



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Egypt British  
International School**

**Cairo, Egypt**

Date **25<sup>th</sup> – 27<sup>th</sup> November 2018**  
Inspection number **20181125**

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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, 70 lessons or part- lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Pupils' 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 pupils.

The lead inspector was Colin Dyson, and the team members were Stewart Cowden, Susan Eriksson, Silvana Murphy, Yasmin Tabram and Denise Wragg.

## 2. Compliance with regulatory requirements

Egypt British International School meets all the standards for British Schools Overseas accreditation.

## 3. Overall effectiveness of the school

The Egypt British International School meets all the requirements.

The English national curriculum provides the framework for teaching and learning; enriched by a wide range of extra-curricular activities. Leadership and management are good with appropriate and effective levels of delegation. Overall teaching is good, and the school is effective at training and developing the quality of teachers.

Pupils are well supported through effective pastoral care as well as the implementation of effective welfare, health and safety policies and procedures. The school runs well on a day-to-day basis. Pupils, parents and staff value the British nature of the curriculum. Nearly all pupils make progress at least in line with their ability, many better. External examination results are good.

### 3.1 What the school does well

There are many strengths, which include:

- The commitment of the school to ensure the wellbeing of all pupils.
- The good levels of achievement of pupils across the school from the high standards of speaking and listening in Early Years Foundation Stage (EYFS) to the strong IGCSE results.
- The impressive quality of spoken English from all pupils.
- The provision within the campus to support a broad curriculum.
- The community feel of the school that is valued by all stakeholders.
- The positivity of all staff, both teaching and non-teaching to celebrate pupils' achievements and well-being.
- The good quality of most teaching across the school and the willingness of the staff to engage in the accreditation process.
- The highly effective leadership and the positive impact of appropriate delegation to involve all staff in school improvement.

## 3.2 Points for improvement

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

- i. Develop further, the accountability of staff by ensuring that they have opportunities for regular whole school/section meetings to engage fully in the monitoring and evaluation of key initiatives.
- ii. Create opportunities for all pupils to engage in open-ended and enquiry-based learning activities to provide challenge to promote critical thinking and problem-solving skills.
- iii. Develop further the marking and feedback practices to give pupils a greater opportunity to have a clear understanding of their 'next steps' in learning.

## 4. The context of the school

Full name of school/school	Egypt British International School (EBIS)				
Address	5th Urban District El Banafseg Zone Area 1 - New Cairo City Cairo Egypt				
Telephone number	(+202) 29 200 101 (+202) 29 200 107				
Fax number	-				
Website	<a href="https://www.isc.edu.eg/ebis/">https://www.isc.edu.eg/ebis/</a>				
Email address	info@isc.edu.eg				
Head	Barry Searles - Principal				
Chairman of Board of Governors	Amr Abdel Halim – President				
Age range	3 to 18 years				
Total number of pupils	1620	<i>Boys</i>	841	<i>Girls</i>	779
Numbers by age	<i>0-2 years</i>	54	<i>12-16 years</i>	432	
	<i>3-5 years</i>	195	<i>17-18 years</i>	29	
	<i>5-11 years</i>	910	<i>18+ years</i>	0	
Total number of part-time children	0				

Egypt British International School (EBIS) is a multinational school in New Cairo, established in 2006 and now has a pupil roll of approximately 1500 pupils. EBIS is an all-through school with pupils from Pre-Nursery to Y12 (the compulsory age of schooling in Egypt). There are also options for continued study in Y13.

The school aims to provide a broad, balanced and tailored British Education for pupils from Nursery to Y12 delivered by a combination of qualified and experienced teachers. The British National Curriculum is followed with an international perspective appropriate to the pupils' culture and heritage. The diversity of the pupil body is not only respected but cherished and celebrated.

EBIS aims to enrich all its pupils carefully considering their physical, mental, emotional and spiritual wellbeing. The school aims to ensure each pupil is valued and highly respected for what they are. Pupils are encouraged to explore their potential and enhance their talents to meet with the expectations of the modern world.

