



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

**INSPECTION REPORT ON
MAADI BRITISH INTERNATIONAL SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Maadi British International School

Full Name of School	Maadi British International School
Address	4th District Zahraa El Maadi Next to Wadi Degla Sporting Club Cairo Egypt
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Fax Number	00202 2705 8679
Email Address	headteacher@mbisegypt.com
Head	Mr Richard White
Chair of Governors	Mr Stephen Tio Kauma
Age Range	2 to 13
Total Number of Pupils	341
Gender of Pupils	Mixed (198 boys; 143 girls)
Numbers by Age	2-5: 61 5-11: 210 11-13: 70
Inspection Dates	05 to 08 June 2016

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) Regulations 2014, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit

- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Maadi British International School was established in 1995 when it was known as Maadi British School. In 1995, the school was registered with the Egyptian Ministry of Social Affairs as a non-profit entity with a charter to educate foreign children in Egypt. With this directive in mind, the school was renamed the Maadi British International School. The Primary School was established in New Maadi, with the Nursery building in Old Maadi. In September 2004, the school relocated to purpose-built premises in Zahraa El Maadi. With the establishment of the Upper School in September 2010, it became the preparatory school that exists today. Facilities include classrooms, an indoor 25-metre swimming pool, a multi-purpose hall and theatre, two computer suites, an Early Years Centre and spacious, well-equipped play facilities. The school is administered by a board of governors who are elected from the school's parental body.
- 1.2 The school aims to provide children with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever-changing, culturally diverse world community. The school is committed to providing a happy, positive learning environment where children, teenagers and adults are successful, independent and collaborative learners, confident, co-operative team players and responsible leaders. It strives for its pupils to be flexible, resourceful and resilient caring global citizens.
- 1.3 At the time of the inspection, there were 341 pupils in the school, 143 girls and 198 boys. There were 61 children in the Nursery and Reception classes, as part of the Early Years Foundation Stage (EYFS). Thirty pupils received extra support for English as an additional language (EAL); these pupils come from beyond Egypt and the range of first languages is wide. A further 55 pupils had been identified as having special educational needs and/or disabilities (SEND), all of whom receive additional support from the school during lessons or extra support in small groups. Pupils come predominantly from families working for embassies or major international companies. The school population is very international, with pupils from 57 nationalities on roll. The majority of pupils are from Britain and other European countries, alongside other pupils who represent every other continent.
- 1.4 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the school, including in the EYFS, the quality of the pupils' overall achievements and of their learning, attitudes and skills is excellent. Central to the pupils' success are their concentration and their eagerness to learn. Standards are high and progress is excellent. The pupils develop highly effectively in their knowledge, understanding and skills across a broad range of subjects and activities. The broad curriculum, which carefully inter-weaves subjects, and the excellent programme of extra-curricular activities carefully support the needs of those of different abilities and ages, particularly for pupils with SEND or EAL. In most lessons, more able pupils are well catered for; the school recognises the need to focus more on these pupils in every lesson. In most lessons, teaching methods are effective in motivating and enthusing pupils and challenging them to think for themselves; sometimes, provision for the youngest children in the EYFS lacks opportunities for them to extend their learning through developing their own ideas and choices. A strength of teaching is the regular encouragement of pupils to collaborate and discuss their ideas in lessons. The quality of marking across subjects is inconsistent; although regularly done, marking does not always show pupils what they should do to improve.
- 2.2 The pupils' personal development is excellent throughout the school and is strongly supportive of the school's values, which are expressed in personal learning goals for all pupils. The pupils have high levels of self-confidence, self-belief and self-esteem. Relationships in school are of a high quality. Pupils of all ages have a clear sense of right and wrong and behave in a mutually supportive way, demonstrating trust in, and affection for, the school and its values. There is a high level of tolerance and understanding. The pupils' spiritual development is strong and they have a well-developed awareness of moral issues. They willingly take on responsibility and make a valuable contribution to the school and to the wider community. High quality arrangements for their pastoral care are in place and the arrangements to promote their welfare, health and safety are excellent, including in matters of child protection.
- 2.3 Governance is excellent. The aims of the school are fulfilled and fostered by the governing body, made up of parents and the school's leadership team, which is committed to the academic progress and personal development of the pupils. Governors have clear oversight of the school, informed by reports from the head, by presentations from staff and by their regular presence in the school. Leadership and management are excellent, with effective policies and procedures which support pupils considerably in their academic and personal development. Recruitment procedures are efficient and safe, and all checks on staff, regular assistants and visitors are applied fully and correctly, having regard for local requirements. Links with parents are strong; parents are happy about all aspects of the school's educational and pastoral provision.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

