



**British School
Overseas**
Inspected by Penta International

Inspection report

**The British School
Alexandria**

Egypt

Date **27th - 29th January 2019**

Inspection **20190127**

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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 30 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with governors, the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was John Cranfield. The team members were Dr Colin Dickinson and Silvana Murphy.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

The British School Alexandria is a good school with many outstanding features.

Students make good progress as they move through the school. IGCSE results exceed UK national expectations. Personal development is of a high order. Students feel secure and valued within the friendly mutually trustful learning environment that prevails. There is a high level of care. Students are well supported as they make progress. Students, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a range of extra-curricular activities.

3.1 What the school does well

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

- 1) The governance role fulfilled by the board is of a high quality.
- 2) The principal provides outstanding leadership, giving clear guidance and direction for the school. The vision is effectively shared and focused on the continued drive to raise standards.
- 3) School leaders are cohesive, capable and committed to improving the quality of teaching and learning and raising student attainment.
- 4) Teaching staff are effective, passionate and genuinely supportive.
- 5) Early Years Foundation Stage (EYFS) is a strength of the school.
- 6) The opportunities for students to exercise leadership across the school.
- 7) Students are happy, polite and keen to learn. They are thoughtful, well behaved and treat each other with respect.
- 8) Relationships between teachers and students and students and their peers are outstanding and ensure that they feel happy and secure in their learning.
- 9) The school nurtures responsible students and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- 10) Parents value the family feel of the school and the educational opportunities afforded.
- 11) The high-quality learning support given by teaching assistants including emotional and social support.

3.2 Points for improvement

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

- Continue to share excellent practice across the whole school in order to raise the quality of all teaching to that of the best.
- Ensure a positive value added for lower ability students in the secondary school.
- Create more opportunities for open-ended and enquiry-based activities to promote critical thinking and problem solving.
- Improve provision for technology throughout the school to enhance learning across the curriculum and better prepare students for life in the 21st Century.

4. The context of the school

Full name of School	The British School, Alexandria		
Address	Mahmoud Aboul Ela St. Kafr Abdou Alexandria Egypt		
Telephone Number/s	002 03 544-5426 002 03 523-2765 / 2764		
Fax Number			
Website Address	www.bsalex.net		
Key Email Address/s	principal@bsalex.net info@bsalex.net admin@bsalex.net		
Headteacher/Principal	Mr Justin Blakebrough		
Chair of Board of Governors/Proprietor	Mrs Mona El-Ahmer		
Age Range	3-18 years		
Number of Pupils	Total 527	Boys 272	Girls 255
Pupil Numbers by Age	0-2 Years None	3-5 Years (FS) 87	6-11 Years (Y1-Y6) 288
	12-16 Years (Y7-Y11) 121	17-18 Years (Y12-Y13) 31	18+ Years None
Total Number of Part-Time Pupils	None		

The British School Alexandria (BSA) is a non-profit making limited company with charitable status registered in the UK. The school was established in 1984, in the grounds of the British Consulate. The prep school is still in buildings rented from the British Consulate. The school was founded to provide a British-based education for British and other expatriate children. In 1998 the school expanded to include secondary aged students and also started accepting Egyptian children. With the revolution in 2011 and the second revolution in 2013, the number of expatriate families living in Alexandria diminished significantly and so the majority of students, 65% are now Egyptian. Dual nationality Egyptian students comprise the second largest group, 22%. Expatriate students comprise 13% of the student body. The school is currently based on five campuses with seven buildings. Euclid and Heron buildings house students in Years 7 to 13, Stables and Wilson buildings are for Years 3 to 6, Cleopatra is for Year 1 and 2 students, Abo Ela provides for EYFS students and Nefertiti is for administration. Most families live within 20 minutes drive from the school.

Due to the economic situation in Egypt, more BSA students now attend Egyptian universities, however a significant proportion attend universities in the UK, Canada, USA and Europe. Students are accepted by Egyptian universities after 12 years of education, consequently fewer students stay on to Year 13 to study for A-levels. Since specific grades at AS are not required for entry into an Egyptian university, there is no need to acquire high grades. This often reduces the motivation of some Year 12 students to strive for the highest grades.