The primary school is led by a head of primary supported by two deputy heads of primary and six heads of year. EYFS is led by a head of EYFS and includes 2 crèche classes, 2 pre-nursery, 5 nursery and 5 reception classes. There is also a pastoral manager and a pastoral assistant working solely in primary. The newly restructured primary school has thirty-one classes and 900 pupils. The secondary school is led by a head of Key Stage (KS) 3 supported by a deputy head of KS4 and a deputy head of secondary.

## 4.1 British nature of the school

The ethos, nature and appearance of EBIS are recognisably British, mirroring what would be found in the independent sector in the UK. The school aims to provide an education that has similar characteristics to an education in an independent school in the UK.

The language of instruction in the school is English. There are bright, creative displays around school, celebrating pupil achievements. There are regular whole school community events, a range of interest days, sports days, class assemblies, and other celebrations.

The school demonstrates a commitment to British education initiatives, both in terms of curriculum and assessment. There is a clear commitment to a broad and balanced curriculum. All communications from the school to families and pupils are provided in English, as are school publications, reports, letters and the web site.

Teaching and learning are driven by the English National Curriculum requirements. Developments in the UK are monitored, and best practice adopted, wherever possible. The primary curriculum is based on the English National Curriculum and the EYFS. The secondary school curriculum broadly follows the English National Curriculum. Both curricula are modified to meet host country regulations. The curriculum successfully contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

The school is implementing a thorough and rigorous approach to how it assesses the progress of its pupils based on the English assessment system. There is a clear commitment to a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, are important. Parents are supportive of this provision being extended to provide a greater range of creative activities.

Texts, materials, educational equipment, software and the school's management information system are UK-sourced. Parental interviews highlighted the value of the British nature of the curriculum with it being broad and balanced.

The school is organised according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

School leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevent any discriminatory behaviour.

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

The quality of education provided by EBIS is good and meets the standards for accreditation.

EBIS is successful in meeting its aims and provides pupils with good educational opportunities. Teaching throughout the school is good overall. The school has empowered senior leadership and middle leaders to focus on raising the standard of teaching further. The pupils have highly positive attitudes which promote their learning.

EBIS has created a safe and secure learning environment where high levels of co-operation, trust and respect are evident and as a result, pupils develop self-confidence and feelings of self-worth.

Staff provide good pastoral support and guidance to pupils so that their behaviour is good, and they are keen to take on roles of responsibility.

### 5.1 Curriculum

The curriculum meets the standard.

In EYFS, good features include how phonics and reading are developed and the monthly topic themes that are carefully planned to ensure progression across the two-year groups (nursery and reception). These topics are reviewed annually to ensure that they are engaging and linked to the interests of the children. Read Write Inc. (RWI) is used throughout the nursery and reception classes effectively and in Reception the children are grouped across all five classes by their ability in this area which has led to accelerated attainment in the higher ability classes. Although there are engaging and well shaded areas outside each classroom and a dedicated continual provision area for both the reception and the nursery classes more use could be made of both these areas.

The curriculum in Key Stage 1 and Key Stage 2 is good: broad, balanced and tailored to meet the requirements of the Egyptian Ministry of Education. It follows the English National Curriculum core subjects in English, mathematics, science and ICT along with the foundation subjects of art, geography, history, music, physical education and design technology. Islamic Studies/ Christianity, Arabic and Egyptian Social Studies are an important part of the curriculum.

The principal language of instruction is English, and all subjects are offered in line with the UK standards.

Weekly PSHCE lessons, which include citizenship, are delivered through the SEAL framework. The adoption of RWI and literacy programs complement the curriculum and pupils choose

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to study French or German as a modern foreign language. PE lessons are twice weekly, and pupils can also participate in a wide range of extracurricular activities on offer. Swimming is offered in the beginning of the summer and autumn term. In most classes the curriculum is being implemented effectively enabling pupils to acquire skills in a wide range of learning areas.

