Music and French. All students have access to a computer area at least once a week.

Key Stage 3 students experience a broad and balanced curriculum. In addition to the core subjects of English, mathematics and science students follow courses of study in history, geography, French, art, PE and ICT. The syllabuses in history and geography in particular, are designed to reflect the international character of the pupils. Students are set according to prior attainment in English, mathematics, science and French. The curriculum of necessity has been condensed into two years. In Year 9 students are entered for core iGCSEs in English, mathematics, biology, chemistry and physics.

At Key Stage 4, the school offers a wide range of iGCE courses including new subjects such as business studies, and sociology. At Key Stage 5, the school offers a range of courses at

AS level that mirrors the subjects on offer at iGCSE. Year 12 students follow a compulsory programme of enrichment through 'Horizons', tutorials and the IELTS course.

The school is very clear, in its admissions policy and interviews with parents, that it does not have the resources to meet the needs of students with special educational needs (SEN). The school however has implemented a number of intervention strategies for students who have difficulty accessing the curriculum by providing for those students who speak English as an Additional Language (EAL) support and modifying teaching styles to better meet their needs. Whilst there is no formal gifted and talented policy or register, primary students identified as exceptionally gifted in one subject receive enhanced support from a secondary school specialist.

Across all key stages in the secondary school the curriculum is enhanced by a planned PSHE programme and the opportunity to participate in a range of after school activities. Key Stage 5 tutors ensure students are well equipped for life beyond school, particularly progression to university.

A range of trips and visits locally and internationally enhance the curriculum, for example an annual Year 6 visit to Ocklynge primary school in the UK.

## 5.2 Teaching and assessment

Provision in EYFS is good with some outstanding features. Students make good progress overall in all areas of learning, with outstanding progress made in personal, social and emotional development.

EYFS teaching staff support students to be independent and this is reflected in the good progress they make. The learning environment has been enriched to provide a range of high quality learning experiences: students baked cakes in the mud kitchen, explored the sounds made by instruments and experimented with water. Activities were planned that encouraged the students to lead in their learning and to share outcomes with peers that enhanced speaking and listening skills. Students happily discussed the use of clothes based on the “Smartest Giant” story and actively participated in parachute activities in PE. In a mathematics lesson, the use of a ‘Magic Bag’ enabled teachers to challenge students to solve number problems that were differentiated to each individual’s learning through an effective range of questions.

The school provides a high level of teacher assistant support and this enables all students to be responded to and supported. Teachers monitor progress and ensure formative assessments are used to structure learning activities. The recent introduction of the ‘Tapestry’ learning journeys enables each child to be tracked with the aim of enhancing curriculum provision. The use of digital cameras to capture learning steps provided a good evidence base of learning outcomes.

Key Stage 1 and 2 students enjoy their learning with nearly all students engaged and focused in lessons. Students are positive about their learning and the high standard of behaviour exhibited in all lessons enables learning to take place. Many students make progress in relation to the specified learning objectives. The quality of discussion, students’ work in exercise books and the displayed work in classrooms and around the school, indicate that they are enthusiastic learners.

Nearly all lessons in Key Stages 1 and 2 were satisfactory or better. Overall, the teachers’ subject knowledge was secure, although this was less so in Year 4 PE lessons. The best lessons were characterised by high expectations of participation and behaviour, good pace and energy. In these lessons, students were stimulated by active involvement in their learning and enthusiastic teachers. Students were eager to learn and teachers provided an adequate level of challenge. Effective questioning techniques facilitated some higher order thinking skills in two Year 6 English lessons and a Year 5 science lesson.

Overall the quality of teaching and learning across Key Stages 3 and 4 was good or better. In a particularly effective Year 9 chemistry lesson, for example, students had to identify metals passed round the group using their senses of smell and touch. The ensuing discussion and follow up work enabled students to demonstrate high order thinking skills as well as providing opportunities to work and learn collaboratively. In an effective Year 7 ICT lesson, students

were encouraged to be creative in designing their 'sprites' as a pre-cursor to producing their own computer game. In less effective lessons, learning was passive with an over-reliance on a limited number of resources.

In many lessons reference was made to National Curriculum levels/ grades as a focus for achievement. Although students were generally aware of their level / grade, some were a little vague about how to progress to the next level / grade. Whilst a slot for a target grade was included on a pro-forma attached to students' workbooks, on occasions this was not filled in or referred to in lessons. Inconsistency in the effective use of individual target setting combined with on-going review is a missed opportunity to more actively involve students in their learning journey.