The school seeks to develop global citizens who are tolerant and respectful of different religions and cultures. Parents choose the British School Alexandria because it represents a stable and high quality British-style international education, leading to entrance to UK or other universities.

4.1 British nature of the school

A number of components give the British School Alexandria (BSA) a British feel, not least the teaching staff, the curriculum and the holistic approach to education. Classroom management, displays of work, three term year and age-related year groups enhance the British feel, as do the posts of head student and prefects. All members of the Senior Management Team have British teaching experience within UK schools. Nearly all teachers are British teachers with UK training and experience of teaching in British schools, with the exception of Arabic and French language teachers. Performance management systems and professional development are modelled around UK practice. The National Curriculum (NC) of England is delivered across all key stages, supported by a pastoral care structure, similar to that found in UK independent schools. Personal, social and health education (PSHE) lessons give due regard to discrimination and inclusion. Social, moral, spiritual and cultural (SMSC) lessons include consideration of British culture and a wide-ranging understanding of others.

Assessments are based on national standards from the UK. English is the common language of instruction throughout the school, apart from in Arabic and French language lessons. All students take IGCSEs in first as well as second language English. There is an annual Year 6 trip to the UK to give students an experience of Britain. This includes visiting London, Stratford-upon-Avon and also a PGL centre where they meet other British students. The prep school has links to a school in Holyhead in Wales. Topics within the curriculum mirror those found in the schools in the UK, complemented by theme days, for example International Day.

All information about the work of the school is communicated to families and students in English as are all school publications, reports, letters and the school's website. Documents are translated into Arabic as required. Texts, materials, educational equipment and software are mainly UK sourced.

The governing body includes British nationals. There are strong links with the British Consulate. The British Consul General is a governor and also patron of the school. The importance of extra-curricular provision including a range of clubs and activities that are in line with British practice. Interviewed parents valued highly the British nature of the curriculum.

The school is a member of COBIS (Council of British International Schools), BSME (British Schools of the Middle East), BSO (British Schools Overseas) and CIBSA (Cairo International British Schools Association).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by BSA is good with aspects of outstanding practice.

5.1 Curriculum

The school offers a broad and balanced curriculum based on the EYFS framework and the English National Curriculum, adapted to meet local statutory requirements. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities.

The school has a written curriculum policy, supported by plans and schemes of work. They do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Students increase their proficiency in speaking, listening, literacy and numeracy as they move through the school. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. Students with special educational needs (SEN) are identified, monitored and, where appropriate, have personalised learning plans to ensure that they can access the curriculum and make progress. The principal language of instruction is English.

The youngest students follow the EYFS curriculum working towards the Early Years goals. The curriculum ensures that all students have access to a wide range of opportunities in all the prime and specific areas of learning. The school has introduced 'Read, Write Inc' as part of the Key Stage 1 curriculum to better support students' literacy development. Specialist teachers deliver music, computer science, French, Arabic and physical education. Students in the secondary school follow a range of subjects leading to IGCSE and advanced level qualifications. The school has recently introduced 'high performance learning' (HPL) across the curriculum to provide students with the skills and attitudes that support high academic performance. Students' examination subject choices are guided by a range of support activities including a comprehensive options' evening. Careers education is delivered in an impartial manner, by the careers guidance officer and head of sixth form. This enables students to make informed choices about a range of career options. Individual guidance is given to older students completing university applications and writing their personal statements. The

school has recently introduced 'Kudos Cascaid' in the senior school to support students exploring career options.