The Learning Support department insures that pupils are identified early, and the support required is provided.

In KS3, the curriculum was good: broad, balanced and appropriate for the needs of pupils, most of whom have English as an additional language. The curriculum meets the statutory requirements of the Egyptian Ministry of Education and is based on the English National Curriculum. The content matches the equivalent year group in English schools, with appropriate time allocated to the full range of subjects, including arts, sport and global perspectives.

Appropriate support is made available for pupils with a wide range of learning needs in order to ensure that all pupils have access to the curriculum at an appropriate level. There is scope for further provision for the more able pupils.

The curriculum for KS4 is good, both in terms of its quality and the breadth. Despite low pupil numbers in 'Flame', the variety of subjects offered are broad and balanced. The personalised nature of the timetabling in the 'Flame' programme meets the needs of each individual pupil well.

## 5.2 Teaching and assessment

The quality of teaching across the school is good.

The teaching in EYFS is good and assessment meets the standard. Within all three-year groups but especially in Reception, examples of creative and innovative teaching where both the teacher and the co-teacher are working in partnership were observed. In the best lessons the children were learning actively: they were engaged and fully involved with their learning. Teachers use a range of very good behaviour moderation strategies and the relationships between teachers and pupils were warm, positive and supportive.

Where teaching was less effective, children tended to be passive learners and were less engaged in learning. The majority of learning interactions planned and observed during the visit were either teacher directed (direct teaching) or teacher initiated. Reducing the amount of teacher-initiated activities planned each day and ensuring that there is more consistency in the quality of teaching is a target for the school.

Pupils make good progress across the Foundation Stage, although the school does not currently use an assessment on entry measure into Reception, linked to a summative assessment at the end of the year. This means that the amount of progress and value added for the cohort as a whole and for individual children is more difficult to analyse.

Throughout KS 1 and 2 excellent relationships are shown by the enjoyment, motivation and efforts of nearly all learners. In the most successful lessons, teaching methods enthuse the learner encouraging high levels of engagement. Pupils are encouraged to be actively involved in learning through a range of carefully crafted questions. In nearly all English lessons, teachers skilfully provided 'scaffolding' to learning that encouraged the children to develop good levels of reading and writing.

Many teachers are allowing opportunities for the pupils to collaborate and discuss their understanding of a concept to enhance their learning. In the most successful lessons understanding is checked systematically having explained the success criteria to the children. In a few lessons children are unclear about the expected outcome and as a result are less confident. Some teachers provide clear learning targets, and these are evidenced in their work books and could be explained by individual children. However, other pupils had little understanding and felt the targets would be written up at the end of the year. In a small number of lessons, teachers dominate the talking and implement highly detailed management strategies that do not provide the pupils with enough 'hands on' experience of learning tasks.

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Throughout KS1 and KS2 teachers have recognised the importance of encouraging and enabling children to be organised and resilient in their learning and this is demonstrated by the growing independence of children in learning.

Some teachers ensure work is marked regularly with clear constructive comments encouraging children to act on the feedback and assessment to improve their learning and standard of work. This good practice is not yet consistent.

Teachers provide clear explanations and co-teachers are used effectively to support pupils who need assistance or are identified as SEN. Nearly all lessons across the primary classes include differentiation in three levels but this is an area that needs further development. Pupils are not consistently given challenging activities that can extend them, particularly the more able. Positive behavioural management and positive reinforcement using house points encourages a tranquil environment conducive to learning. However, opportunities are often missed for group and paired work.

Oral feedback to drive pupils learning is well embedded, but written feedback could benefit from detailed improvement targets and opportunities for pupils to reflect on their own learning.

The quality of teaching in KS3 is good.

The mathematics department was highlighted as particularly strong, with differentiation by task observed as enabling pupils to work towards their targets. A good range of appropriate resources are used across the key stage, including effective use of the interactive whiteboards. A variety of learning activities were observed, but most lessons were predominately teacher led with whole class focus. Teachers ensure that learning objectives and outcomes are shared with pupils at the start of each lesson.

