



Inspection report

El Alsson School

Cairo Egypt

Date
Inspection number

27th February - 1st March 2017
20170227

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Full name of school	El Alsson British & American International School*				
Address	Sakkara Road, Harrania, Giza				
Telephone Number/s	+2 010 0161774/6/7 +2 010 65524260 +2 010 90011015				
Fax Number	+2 023 7700018				
Website Address	www.alsson.com				
Key Email Address/s	info@alsson.com				
Headteacher/Principal	Nicola Smith (Primary) Fasail Yasin (Senior)				
Chair of Board of Governors/Proprietor	Soumaya Amr, Colin Rogers, Karim Rogers				
Age Range	3-18 years				
Total number of pupils	929	Boys	496	Girls	433
Numbers by age	0-2 years	0	12-16 years	243	
	3-5 years	159	17-18 years	78	
	6-11 years	449	18+ years	0	
Total number of part-time children	0				
Total number of part-time pupils	0				

*the BSO inspection was of the British School only

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 UK. 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, 72 full 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, a range of teachers, representatives of the governors, external consultant and groups of pupils. Two and a half school days were monitored.

The lead inspector was John Cranfield. The team members were Ian Battersby, Karen Hanratty, Nick Lee and Andrew Williams.

2. Compliance with regulatory requirements

El Alsson Cairo meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

The majority of pupils make progress at least in line with ability, some better. Standards from Early Years Foundation Stage (EYFS) to the end of Key Stage 3 are broadly comparable to UK national expectations. Standards at the end of Key Stages 4 and 5 compare favourably to UK national expectations. The provision for moral and social education is good, as is the care, welfare and guidance provided by the school. The curriculum is broad and enriched by a range of extra-curricular activities.

3.1 What the school does well

There are many strengths. They include:

- 1) The proactive involvement of the governing body in overseeing the development of all aspects of the new school.
- 2) External examination results exceed UK national averages.
- 3) Encouraging a concern for and action to help in the wider community, especially charitable work and community service.
- 4) Pupils' social and moral development is a strength.
- 5) The quality of care provided for pupils in EYFS and the primary school.
- 6) The quality of SEN provision in the primary school.
- 7) Positive relationships between pupils, staff and parents.
- 8) The range and depth of sporting activities despite limited facilities.

3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

- Unify leadership and management across all sections of the school in order to work more effectively towards achieving the school's vision and mission.
- Raise individual pupils' attainment by planning and delivering learning activities which challenge all learners.
- Ensure all teachers demonstrate consistently high standards of personal and professional conduct.

4. The context of the school

El Alsson British and American International School was established by the current directors in 1982 to provide a quality English-medium education for their children and those of their friends and social group. Many pupils today are related to original alumni. Initially a 'Language School' delivering the Egyptian Ministry of Education curriculum and examinations in the English-language, El Alsson was one of the first schools in Egypt to offer Cambridge IGCSEs through the British Council in 1990.

In order to better prepare pupils for these courses, an alternative British-based 'International' curriculum programme was offered from 1992, within the "English Academy", the 'International Section' of the school. There are currently 929 pupils on role, 321 in the secondary section and 608 in the primary. 96% of pupils are Egyptian nationals; many are dual passport holders. The vast majority of pupils start and complete their education at El Alsson. Most pupils join the school in Foundation Stage 1 and 2. Year groups are aligned for chronological age, with pupils entering Foundation Stage 1 being 3 years old by 1st October of that year (one month earlier than in the UK).

All graduates go on to Higher Education: a cultural expectation in Egypt. Approximately 50-60% go on to universities overseas, principally UK, US or Europe. Around 20% go to the American University Cairo (AUC). The remaining attend private universities in Egypt. The school is planning to move to a purpose built campus in New Giza. The move will enable the separation of the British and American sections into two distinct schools.

The school has identified political and economic uncertainties as an ongoing concern. The floatation of the Egyptian Pound has had a significant impact on the school and parents. The school is presently reviewing and recalculating budgets. Some families are struggling to pay their

school fees due to the almost 50% devaluation of the Egyptian pound and likely increase in inflation.

Ministry and local university requirements dictate that the school can only offer Cambridge and Edexcel qualifications and only at the higher tier. This adversely affects the courses of study on offer. In addition, vocational courses are not approved by the Ministry.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. The majority (58%) of teachers are British or have UK-recognized qualifications; more so if Arabic Studies specialists are not included. Nearly all the senior leadership team are British. The school is organised according to the pastoral structures used in English schools.

As well as implementing the curriculum for England, assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and annual review meetings.