In a majority of cases, lessons are well planned and executed. As a notable example, in biology, grade 11 students individually and in groups followed a creatively designed lesson in the carbon cycle using the flip of a coin to simulate randomness thus producing unique individual carbon cycle models which lead to enhanced insight and learning facilitated by the teacher. The planning and implementation that allows this high degree of mature learning is outstanding. Similarly, in English and French, students frequently demonstrated a genuine interest in their work and a real desire to think and learn for themselves.

In the best lessons, teachers used a wide variety of instructional methodologies which lead to a faster pace and good learning. High expectations of behaviour, personal responsibility and achievement are a feature of the best managed classes. There were many opportunities to learn collaboratively. On some occasions, in some classrooms, opportunities to develop students' interests further were missed.

A majority of teachers demonstrated a sound understanding of the aptitudes, cultural background, learning needs and prior attainments of the students. The least effective lessons however, were not successful in igniting enthusiasm in students, so that the teaching, whilst functional, was dull. This fails to take advantage of the positive attitude to learning exhibited by most of the students. However, there was a very effective emphasis on the use of the English language.

Effective use of assessment for learning techniques to enhance learning including probing questioning, starter activities to establish prior learning and, use of the plenary to assess learning, was seen in some lessons across the Key Stages, but this was not consistent. Teachers regularly assess students' learning and progress and use this information when reporting this to parents. Reports include generic targets such as 'improve concentration' or 'improve spellings'. However, there was little or no evidence of specific 'next step' targets being set with and/or for students in their books or in reports.

Classroom resources are satisfactory, with a sound quality, quantity and range.

## 5.3 Standards achieved by students

Overall, the standards achieved by students are above that required: students' achievements are good. Most children entering Foundation Stage 1 are found to be at levels below age-related expectations. By the end of Foundation Stage 2, individual student records and classroom observation indicate that the majority of children make good progress across all the learning goals, and outstanding progress in personal, social and emotional development.

Progress is maintained during Key Stage 1, with the majority of students achieving in line with UK expectations. The school has started to introduce a range of assessment strategies to enable pupils to be more effectively tracked; however data is not available to track progress historically.

At the end of primary school, students sit the Cambridge examinations in English, mathematics and science. Over 85% of students achieved an average score or better, with 40% achieving the highest scores. The school has identified the mismatch between Cambridge scores and NC levels. To that end, the current Year 7 were given Key Stage 2 SAT's papers in English, mathematics and science, when they were in Year 6, marked by secondary school subject specialists to better inform the target setting progress. The school is actively exploring more informative ways of measuring both individual and cohort progress and attainment across the key stage and better evidence value added.

The school administers its own assessments in Year 7 including reading age tests. Throughout Years 7 and 8, the majority of students meet or exceed the UK expected 2 sublevels progression. At the end of Year 9 students are required by the Ministry of Education to sit 5 core IGCSEs: English, mathematics, biology, chemistry and physics. Students achieved a 100% pass rate in English, mathematics and physics, with 83%, 55% and 43% of students achieving the top grade.

At the end of Key Stage 4, 83% of students gained 5 A\*-C grades including English and mathematics. This compares favourably with the UK percentage of 69%. The figures for TBS have increased from 74% in 2013. In chemistry, 40.5 % of students attained an A\* grade compared to the world average of 29.6%.

Students must achieve at least five IGCSE results at grade C or above to enter Year 12. Whilst the school's entry requirement for AS level is a grade B in the subject at IGCSE endorsed by a teacher's recommendation, this can be over-ridden by the Ministry of Education. Nevertheless 75% of students achieved a pass grade, with 24% achieving a grade A.

Attendance throughout the school is very good. The average weekly attendance for the term to date was 92%. Punctuality to school and lessons is very good. Robust procedures are in place to monitor attendance and punctuality, and ensure they remain high.

## 6. *Standard 2*

### The spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural development of the pupils at TBS is good.

The school enables pupils to develop their self-knowledge, self-esteem and self-confidence: spiritual development is sound. The students are trusted by teachers and by one another. TBS provides pupils with a good general knowledge of the responsibilities and history of citizenship in Egypt, in the UK and internationally. It also promotes general knowledge and understanding of modern British life. It attempts to allow expression of individual views, without creating divisions between students.

Students are respectful of others' property, views and culture. Parents commented on the fact that the culture of the school reflects both its 'Britishness' and Egyptian heritage. This is particularly important given the fact that the student population is primarily composed of Egyptian nationals.