Assessment meets the standard with evidence seen of newly implemented assessment and tracking documents which have been in place since the beginning of the term. It is too early to see the impact of these policies and practices, but they are being used across all subject areas under the supervision of the heads of department with guidance from the Senior Leadership Team (SLT). Baseline data and summative assessment is used to track progress, with historical data suggesting that pupils achieve levels comparable with UK averages.

The quality of teaching in KS4 meets the standard.

Planning and resources ensure pupils make progress. Strengths were observed in mathematics lessons which consistently demonstrated a good level of pace and challenge. Staff were seen to have developed good relationships with pupils which in turn has led to the creation of positive learning environments. However, opportunities for practical work or more engaging lesson activities were missed in some of the lessons observed.

The quality of assessment meets the standard. Positive developments have been made recently with regards to assessment which indicates a strong potential for the future, but not enough time has passed since implementation to measure the impact of the recent changes.

## 5.3 Standards achieved by pupils

Standards achieved at EBIS are broadly in line with UK expectations. External examination results exceed UK national expectations.

Standards of attainment in EYFS are good especially in phonics knowledge and reading. The phonics programme is introduced in Nursery and a large number of children enter the Reception Class already able to blend phonetically regular words. Early Years pupils are happy, secure and enthusiastic about their learning. The limitations of the building at present restrict provision for extending outdoor learning opportunities. Nevertheless, every child in EYFS has some weekly timetabled outdoor learning opportunities.

Overall the standards of attainment and progress by pupils in the primary school are broadly in line with UK expectations for the end of key stages. Results of end of KS2 literacy and numeracy testing suggest achievement that is average/above compared with the average child in the UK. Across primary classes pupils make progress as a cohort in achieving average/above average scores comparable with pupils in the UK. Evidence suggests pupils transferring to another British international school or continuing their education in the UK would not be disadvantaged in any way and would be well placed to continue their studies and make progress.

### In English

- 46% of pupils at end of Y6, made expected level of progress
- 34% of pupils made higher or much higher levels of progress
- 20% of pupils made less than expected progress.

### Mathematics

- 49% of pupils at end of Y6, made expected level of progress
- 20% of pupils made higher or much higher levels of progress
- 31% of pupils made less than expected progress.

The standard achieved in KS3 is good, with mathematics being a strong department.

KS3 pupils achieve well when measured against the Cambridge Checkpoint Assessments for Foundation subjects. With the addition of Y6 Data and Y7 PiM, PiS PiE 61% of pupils make more than expected progress.

Standards achieved by pupils in KS4 are good.

- Year 10 A\* - C the pass rate was 70%
- Year 11/12 A\* - C pass rate was 100%

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Performance in IGCSE Business Studies was a particular strength and many achieved above the expected level of attainment. Performance across all subject areas is above average and presently sits at an impressive 92% A\*-C.

2018 saw the first full cohort of KS4 Flame pupils' progress through their Y12 examinations. Overall the exam results in all subjects were good and the pupils that 'graduated' all achieved the grades and qualifications needed to be able to progress to the next stage of their education at their chosen Colleges and Universities.

The school has implemented a range of strategies and procedures to raise attendance figures. These procedures are having a positive impact and attendance is now reaching 92%. The school is actively engaging with the pupils and parents to raise this figure further.

## 6. *Standard 2*

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

The provision for the spiritual, moral, social and cultural development of the pupils is good with some outstanding features.

Pupils develop awareness and understanding of spiritual, moral, social and cultural aspects through religious education (Christian and Muslim), assemblies, Global Perspectives, SEAL, form tutor time, charity events and extracurricular activities. Pupil voice is valued and encouraged, with good evidence of the impact of initiatives implemented within the last academic year having led to positive steps being made across the school. This has had a particularly impressive impact with the expansion of the pupil council in to KS2.