All communications from the school to families and pupils are provided in English, as are all school publications, reports, letters and the website. The importance of extra-curricular provision including clubs and school trips, are in line with British practice. The school celebrates special events in the UK, for example the Queen's birthday.

The pupils in Early Years learn about life in Britain during Barnaby Bear/ International Week. Texts, materials, educational equipment and software are UK sourced. English is the common language of instruction throughout the school, apart from in Arabic or French classes, and is encouraged as the language of use outside of the classroom. All signage is in English.

Parents suggested that they valued the British nature of the curriculum.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by El Alsson School meets the standards for British Schools Overseas.

5.1 Curriculum

The National Curriculum of England provides the framework for teaching and learning, adapted to meet the Egyptian Ministry of Education regulations with regard to Arabic, Islamic Studies and Christianity. 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 schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. There is some evidence within the schemes of work that details how pupils will be challenged and supported but greater planning for the differentiated needs of pupils is required. The principal language of instruction is English.

Early Years pupils follow the Early Years Foundation Stage (EYFS), working towards Early Years Goals. Since many pupils enter the EYFS with below age appropriate dispositions, particularly in English language, the focus on communication, language and literacy, especially matching letters and sounds, is an appropriate priority. In addition, there is a staff crèche. The Foundation Stage 1 Year Leader oversees the planning for the crèche to ensure all pupils are following the Development Matters Agenda. The Early Years teachers are working towards fully implementing Continuous Provision.

The curriculum in the primary school is based on the National Curriculum of England whilst taking into account the specific needs of children who are learning English as an additional language. In Key Stage 1, there is a strong emphasis on phonics and early reading and writing skills. Throughout the primary school, shared, weekly short term plans are produced collaboratively by year groups. Unit plans are produced by specialist teachers for music, PE, art, computer science, Arabic, social studies, RE and French.

Pupils in the secondary school follow a range of subjects leading to IGCSE, AS and A2 qualifications. Pupils' choices are guided by a range of support activities including a comprehensive options' evening. Pupils are set by ability in English and mathematics to support differentiated teaching across the cohort. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Pupils are able to enter or re-enter the UK educational system at an appropriate level.

Individual guidance is given to older pupils completing university applications and writing their personal statements

Personal, Social, Health and Citizenship Education (PSHCE) is planned and delivered throughout the school and is relevant to the age and needs of the pupils. The curriculum is enhanced through a range of enrichment activities. These include after-school clubs and societies, charitable events and community service. Pupils are able to compete at a domestic and international level through the school's involvement with BSME. Pupils are well prepared for the opportunities, responsibilities and experiences of adult life.

The provision of learning support throughout the primary school caters well for identified special educational needs. The extensive range of targeted intervention strategies and support programmes are delivered by specialist learning support staff. These colleagues attend year group planning meetings to ensure that they are aware of curriculum coverage, and are able to support the referred pupils effectively. These interventions include support for core subjects, the development of fine and gross motor skills and speech therapy.

At present the post of the secondary learning support teacher is vacant. Individual Education Plans (IEPs), have been written for all pupils identified by the previous post holder. There is some modification of the curriculum for identified pupils in the iGCSE years, enabling them to have a greater focus on mathematics, English and science.

5.2 Teaching and assessment

The quality of teaching and assessment across the school meets the standard for BSO accreditation with aspects of good. Overall teaching enables pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught as they move through the school. Whilst most teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves, this is by no means universal. Better practice was observed in the primary school. Lessons are generally well planned with a range of learning activities. Learning time is generally wisely managed.

In EYFS, pupils are taught in a bright and stimulating environment with quality displays. Pupils work at age and developmentally appropriate tasks which have a strong language bias. The vast majority of activities are supported individually or in small groups by adults. Opportunities are planned to foster intellectual, physical and creative development related to cross-curricular themes. Ongoing assessments are made in parallel with the learning process across the range of Early Learning curriculum areas.

Many of the best examples of engaging and effective teaching were observed in the primary school. Planning clearly supports learning. Activities are varied and meaningful. Learning objectives are widely used, although a lack of challenge was observed in many lessons. Teachers' subject knowledge is secure. There is some evidence of differentiation and collaborative learning. The development of AfL has been an ongoing priority, particularly meaningful marking, which is starting to have a positive impact on learning. The introduction of pupil-teacher conferencing supports meaningful targets setting. The use of teaching assistants to support and secure learning is a strength in many lessons. The school may wish to consider involving teaching assistants in ongoing assessments during activities.