Personal, Social, Health and Economic Education (PSHEE) is planned and delivered throughout the school and is relevant to the age and needs of the students. There are timetabled PSHCE lessons in prep and lower secondary. P4C (Philosophy for Children) in prep provides additional learning opportunities. The PSHEE 'Jigsaw' curriculum has a beneficial impact on students' personal skills, as they progress through the school. In upper secondary PSHCE is delivered through a combination of form time, assemblies, Extended Curriculum days and the taught curriculum. The PSHCE programme encourages respect for all people irrespective of their differences. The curriculum is enhanced through a range of enrichment activities. These include after-school clubs and activities. In senior school, students can participate in a range of activities including photography and cooking. The school has recently introduced the International Award Programme. A community outreach programme with a nearby old peoples' home provides opportunities for service. Students are able to compete at a domestic and international level through the school's involvement with CIBSA (Cairo International British Schools Association) and BSME (British Schools of the Middle East) as well as COBIS (Council of British International Schools). Students are well prepared for the opportunities, responsibilities and experiences of adult life.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK.

5.2 Teaching and assessment

The quality of teaching and assessment is good with many aspects of outstanding.

Teaching enables students to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Nearly all teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of learners who have English as an additional language (EAL), and the prior attainments of the students. They ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers demonstrate good knowledge and understanding of the subject matter.

The quality of teaching and learning in EYFS is outstanding because of the detailed understanding that all teachers and support staff have about each student. This understanding is underpinned by a culture of high-quality care and respect that enables students to flourish and grow. Teachers are skilled practitioners at creating a balance between adult and student led activities. Teachers and support staff work effectively as a team. They embrace the challenges of working with some students who enter the setting with little or no spoken English. As a result of careful planning and positive relationships, these students make rapid progress in their spoken English. Moreover, their reading skills also develop at a rapid pace because of the systematic teaching of phonics that enables students to match and learn letters and sounds. Students develop excellent attitudes to learning.

Good or better teaching continues throughout the prep school. Teachers and classroom assistants are skilled at taking account of the students' interests and planning a range of activities to develop their understanding and deepen their thinking. The quality of teaching in nearly all lessons is characterised by high expectations of participation, strong behaviour management strategies, good pace and energy. Students are given the opportunity to work collaboratively, independently or as part of a focus group identified within teachers' planning. They are encouraged to use success criteria and peer review strategies. Integrated learning is achieved through matching appropriate activities and tasks to learning objectives.

Throughout the senior school, lessons are well planned using a variety of lesson plan proformas. Overall, teaching methods are effective. In the best lessons, teachers demonstrate a high level of subject knowledge, a real passion in their delivery and utilise a variety of teaching approaches. This resulted in highly motivated and engaged students. Students are confident when answering questions and proactive in asking questions when they are unsure. Teachers have a good grasp of the learning needs of individual students, based on regular assessments. Teachers use a mixture of formal

and informal Assessment for Learning (AFL) techniques to assess the students' understanding, for example 'mini plenary' sessions mid lesson. Learning outcomes and success criteria are differentiated to meet the needs of individuals and provide challenge. Teachers are effective in their use of scaffolding to reinforce student learning. Teachers make effective use of the smaller class sizes to provide high quality 1:1 coaching at appropriate times during the lesson. Interviewed students commented favourably on the high level of support they receive. Interactive whiteboards and mini-white boards are used effectively in starter activities in a number of subject areas. The resources used in the lessons are adequate. There is little evidence of students using technology as a learning tool in lessons. The school has recently introduced High Performance Learning (HPL) in order to encourage more open ended, inquiry-based learning. Classroom resources are of a good quality, quantity and range. They are used effectively. Teaching does not undermine fundamental British values. There is a respect for individual human differences.

The school has a framework in place to assess student performance regularly and thoroughly. On entry to Foundation Stages 1 and 2, students are baseline tested using a combination of CEM and teacher assessment. Throughout the EYFS, individual student attainment is regularly assessed against the Early Learning Goals. From Foundation Stage 2 to the end of Year 2, students are assessed every six weeks on their phonics knowledge. The resulting data is used to group them according to their phonic ability. Across the primary phase students are regularly assessed in mathematics using 'White Rose' assessments, 'Pira' for reading and school based assessments for extended writing and science. All results are recorded on the 'Pupil Asset' database. In senior school, a combination of midyear, end of year and mock examinations are used to monitor progress and inform planning. Most teachers provide good quality feedback, both oral and written. Students are fully aware of their 'working at' and 'target' grades and know what to do to improve. Students' work is marked regularly. The acronyms, *www* (what went well) and *ebi* (even better if) are used widely and effectively. Students respond to marking by adding their own comments in coloured crayon or pen.