Self-knowledge, self-esteem and confidence are supported by a well-structured pastoral system which encourages individual responsibility and an understanding of consequences. The stages of behaviour management are well understood by pupils and implemented well by most teachers. However, there is a little inconsistency of implementation across different classes.

The pastoral system supports pupils' understanding of right and wrong and respect for the law through the rewards and sanctions stages and shared behavioural expectations. It is effective in ensuring that pupils behave responsibly, show initiative and understand how they can contribute to community life. Minor misdemeanours are dealt with appropriately in most cases, with clearly outlined steps for subsequent and more serious actions. This academic year, an emphasis has been placed on recognising and rewarding positive behaviour, which has resulted in an increasingly positive learning atmosphere. The principles of right and wrong are also supported through positive behaviour recognition and clearly shared expectations on every classroom wall. Pupils are encouraged from EYFS onwards to take responsibility for their own behaviour, and this was seen to be linked with issues of self-esteem and self-respect throughout primary and secondary.

Pupils report very positive feelings about the school, which are echoed by the parents. They feel secure and cared for, and mention the commitment, support and availability of their teachers and other adults. Pupils are confident in expressing opinions and asking questions. The house system, which is based on British castles and flags is developing and promoting responsible behaviour and citizenship. All of this has led to a noticeable improvement in overall behaviour throughout the school, which was commented on by pupils, teachers and parents. Some behaviour during less structured parts of the day such as transition between lessons in secondary indicates that continued improvement is required in some areas, which is corroborated by the number of behavioural referrals recorded.

Global Perspectives is a strength of the school, which has had a major impact in KS2 and 3 and is now a compulsory feature of the IGCSE programme (Flame). Pupils are actively engaged in challenging, dynamic activities which develop empathy, citizenship, cross-cultural awareness,

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tolerance and respect. The school actively promotes tolerance and a respect for human differences. This is effectively embedded in the culture and ethos of the school.

Pupils demonstrated good general knowledge, including an awareness of national and international news, and were able to discuss issues relating to Egypt and the wider world. Displays showed that pupils had recently worked on human rights in secondary, and there was also evidence of celebration of cultural heritage and global issues in all sections of the school through both the formal curriculum, trips, charity days and cultural events. There has been outstanding impact over a short period of time.

## 7. *Standard 3*

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

The welfare, health and safety of the pupils meets the standard. It is also in line with the local regulatory framework of Egypt and displays some elements of good practice. The school has all relevant policies in place.

The school's pastoral team promote caring and respect well. Considerable effort is applied to ensuring the needs of all pupils are catered for. The staff who have been appointed to the new positive behaviour roles are implementing a range of strategies such as group therapy to work through issues and find positive ways forward for all parties.

The school is developing a culture where bullying is not tolerated. While the anti-bullying policy is still in the draft stage and waiting for board approval, work towards anti-bullying is evident through school assemblies, the delivery of the SEAL curriculum in the primary years and the form time sessions in secondary. There is also a newly developed behaviour policy and system with clear procedures and sanctions. Written records of sanctions and behaviour plans are kept, and this system is seen as having a positive impact on the behaviour of pupils, although as yet, it is not always consistently applied by staff.

Fire drills are regularly undertaken with relevant reviews. Fire extinguishers are maintained in accordance with local ministry requirements. To ensure transport safety is effective and safe, the responsible people should always ensure seatbelts are applied securely and all buses have operational seat belts on every journey.

The welfare of pupils is safeguarded and promoted by devising and implementing an effective risk assessment and reducing the risks identified therein. Regular maintenance is carried out to ensure the property is safe. The welfare of pupils is safeguarded and promoted by devising and implementing an effective risk assessment and reducing the risks identified therein. Regular maintenance is carried out to ensure the property is safe. An issue was identified in the early years' outdoor learning area, however, when reported it was addressed immediately.