The success of Early Years students in meeting the personal and social learning goals, primary students' participation in the IPC, and the 'Discussion Tuesday' and other personal, social and health education (PSHE) activities in secondary, provide planned opportunities for students to develop their qualities of self-knowledge, self-esteem and self-confidence. In the Primary School every child is given an opportunity to perform on stage at least once a year and participate in assemblies and after school activities. The pastoral curriculum develops students' understanding of right and wrong. Inappropriate responses to a teacher's request in one Key Stage 2 lesson suggest that for a few students, there is work to be done.

The school's House competitions and 'Horizon' programme where Year 12 students visit and work with Early Years and primary students, contribute to their social, moral and personal development. They provide opportunities for students to show initiative and take responsibility for themselves and others. The School Council makes a positive contribution to the life of the school and provides opportunities for members to demonstrate their spiritual, moral, social and cultural understanding. Work with charities and other organisations contribute to students' understanding of being a 'good citizen'. Throughout their time at school, students are developing important qualities which will enable them to make a positive contribution to the society in which they live.

Behaviour is very good in classrooms and around the school. Students co-operate well with each other, their teachers and other adults in the school. In general, minor misdemeanours are dealt with effectively and appropriately. This results in a positive learning atmosphere in lessons. By the time they leave school, students have the personal and social skills needed to move successfully to the next stage of their lives.

## 7. *Standard 3*

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

The welfare, health and safety of students throughout the school are good.

TBS places a high priority on ensuring that the education and well-being of all students are at the heart of any school policies, strategies and initiatives which are developed. Students are well supported and guided in school, due to a consistent and caring approach by all members of staff. Students are considerate, respectful and courteous to members of staff, visitors and to each other. Most of the time, behaviour is exemplary throughout the school.

The school has appropriate written policies supporting students' welfare, health and safety, and ensuring the safe use of the internet, are in place. These comprehensive policies and procedures ensure that students are protected and well supported. The school complies with the Egyptian regulatory authority's requirements on health and safety, as evidenced by ministry and external inspection reports.

Fire drills are conducted once each term and evacuation procedures are evident in all rooms. Transport safety is given an appropriately high priority as well as internet safety and well-being procedures. However, not all students wore seatbelts on school buses in accordance with stated policy. The security officer, property manager and trips coordinator work together to ensure all off campus visits are properly risk assessed and appropriate security measures taken. When appropriate, the security manager coordinates with the local police officials to ensure they are aware students will be in their area of responsibility and provide any necessary assistance. Students' medical needs are well supported. The school nurse maintains a contact list of parents for all students, provides on-site care and support and liaises closely with parents on any medical issues. The Student Council assists with the planning of healthy meals and menu choices that would be acceptable to students. School meals are prepared fresh each day and provision made for a menu that includes religious sensitivities.

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

The suitability of the owners of the school and of the staff appointed to work there is excellent. There is a highly effective school board that holds the principal accountable. Board members are effective in their role of 'critical friends' and have made a valuable contribution to ensuring TBS is an effective school. There are appropriate procedures in place to ensure the suitability of staff appointments. The Board and principal are fully mindful of the requirements for safer recruitment and ensure all 'safe-guarding' checks are made.

The implementation of the roles of guidance, support and monitoring by the board is developing and clear policies provide concise details on responsibilities and accountability of the board and principal.

Board members have a clear understanding of their individual and collective responsibilities, and these result in good levels of attendance and involvement at meetings. A clear timetable of meetings and reporting back is in place and ensures all members are kept informed. The effective collective contribution of the board members adds significantly to the continual process of improvement at TBS.

In partnership with the principal, senior leadership and management team and wider community, the board provides clear and supportive strategic support.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are good. The campus was opened in 2000 built to accommodate 450 students: over the past 14 years, the student population has grown to nearly 1,000 students. Classrooms meet the full range of student needs. The central courtyard is designed to look like a garden with trees, plants and trees and Astroturf covering all other areas – this is an inviting place for students to meet and have lunch. Space is at a premium and there are no spare classrooms or offices. The school recognises the library provision is inadequate at this time with the secondary school library books located in a classroom. Corridors and stairways are monitored for congestion and are kept clean and tidy. The school has a multi-year plan to refurbish the washrooms and replacement of outside windows across the campus. The property manager has implemented a process to document and detail all maintenance requests with the goal of resolving concerns within the same day.

The school attendance registers are taken once at the beginning of the school day. The safety and security measures adopted by the school do not impinge on the opportunities for independence within the campus. Security staff are on duty 24 hours a day, 7 days a week, with staff on duty at the entry/exit gate. There are strict procedures for entry to the school for parents and visitors. Security staff are responsible for outside perimeter security and a second team conducts inside security. Most students manage independently in finding their way to their classrooms in the morning after entering school in an orderly manner.