5.3 Standards achieved by pupils

Most students make good progress as they move through the key stages.

Students in the EYFS are assessed on entry. The school has implemented a rigorous process for monitoring and measuring students' progress against the Early Learning Goals. Nearly all students make good or better progress, 87% achieve a 'good level of development' compared to 85% in the UK, albeit from a much lower starting point. The majority of students have no or little English language on entry. Teachers observe and record students' progress effectively, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence. During the initial two years in school, English language acquisition is rapid. Early Years students are happy, secure and enthusiastic about their learning

Good progress is maintained in Years 1 and 2. At the end of Year 2, 52% of students attained the expected level in reading and 43% in writing. The school has identified this cohort as possessing the lowest level of English and ability on entry to the school. However, the cohort achieved a positive value added of +0.7 in terms of reading age using CEM data. 81% of students achieved the expected level or above in mathematics where the level of language is not so crucial.

By the end of prep, 73% of students obtained the expected level or above in reading, 76% for spelling, punctuation and grammar (SPAG), slightly below UK national expectations. This is however a significant improvement from the previous year (2017) with an increase of 7% SPAG and 14% in reading. 91% of students obtained the expected level or above in mathematics. This is 15% higher than UK national expectations and an increase of 32% from the previous year. The school's focus on raising levels of English is paying dividends. The latest 'Star Reading' test results indicate an improvement in the reading age of the current Year 5 by an average of 1.04 years in the space of 6 months.

Students continue to make good progress across Key Stages 3 and 4. 89% of Year 11 students obtained 5 or more A*-C grades, with a third obtaining 5 or more A*/A grades and one student obtaining 10 A* grades. 52% of students attained either A or B grades at AS level. A number of students gained 'top student or high achiever' award from the Cambridge examination board for Alexandria or Africa as a whole. The small size of cohort makes any meaningful statistical analysis or international comparison unreliable. The school's analysis of examination results identified an overall positive value-added of +0.2 with a -1.4 residual for less able students compared to a +1.3 for middle ability students and +0.3 for higher ability students. The school is aware of the need to address this issue.

In the Sixth Form, students achieve AS grades which are almost one grade higher than predicted by CEM and for A-level there is a positive value-added of +1.0 with 100% of students obtaining A*-A grades.

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Detailed post examination analysis of results informs future planning. The school has completed a detailed evaluation of each subject area and identified those with a negative value added, highlighting areas for improvement. There is a clear focus on continuous improvement in terms of student attendance and punctuality. There is regular and effective communication to parents.

Attendance is taken at the start of the school day. Attendance for the term up to date was 92%. The school has set a minimum target of 95%. Presently pre-prep exceeds the target whilst prep and senior are working towards. Most students arrive at school on time. One of the main reasons for lateness is heavy traffic. The main reasons for absenteeism are illness, family events and religious pilgrimages. Nearly all students are thoughtful and well behaved. Nearly all students are motivated learners. By the time they leave school, they have acquired the personal and social skills needed to move successfully to the next stage of their education.

6. *Standard 2*

Spiritual, moral, social and cultural development of pupils

The quality of students' personal awareness and their spiritual, moral, social and cultural development is outstanding and a key strength of the school.

Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong. The school fosters and enhances a feeling of togetherness and "family". During the visit not one instance of inappropriate behaviour was observed. The school encourages students to reflect on their actions and be aware of their impact on others. In assemblies and PSHE lessons, topics such as 'Being me in my world', 'Celebrating Differences' and 'Anti-bullying' enables students to reflect and understand that their behaviour can impact negatively or positively on others.