The school has a written policy in place for safeguarding, which contains information about the four main types of abuse and how staff should report concerns. There is a separate policy for e-safety. There is an identified team for safeguarding which includes pastoral staff. Although there is one member of the safeguarding team (the deputy principal) who has received advanced level training the designated safeguarding lead (DSL), who has recently taken up this role, does not have further training at Level 3; the role of DSL is not currently included in the staff member's job description. Further staff training should be undertaken to ensure that staff are aware of wider abuse categories. The school policy needs to be updated to reflect the changes in staff and to ensure that it follows the most recent guidance containing in 'Keeping Children Safe in Education 2018'.

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An implemented policy exists on first aid and this is supported by 3 full-time doctors and 3 full-time nurses. The school doctor maintains an up to date record of pupil visits using the Engage programme. All medications are kept in the medical room in a locked cupboard and only administered with parental permission. Staff are deployed so that the pupils are always properly supervised. The school maintains admissions and attendance registers that conform to the required standards.

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

The suitability of the proprietor, board and staff is fully compliant with accreditation standards.

The school keeps a single central register (SCR) of all staff who currently work within the school and this was made available on request. The SCR identifies the date they commenced working at the school, their right to work in Egypt and that appropriate police checks (both local and Disclosure and Barring Certificate or International Child Protection Certificates) are undertaken prior to appointment. There is no evidence that any member of staff or volunteers who carry out work at the school are in contravention of local, overseas or British disqualification, prohibition or restriction.

There is a safer recruitment policy and the school uses a standard application form which clearly identifies any gaps in employment history and contains a safeguarding statement. References are requested for all staff. Relevant staff have undertaken safer recruitment training.

Staffing levels are adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

## 9. Standard 5 The premises and accommodation

The premises and accommodation meet BSO standards.

The school is situated on a single site and occupies a three-storey building which includes the basement. The campus is well designed and maintained. The building provides resistance to penetration by wind and dust. There are three entry points which are well manned by security guards throughout the school day. The use of CCTV is prevalent throughout the campus.

Provision for mobility-impaired pupils and teachers is limited to the ground floor where ramps exist.

Each classroom has an interactive whiteboard to aid learning. There are numerous effective displays throughout the building. Classrooms are generally of a good size and adequately ventilated or air-conditioned. The furniture and fittings are appropriately designed for the age and needs of all pupils registered at the school. Sound insulation and acoustics allow effective teaching and communication. Lighting, heating and ventilation are effective. Flooring throughout the site is well maintained and is in good condition. The school stage is used for assemblies.

The catering staff observe agreed hygiene standards, wearing latex gloves and hairnets. Cleaners are on site throughout the day and do a thorough job of maintaining a visibly clean and tidy campus. There is a clinic that is manned by appropriate medical staff.

Exit signs are clearly displayed as are emergency evacuation procedures, with each classroom having a distinct map detailing how the room is to be exited in an emergency. The evacuation areas are clearly displayed and are located away from the main building. Fire extinguishers are located at strategic points throughout the building and are checked every month.

The range of facilities are of a high standard and include a theatre, three squash courts, two swimming pools and three five-a-side soccer pitches. There is also a basketball court, an undercover play area and numerous breakout recreational areas. The laboratories were recently refurbished to a high standard and there are specialist rooms for music, art, ICT as well as two age-specific libraries.

Toilets for pupils and staff are available on each floor of the building as are drinking water dispensers. Changing facilities and showers are provided.

The stairwells running parallel to the school theatre are inaccessible due to furniture being placed here. This constitutes a fire hazard. There is, therefore, a need to improve upon the monitoring process.

## 10. Standard 6

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

The provision of information for parents, carers and others meets the standard for accreditation.

A range of policies are available on the website and parents report that the introduction of the “Engage App” has enhanced the communication between school and home. Parents of pupils and prospective pupils are provided with appropriate information.

Key policies, including behaviour/discipline policy, safeguarding, health and safety policy, and anti-bullying are readily available to parents, either in hard copy or from the website. Details of the complaints policy and procedures are also on the website. Parents are aware of how to make a complaint and valued the personal approach and speed of response from key staff.