Across Key Stage 3, most pupils show interest in the work and are engaged. There is some challenge in the lessons and teachers' subject knowledge is secure. Most pupils know the level they are working at and what they need to do to improve. In the better lessons, pupils are encouraged to take ownership of their learning. In many instances however learning was teacher led and progress depended on the pace of the teacher. Art lessons effectively used success criteria to encourage pupils to reflect on their learning. Drama and English lessons provided appropriate challenge for more able pupils.

The quality of teaching and assessment across Key Stages 4 and 5 varies widely. In less effective lessons there is an absence of teacher enthusiasm for their subject. Too many rely on 'talk and chalk' methods rather than planning stimulating learning activities. In a particularly effective psychology lesson, lesson objectives were shared along with success criteria. Learning was clearly structured with a well-planned starter activity leading to a variety of learning activities. Peer assessment and quality questions and answers

challenged pupils in their understanding. I-pads were effectively used to broaden and deepen learning.

Most teachers show a good understanding of the aptitudes, cultural background needs, including EAL learners, prior attainment of pupils and mostly ensure these are taken into account in the planning and delivery of lessons. Classroom resources are adequate in quality, quantity and range. They are mostly used effectively.

There is a framework in place by which pupils' performance can be evaluated by reference to the school's aims, as provided to parents on the website. In EYFS 2 'Build a Profile' is used to record pupils' developmental steps towards the Early Learning Goals. Summative assessment practices in primary have been developed over recent years and are well structured. Target tracker is increasingly used to inform planning and to direct additional support to identified pupils. A structured programme of assessments feeds into reports to parents and provides a solid evidence base.

The secondary school's use of baseline and other assessment data is in its infancy. Whilst data has been gathered for some time, it has remained difficult to access and employ due to the cumbersome nature of the management information system. This year has seen greater use and dissemination of data – especially for tracking the progress of Key Stage 4 pupils. The school is aware of the need to make this tracking information more easily available in order to further inform classroom practice.

The quality of marking, both classwork and homework is inconsistent. In the better cases, work is regularly marked with constructive comments encouraging pupils to learn from their mistakes and to develop further. In most cases, however, marking is scant in terms of frequency and quality.

Nearly all pupils behave in a way conducive to their learning. The styles of teaching, learning and assessment equip pupils with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

Overall, pupils' attainment and progress are broadly in line with ability.

At the end of the Foundation Stage, most pupils are working within the expected level for their age. A few are working above. Pupils continue to progress broadly in line with ability across Key Stage 1. Assessment data identifies that 8.4% of pupils are working below expectations in writing. The figures for reading and mathematics are 5% and 2% respectively.

Overall the standards of attainment and progress made by students in the primary school are broadly in line with UK expectations for the end of Key Stages. Assessment data highlights the improvement in reading over the last 3 years, since the introduction of an Accelerated Reading programme.

Nearly all pupils make the expected 6 sublevels of progress across Key Stage 3. Underachieving pupils are targeted for additional support. Standards at the age of Key Stage 4 compare favourably to the UK. 87% of pupils achieve 5 A*-C grades at IGCSE, including mathematics and English, compared to the UK figure of 66.9%. The percentage of pupils achieving the higher grades of A*/A was 33.8% compared to the UK figure of 21%. Insight data indicates pupils are progressing broadly in line with ability. 94% of pupils met their predictions.

Attainment at A2 compares favourably with UK national averages. 36% of pupils achieving A*/A grades compared to the UK figure of 26%.

There is a clear focus on continuous improvement in terms of pupil attendance and punctuality. There is regular and effective communication to parents. The current attendance rate of 95% is a reflection of the combined efforts of staff, pupils and parents.

The school is successful in helping pupils to develop their personal skills and qualities. Nearly all pupils are thoughtful and well behaved. Nearly all pupils are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils at El Alsson is good.

Timetabled weekly religious education lessons contribute to pupils' spiritual development. This is supported through a planned Personal, Social, Health and Citizenship Education (PSHCE) programme. A sense of amazement was generated amongst Year 6 pupils who recognised that the difficulties they face are small in comparison to celebrities who have overcome varying disabilities in order to achieve their success.

Moral development is good. The school effectively enables and encourages pupils to distinguish right from wrong, and to show respect for rule of law. They show a respect for others' needs, interests and feelings as well as their own. Pupils understand the consequences of their actions. There is a family atmosphere in the school. Pupils develop empathy and care for others. More than 70 secondary pupils participate in teaching English to children from local villages. In a Key Stage 3 drama lesson, the notion of being an outsider was explored. Pupils were asked to consider deeply what it might feel like to be on the outside.