Students are courteous and considerate, both around the school and in lessons. This is clearly evidenced by their positive attitudes, good behaviour and the respect they demonstrate towards each other. Students participate in a wide range of projects supporting charities in association with "Friends of the School," the parents' association. For example, students decorated and filled shoeboxes with goodies and distributed them to orphanages and day centres for mothers with disabled children. Senior students visit old peoples' homes and the sixth form help with a Summer School for local underprivileged children. Money is raised for charities such as Water Aid, the local hospital and Red Nose Day while the Eco Club has a number of projects including recycling paper, bottle caps and plastic. Students work with Kafr Abdou Community Association to carry out recycling and looking after the environment of the local park. The importance of looking after animals both domestic and wild has led students to work with an organisation to protect turtles, which lay eggs on the local beach each year.

Cultural awareness is excellent. Students show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. They are encouraged to celebrate and share aspects of their own culture. Students learn about their own and other cultures through the broad curriculum provision. Topics of study and assemblies celebrate the rich diversity within the school. The students value and respect the qualities of each other as individuals and contribute to a harmonious international family. 'International Day' forms a key component in developing intercultural awareness. Students are provided with a broad general knowledge of the responsibilities of citizenship in Egypt, the UK and internationally through the topics they study and through charity and fund-raising events. The school promotes an understanding of modern British life including UK attitudes towards tolerance, respect for freedom of expression and other human rights. The School council is effective in ensuring

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students have a voice. Students readily accept responsibility and leadership roles, for example sports leaders and house captains. Opportunities to exercise responsibility include playground monitors, eco monitors, jigsaw champions, buddy system, book club monitors and helping students in the prep school with reading. The school has recently introduced an 'Extended Learning and Leadership Diploma' for sixth formers to encourage and validate their contribution to the school. A group of students compile and edit an online Newspaper called "The Wave."

Throughout their time at the school, students are developing high order personal and social skills, which enable them to make a positive contribution to the society in which they live and effectively prepare them for the next stage of their lives. There is a strong alumni group. Students take every opportunity to come back and visit the school once they have graduated to encourage the next university cohort to aspire and achieve.

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

The provision for the welfare, health and safety of students is good.

The welfare, health and safety of students is given appropriate priority. The school's health and safety policy exceeds local requirements. An effective written policy relating to the health and safety of pupils in school and on activities outside school is in place, including risk assessments. A comprehensive policy is in place for promoting good behaviour among pupils and setting out the sanctions for misbehaviour. A system is in place to record serious misdemeanours either on the student's file or electronically.

An effective anti-bullying policy is in place. Earlier in the academic year pre-prep students put on a production of 'Billy no Buzz', to raise awareness of bullying. The student leadership group in the senior school organise a 'Spirit Week' which includes an anti-bullying focus. The effective implementation of the school's anti-bullying policy ensures all students feel safe and secure. Focus groups of students across the school stated that any unpleasantness is dealt with immediately and effectively.

A focus group of parents identified the disciplined, safe and caring environment as a strength of the school. Behaviour is exemplary throughout the school. First aid is administered in a timely and competent manner. The school has effectively implemented a written first aid policy. There are first aid trained staff on every site. In addition, there is a medical room, staffed by two part-time doctors, which services the whole school. It is situated in the main prep building.

The medical room is a small office with some bean bags on the floor where students can rest if needed. There are no beds or separate facilities for boys and girls. The school complies with the Regulatory Reform (Fire Safety) Order 2005 as much as possible. There are no fire doors since the campus comprises converted villas with no corridors. There are no automatic fire detection systems but each building has two fire escapes. Fire drills are held on a regular basis.

Students are well supervised at all times through the effective deployment of staff. The proximity of narrow and congested roads at the entrances to each campus is an ongoing cause for concern. Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained.