The school's building and resources are used well, and the leadership works hard to overcome constraints of time and space. Leadership staff are quick to recognise obstacles, and are open and inventive in seeking solutions. This is seen, for example, in the imaginative development of the Garden area to maximise opportunities for play, and in corridors to maximise potential for interactive displays.

## 10. Standard 6

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

The quality of information provided by the school for parents, prospective parents, carers and others is outstanding.

A comprehensive range of important information is provided by the school on its web-site and published documentation. The school mission and aims, contact details, curriculum information, key policy documents relating to admissions, health and safety, bullying and child protection as well as examination results are easily accessible. The complaints procedure is outlined along with details of the staff employed by the school.

A focus group of parents were highly positive about the level of communication offered by the school. They commended the use of the 'communication book', provided for students and the quality of the school's web site. Photographs and newsletter information ensure parents are fully informed about school events, trips and activities.

Many parents stated that they chose the school primarily for its English system of education and/or because the school has a good reputation in the community. Parents reported that they were happy with the education provided for their students, the standards achieved and the educational opportunities available to their students. They acknowledge that the school is working hard to provide their students with a wide range of after school activities but appreciate the difficulties relating to security and bus transport which impacts on provision.

Interviewed parents stated that the school fully engages them in their students' education. Their views are regularly sought, both informally and formally. The school administers annually a parent questionnaire in order to seek their views. A copy of the full report is emailed to parents, with paper copies available on request. The parents are confident that the school listens to them and offered recent changes in the school uniform and proposed changes to examination arrangements in Key Stage 4 as examples of parental viewpoints being taken into account.

Parents who had registered their students in Early Years commented that they were helped in understanding the English curriculum and their children settled quickly into the school routines. Parents reported that the school was like a second family. The school has rigorous procedures in place to monitor and follow-up absences: parents are pleased, albeit surprised, by the immediacy of text and telephone calls when their child is absent from school. Parents indicated that the school responds quickly and appropriately when issues are raised by parents.

Reporting procedures are clear and the school regularly reports to parents on the progress made by their students. The reports are detailed and informative, ensuring that parents are confident that they know how well their child is doing and how they should improve.

## 11. Standard 7

### The school's procedure for handling complaints

The school provides clear information about what should happen in the event of a complaint, parents are also made aware through details on the school web site. As a result, the school fully meets the standard. The procedures are in line with local requirements and with best UK practices. The information is regularly updated, as required. Appropriate written records of any complaints are maintained and confidentiality assured.

The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with the middle and senior leaders. All parents have easy access to class teachers and senior leaders at the start and end of the school day. In discussion with inspectors, parents stated they felt confident about raising concerns, should they have any.

## 12. Standard 8

### The quality of provision for boarding

Not applicable.

### 13. Standard 9 Leadership and management of the school

Leadership and management are good. A clear vision has been established and the school strives to ensure this is embedded across parents, students and the wider community.

The governance role fulfilled by the owners and the board, the leadership of the principal and the leadership teams are all effective. The senior leadership team provides a sense of strategic direction. They have implemented delegation of some shared focus areas to develop a responsibility for key roles in the management and leadership. Through this delegation, the school is creating a greater sense of accountability and a common shared understanding of roles in the continual development of the school.

A good range of whole school policies are in place: the leadership team has implemented strategies to ensure middle leaders monitor standards and outcomes, in their areas of responsibility. Through discussion, it was identified that middle leaders in primary and secondary undertook a different set of roles and responsibilities. Staff also highlighted the desire for further professional development opportunities to enhance their competencies and skills.

The school runs smoothly on a day-to-day basis, because of the high quality of the administrative and support staff. Their skill allows the teachers to concentrate on teaching. The leadership team is successful in securing and motivating high quality staff despite the challenges of living and working in Cairo: initiatives to support and raise the standard of teaching and learning even higher, include staff development groups identifying learning-focused indicators of an outstanding lesson, and learning walks with specific criteria.

The effectiveness of the school's realistic and thorough self-evaluation has generated improvements, raising outcomes for all students. The leadership team are aware of those aspects of the school's performance which could make learning even better and so take the school to the highest level.

Regular staff appraisal is evident, with targets linked clearly to the school's priorities. Middle leaders are becoming effective in identifying priorities, planning to meet those priorities and implementing decisions. Recently appointed middle managers have not yet received appropriate training to enable them to support the school properly. The middle leaders' roles are hampered by the lack of opportunities for them to meet to share and discuss ideas and initiatives.

The school recognises the need to move from being 'data-rich' to being 'data-powerful', to ensure that each student reaches his or her academic potential. Senior leaders have identified the need to ensure there is a consistent application of assessment strategies to enable students to evaluate and act on their individual progress needs.