SEAL (Social and Emotional Aspects of Learning) provides the basis for the PSHCE programme in primary. It is delivered through circle time sessions and class assemblies where specific themes are addressed. In a Foundation Stage lesson pupils were given the opportunity during Circle Time to explore and discuss their feelings in different situations. The teacher wore a hat to demonstrate how she was feeling and encourage discussion. Golden Rules, class jobs and reward charts for behaviour and effort support pupils' social and moral development.

In the secondary school, assistant heads plan, develop and review PSHCE schemes of work, which are then delivered through form tutor time. Respect for others is developed through the community programmes, PSHCE lessons and assemblies.

In primary and secondary, the school day begins with an assembly before the flag and the playing of the Egyptian national anthem. Trips to local museums, religious and historical sites, international day and Islamic and Coptic celebrations reinforce the pupil's understanding of their cultural context. Pupils are provided with a broad general knowledge of the responsibilities of citizenship in Egypt, the UK and internationally. They acquire knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. During their time at El Alsson Cairo, pupils increasingly develop their self-knowledge, self-esteem and gain in confidence.

7. Standard 3

The welfare, health and safety of the pupils

Provision for the welfare, health and safety of pupils throughout the school is good. Effective written policies to safeguard and promote the welfare of all pupils in school and those taking part in outside activities are in place. The school has prepared and implemented an effective written policy to prevent bullying. Although pupils are aware of the school's rewards and sanctions, a few pupils both in both primary and secondary commented that sanctions were not always applied consistently. Concerns were also raised regarding cyberbullying through inappropriate content being shared across social media groups. In secondary, pupils commented that instances of low-level bullying are thoroughly dealt with. Health and safety procedures and systems go beyond Egyptian regulatory requirements and are in line with standards and practices of schools in the UK. Emergency evacuations are carried out on a regular basis. Fire extinguishers are readily available and regularly serviced. Not all staff are trained in their use. Fire alarms are present on every floor and are securely protected by glass coverings. Lockdown procedures are currently under review.

The school has an effective first aid policy, subsumed in the Health and Safety policy. The school benefits from an on-site "clinic", which is staffed by three qualified nurses, and a paediatrician who is in attendance three days a week. The medical staff hold records of pupils with on-going illnesses and allergies

School staff are on duty at all times to ensure proper supervision. The premises are secure and protected by a perimeter wall as well as security guards. 10 guards are on duty during the day, and 8 at night. Guards are contracted from a security company. They are managed by a security manager who undertakes police background checks.

Visitors are required to wear visitor's badges, staff members wear identity badges throughout the day. Disciplinary instances are recorded and stored in the school's management information system. The school maintains an admissions and attendance register which exceeds local regulatory requirements.

8. *Standard 4*

The suitability of the proprietor and staff

The governing body are well known and respected figures in the community. Two of the governors have been in post since 1982. All three governors fulfil Ministry of Education requirements to run a school.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Egypt and their previous employment activity. The Department of Education must approve the qualifications and status of teachers employed by the school before issuing work visas. This process requires the checking of original certification including the attestation of degree certificates and teaching qualifications held by teachers. Locally hired, non-teaching staff are subject to rigorous school vetting. There is a list of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. Staffing levels are more than 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. The school does not employ supply teachers.

Governors ensure the school reviews the policies and procedures for the safeguarding of pupils and their welfare, health and safety, including safe recruitment.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the standard for accreditation. The school is due to move to a purpose built site in September.

The current premises adequately support teaching and learning and offer a safe environment in which staff and pupils work. There are no reasons to believe that the water, drainage, electrical systems and acoustics are not fit for purpose; similarly, the structure of the buildings appears sound. Pupils are well protected from the elements, including the sun. The primary school has a particularly attractive shared and shaded outdoor area. Teaching areas are in general well-resourced and classroom furniture is suitable for the needs and ages of the students.

The premises allow ease of access for pupils and staff. School policy is not to admit pupils with physical disabilities. Pupils with impaired mobility have access to a lift in the secondary school only. Movement around the school is well monitored by teachers and support staff and pupil movement is orderly, calm and safe. Uneven flooring presents a health and safety issue for staff and pupils. The floors are mopped frequently and become slippery. There is little warning signage displayed. In general, the school, including the bathrooms and toilets, are kept clean and hygienic. Some areas of both the primary and secondary schools, including the playground and the playing field, suffer from litter.

The better teaching rooms benefit from plenty of natural light. In the secondary school especially, there are long, dark corridors which impact negatively on pupils' learning experiences. Parts of the premises, especially in the secondary school, now look a little tired and even shabby. Displays and decoration in the primary school are significantly better than those in secondary. All of the classrooms benefit from projectors, which are generally used to good effect.