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

The suitability of the governing body is of a high order. All members of the governing body have voluntarily undertaken local police checks. They ensure the school meets the safety, care and guidance requirements for all students.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. All applicants complete a detailed application form to ensure the school has a complete previous employment history. Any gaps are thoroughly explored at interview. Appointments are subject to rigorous background checks which include police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in Egypt. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

9. *Standard 5* The premises and accommodation

The accommodation and premises meet the standard required by BSO.

The school is divided into three sections. The pre-prep section is located in two renovated villas, Abou Ella and Cleopatra. The prep school has two buildings, Stables and Wilson. The senior school is located in the main Euclid building and a converted villa, Heron. The main administration block, Nefertiti Villa, is separate from the other three parts of the School. All four areas are within a short walk of one another along public roads.

All the sites have been modified and renovated to maximise the best possible use of space for teaching and learning. In pre-prep there are six classrooms on each site. Both have small libraries and Cleopatra has a small ICT room. Teachers have created a colourful and positive learning environment. The outdoor area in Abou Ella provides a variety of areas for learning and play, for example, a gardening area, space for pet rabbits, a creative area, small world area, large scale construction, role play stations, sand and water areas, and an age appropriate slide and climbing frame. The outdoor area in Cleopatra has a small pond containing terrapins and turtles. In addition there is a small area for gardening, a climbing frame and a bread oven. Outdoor areas are used extensively to support pupils' learning. In prep, there are two outdoor spaces, hard court and roof, with a separate area for sporting activities. An ICT suite, art and craft room, food technology area and a library support student learning.

The senior school is housed in the main Euclid building with an ICT room, three science laboratories, library, gym and a hall. In the converted villa, Heron, music rooms and art room provide further opportunities for learning. The sixth form common room is also housed in this building. There is a small hard court for PE lessons and for students to play during break times.

The roof of Euclid and Heron garden are also used as recreational areas. Teaching areas are adequately resourced on all campuses. Every classroom is equipped with touch screen interactive whiteboards. In pre-prep and prep, staff have been very creative in their use of space; display boards are used to great effect. The main senior school building is purpose built and functional. Whilst the teaching classrooms are relatively small, they are used effectively. The science laboratories are relatively spacious and have a teaching area as well as a dedicated area for practical work. A small 'prep' room links the main chemistry laboratories. A small indoor gymnasium and a small outdoor hard court area provide space for the teaching of physical education. Spaces for recreation in the secondary school are limited.

Regular site walks are undertaken by the campus manager who is also the health and safety officer. The campus manager oversees the work of the head of maintenance, head of security and head of cleaners. The site is kept clean by a team of cleaners. There are frequent inspections as well as maintenance meetings to ensure the safety of the premises. Facilities, including acoustics, lighting, heating, air conditioning, toilets and washing facilities are all well maintained. Water and drainage systems meet local requirements and are tested regularly.

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Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of hot and cold water. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users. External lighting ensures that visitors can safely enter and leave the premises. Fire extinguishers are checked every four months.

The school provides a high level of security on its entrances with CCTV coverage and 24-hour guards on all its campuses. Fire evacuation and lockdown practices are recorded, evaluated and improved as required. The school provides appropriate toilet and washing facilities for the sole use of students throughout the school. The toilets are hygienic and regularly cleaned. It is not advisable to drink tap water in Egypt. Water dispensers are available on every floor. There are currently no students with physical disabilities who would require additional facilities. Suitable changing facilities and showers are available, although there is a cultural sensitivity to using communal showers. Separate changing rooms are available in the senior school. A dedicated medical room is available providing basic first aid. The facilities for the hygienic preparation, serving and consumption of food exceed local requirements. The site of the school is secure and well maintained. Visitors are requested to sign in and are given a badge.

10. *Standard 6* Provision of information for parents, carers and others

The school values its good relationships with parents and the wider community.

The school's details and name of the principal are posted on the website as well as contact information for the governing body. Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions is provided to parents and parents of prospective pupils. In addition, the school's ethos and key policies are posted on the website and made available to parents of prospective pupils.