Parents are being informed about pupils’ progress through newsletters, parent meetings and annual reports. Parents report that their children are safe and happy, and that school has enhanced their confidence. Parents are informed through meetings, newsletters and emails about curriculum choices and changes in procedure and policies for example when the behaviour policies were altered. However, there is no parent body within the school and a lack of opportunity to input into the life of the school.

Parents reported that they were happy with the school, and the extracurricular activities offered. They reported that the teachers knew their children and were willing to give of their own time to support their children in their learning.

The school needs to include details of the academic performance of pupils from the previous year and the contact details of the chairman of the board on the school website.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedures for handling complaints are transparent, open and effective, and take into account local laws and regulations. The policies are regularly reviewed and are available on the school website.

Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint. EBIS works hard to provide a good service to and have a good relationship with pupils, parents/carers and members of the local community. The school treats complaints seriously carrying out an investigation and reporting back within a reasonable time frame.

The school takes informal concerns seriously and, in many cases, a concern can be resolved quickly and will not reach the stage of becoming a formal complaint. In most cases an individual member of staff will receive the first approach. The member of staff will make clear the School's response to the concerns raised and may agree certain actions to help resolve the complaint. Should the matter not be resolved informally, or parents are not satisfied with the response, the complaint can be passed to a member of the management team. Should the matter still not be resolved parents may choose to take the matter to the formal complaints stage. A formal complaint must be lodged in writing to the administrative manager, the principal or vice principal who will seek to respond promptly according to the nature of the incident. If the complaint is still not resolved, the complaint in writing must be lodged with the principal. A response to the complainant acknowledging the complaint should be received within 5 working days. If the complaint is about the principal, the EBIS board will provide a representative to act in this capacity. The principal/board will investigate the complaint and will advise the complainant of the outcome within 10 working days of acknowledging the complaint. If the complaint still cannot be resolved, the parent will be advised of their right to have their complaint heard by a panel consisting of at least three people who were not directly involved in the matters detailed in the complaint.

It is likely that an EBIS board member or appointed person would be part of this panel that would be convened within 10 working days. Once the panel has reached a decision, the panel chair would inform all parties of the decision within 5 working days. The panel is required to provide a copy of their findings and recommendations to the complainant and, where relevant, the person complained about; and to make a copy of the findings and recommendations available for inspection by the proprietor and principal. The panel's decision is final, and a written record will be kept. All correspondence, statements and records relating to individual complaints are confidential.

Where the behaviour is so extreme that it threatens the immediate safety and welfare of staff, members of the EBIS board will consider other options, for example reporting the matter to the police or taking legal action. In such cases, the school may not give the complainant prior warning of that action.

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

The suitability of the leadership and management of the school is good.

School leaders and board members set appropriately high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance.

The school has developed an accurate and comprehensive understanding of the strengths and areas for development, creating effective strategies and procedures to address the needs of all pupils. The school's curriculum provides opportunities for pupils to learn and make good progress. The school has identified the need for a more rigorous approach to monitoring, tracking and assessment. However, these need to be fully monitored and supported to ensure consistent adoption of best practice.

Leadership is well distributed, there has been a clear drive over recent years to enhance the roles of senior and middle leaders, which has led to the staff taking a growing responsibility. Leaders are focused on instilling an appropriate level of consistency in key areas, at the moment this has not had time to be fully implemented.

The commitment, dedication and vision of the board is significant and a strength of the school. The aims of the school are explicit, and they aspire to be a first-class educational institution by valuing every pupil. The board is held in high esteem within the local community. They also oversee the school policies and procedures but do not interfere with management: there is clear delegation of duties.

The current SLT is a strength of the school and through the team, there have been significant developments and implementation of policies and procedures: not all policies are fully embedded.

The board is successful in securing, supporting and developing high quality staff and rigorously ensures their suitability to work with children. Staffing levels are more than adequate for the successful delivery of the curriculum. Co-teachers make a sound contribution to the quality of learning and they are valued as members of staff.

## 13. *Standard 9* The quality of provision for boarding

Not applicable.