Large outdoor areas are available to staff and pupils. They are well used for PE and sports activities as well as break time play. The surfaces available include grass, artificial grass and rubber all-weather surfaces. The outdoor areas in primary benefit from some shade; the secondary areas do not. There are appropriate facilities for pupils who become ill.

Primary pupils are not allowed bring money to school. They are encouraged to eat healthy food. No such policy exists in the secondary school. The canteen is only available to secondary pupils. It appeared to be clean. Staff are conscious of the need for good hygiene – for example protective gloves are worn when dealing with food. The range of food available appeared in many cases to be more appealing than nutritious.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

A focus group of parents stated that home-school communication is a strength. Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the school board and the senior leaders. The school's ethos is prominently featured in relevant documents and publications. The school's website is informative for potential applicants, who on contacting the school are then well-supported and kept informed at every stage of the admission process. The school holds a number of open days for interested parents. The pupil- parent handbook provides a range of useful information. Details of educational provision for pupils with additional learning needs is available on request.

An overview of policies and procedures relating to bullying, child protection, health and safety, promotion of good behaviour and sanctions and complaints procedure are readily available on the web-site in addition to a summary of the curriculum on offer. Detailed examination results are posted on the web-site. Appropriate records are kept of complaints and also the outcomes. A focus group of parents were highly complementary about the process. The school regularly seeks feedback from parents both formally and informally. Face to face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting their children. In addition, parents are invited to attend transition meetings, school productions and sports day.

There is an active Parent School Association. A focus group of parents expressed a wish to become more involved in the daily life of the secondary school. A regular newsletter, 'The Alssonian', keeps the community up to date with school events. In the primary school, there is an additional Head Teacher's Newsletter distributed each month. Year group updates, outlining pupil's learning objectives, key vocabulary, home activities, general reminders and information of upcoming events, are e-mailed to parents of pupils in Foundation Stage / Key Stage 1 every two weeks. Key Stage 2 newsletters are e-mailed monthly.

Reporting procedures are detailed and regular, providing information on progress and attainment in addition to behaviour. A comprehensive log is kept of all staff employed together with their qualifications and service records. Inspection reports are posted on the school's website.

11. *Standard 7*

The school's procedure for handling complaints

The school has a complaints policy and procedure, which is available to view on the school website and referred to in the pupil handbook. The policy clearly outlines the steps in the complaints process. Clear time scales are set out for the management of the complaint. The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first. If an issue is not resolved, it can be raised with subject, year or senior leaders as appropriate.

All parents have easy access to class teachers and senior leaders at the start and end of the school day. Should the issue not be resolved a formal written complaint is made to the head teacher. If a formal complaint has not been resolved by the Principal or head teacher, the parent(s) can contact the directors of the school for a formal review. This may involve an interview with the head teacher and one or more of the directors, or just the directors.

Parents have the opportunity to be accompanied by a friend or their member of the Parent Staff Association to attend the meeting. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the proprietor and head teacher. Written records are kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely. In the last instance, parents have recourse to the Ministry of Education.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. Standard 9

Leadership and management of the school

Leadership and management of the school are satisfactory.

The school runs well on a day to day basis. Operational procedures are well established and understood. There is a positive relationship between the senior leadership team and the board. Although the governing body ensures appropriate policies and procedures are in place, monitoring and review are less well developed. Robust financial management ensures sufficiency of resources. After a period of management turbulence, the school is now in a period of stability with the appointment of a new principal.

Through its recent self-evaluation, the senior leadership team is beginning to develop a grounded understanding of the school's strengths and weaknesses. The school development plan however is insufficiently strategic to provide a clear road map for future development. This is mirrored in many subject development plans. Whilst the school has implemented a performance management process, it is not sufficiently rigorous to secure consistent improvement in the quality of teaching and learning and raising individual student attainment.

Whilst the overall standard of teaching meets the standard for accreditation, it falls short of the school's vision and mission. To that end the Directors approved the appointment of an Assistant Head for Teaching and Learning. This is beginning to have a positive impact in strengthening teaching and learning. Middle leadership has yet to be fully empowered and then held accountable. Accountability at all levels is under developed. The absence of robust monitoring procedures is a missed opportunity to raise the overall quality of teaching and learning to that of the best.

The school's curriculum provides opportunities for pupils to learn and make progress. The school has identified the need for a more rigorous approach to monitoring, tracking and assessment. The school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The school actively seeks to recruit quality staff and ensures safeguarding procedures are in place. The school is increasingly successful in developing strategies for engaging with parents and carers.