Parents and prospective parents are well-informed about the school's provision for students with special educational needs and the support given to students for whom English is an additional language. The complaints procedure is available on the website and on request. Since the start of the academic year, no formal complaints have been received. Indeed, it is rare for any complaint to be escalated beyond the head of school. Senior leaders on each campus are accessible to parents in the morning and at the end of the day.

The school communicates with parents using a range of media, for example the school website, email, 'Google Classroom', student planners and letters from school. Parents can access information on what their children have been learning, homework and revision information. Curriculum overviews are posted on the website with a link sent to parents. Social media and newsletters keep parents updated on the life of the school. The school holds regular parent information evenings. For example, pre-prep organised "stay and play" sessions and workshops to support parents in their understanding of their children's learning in mathematics, English and science. Information evenings on the new school initiative 'High Performance Learning' (HPL) were held to keep parents fully informed. Information evenings are held for parents to support their children making option choices for Years 10 and 12. The school holds three parents' focus group meetings every half term for pre-prep, prep and senior. Parents are randomly selected from each class to meet with the head of school and 3 or 4 governors to discuss pertinent issues. Coffee mornings and assemblies provide additional opportunities for parents to visit the school and the school to showcase students' work.

A recent parent survey indicates that parents are very happy with the education and support provided for their children. They also stated that they are kept well informed and can speak with the teachers easily if they have a concern. Parents are able to communicate with teachers and the principal directly via email. Concerns are addressed almost immediately. The school has an active parent teacher association, 'Friends of the School' who raise money for local charities in the community. Students, teachers and parents are all involved in these events.

Parents receive regular reports on their child's progress and attainment throughout the year. At least one report is written. Particulars of the school's academic performance during the previous year is posted on the website and available on request.

11. *Standard 7*

The school's procedure for handling complaints

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The complaints procedure is given to parents of new students and is available on the school's website. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis, as Stage 1.

If the complaint cannot be resolved on an informal basis and parents have already gone through Stage 1, parents are asked to put their concern in writing to the principal – Stage 2. The principal will decide, after considering the concern, the appropriate course of action to be taken. Action will be taken within 10 working days of receiving the concern. Should the complaint still remain unresolved, there is a requirement for the complainant to write to the clerk of governors who then informs the chair of governors and the principal. There is provision for the establishment of a hearing before a panel of three governors who have had no prior involvement in the case and no connection to the complainant – Stage 3. The procedure allows for the complainant to be accompanied by a friend, colleague or relative.

The panel's findings and recommendations (if any) will be sent in writing to the principal, and where relevant, the person against whom the complaint has been made within 3 working days of the hearing. Written records of formal complaints are held in a file kept by the principal, indicating whether they were resolved by him or proceeded to a panel hearing. There has only been one formal complaints since the last inspection, with all other concerns having been dealt with effectively through informal means.

All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. All proceedings are kept private except where legislation demands otherwise. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. Standard 8

Leadership and management of the school

Leadership and management are good with many outstanding features. Governance is a strength of the school.

The school's vision to provide a quality 3-18 British International education is a driving force for school improvement. The school provides a highly positive ethos and welcoming atmosphere.

The principal provides outstanding leadership, with a clear vision and capacity to move the school forward. He is very well supported by a highly effective and dedicated leadership team. Clear direction is reflected in the quality of education, the care for students and the determination and ambition to fulfil the school's aims. Appropriate delegation of areas of responsibilities is enabling staff to make a strong contribution to the effective development and progress of the school.

The senior leadership team work effectively and are uncompromising in their desire and drive to improve achievement for all students. Overall, teaching is good with much that is outstanding. This is underpinned by effective professional development and continuing improvements in the school's accountability of teachers' performance. The school recruits staff of the highest calibre and ensures that safeguarding procedures are in place.

The school's curriculum is well organised and provides effective opportunities for all groups of students to learn well and make good progress. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop their personal and social skills. Relationships at all levels are outstanding. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established excellent strategies for engaging parents and carers and as a result, students' learning is seen as a partnership between home and school.