- 2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Ensure that more able pupils are consistently provided for in lessons, in line with the excellent provision that is made for pupils with SEND or EAL.
 2. Ensure that marking gives pupils a clear indication of what they must do to improve and provides targets to enable their progress.
 3. In the EYFS, ensure a consistency of approach for all children, including those in the Nursery, to have opportunities to explore and make decisions independently.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of pupils' achievements and their learning is excellent. The school fully meets its aim for its pupils to become successful, independent and collaborative learners who are flexible, resourceful and resilient.
- 3.2 Children in the EYFS achieve well. They thoroughly enjoy their learning and are gently challenged and motivated to always do their best. They make good and often rapid progress in their learning and development relative to their individual starting points, abilities and needs. At the end of Reception most children reach the Early Learning Goals set for this age group, and a significant number exceed them. Children with SEND or EAL also make rapid progress, particularly in their spoken English, because dedicated staff support them extremely well and regular opportunities are provided to extend their learning and development. The more able children are generally suitably challenged to ensure that they achieve to their full potential.
- 3.3 In the Nursery, children are gently encouraged to express themselves. Staff model language for children and help them to build their vocabulary; this is so particularly for children who have EAL. In Reception, children express themselves enthusiastically when describing events and explaining their actions in their play. They are beginning to listen attentively and become active and enthusiastic learners. They enjoy stories and can recount them expressively, particularly in drama sessions where they participated enthusiastically in the retelling of the story *The Little Red Hen*. They count accurately and incorporate their number skills in their play. Nursery children are beginning to associate letters with the sounds they make in words, and older children are developing an excellent knowledge of phonics which they apply to their reading and independent writing. They work with numbers to 20 and beyond and are beginning to add and subtract accurately. They understand shape and can compare sizes using appropriate language. They enjoy creative activities, as seen in the vibrant artwork on display, and they are becoming increasingly skilled in their use of information and communication technology (ICT).
- 3.4 At every stage, older, pupils show high levels of knowledge and understanding and very well-developed skills; they apply their excellent literacy and numeracy skills extremely well across all subjects. They listen effectively and work collaboratively to a high level. A key factor is that all of this is undertaken with enjoyment and with a thirst for learning, and pupils of all ages commit themselves to producing work of the highest standards. They read intelligently and write fluently, with legibility and precision for a wide range of purposes, displaying lively imaginations and perception in their prose. The school's strong focus on the development of good knowledge of the sounds that letters make from an early age has been a catalyst for this success. Pupils relish debate and discussion, and they demonstrate strong powers of reasoning and logical thought. They are secure in the knowledge that their ideas are valued and encouraged, and every opportunity is given in lessons for pupils to share and discuss their thoughts and ideas.
- 3.5 Creativity throughout the school is excellent, notably in music, art and drama. These play a significant part in the life of the school. Numeracy skills are strongly developed and are applied particularly well to solving problems, and pupils develop their own strategies for working with mathematics. They acquire a high level of understanding of scientific concepts and investigative skills are well developed.

Pupils use ICT competently and effectively, in their academic work and independent research.

- 3.6 The pupils' attainment cannot be measured in relation to average performance in English national tests but on the evidence available, it is judged to be high in relation to English national age-related expectations. This level of attainment, as judged by the quality of learning seen in lessons, the scrutiny of work, the standardised data provided and curriculum interviews with pupils, indicates that pupils make excellent progress in relation to those of similar ability in England. Pupils with SEND make excellent progress because they are extremely well supported and their progress is carefully monitored. They are withdrawn from lessons for group work and supported in class by their teachers and classroom assistants. All parents expressed satisfaction with the way that pupils with EAL are supported and the progress that they make in the use of the language. More able pupils, and those with particular talents, progress well overall because they are catered for in many lessons; however, this is not consistently the case. A significant factor in pupils' achievement is the setting of pupils by prior attainment for mathematics and English from Year 6 upwards.
- 3.7 Pupils avail themselves of the extensive range of opportunities for developing their talents and personal qualities. An inclusive approach enables all pupils to represent their school in matches, and sports teams have enjoyed a consistent record of success in inter-school fixtures on a competitive circuit in sports such as football, including a girls' team, swimming and netball. Individual success includes riding, tennis, ballet and instrumental music examinations. Other school successes include the choir singing for the embassy carol concert and the rock band's success at a local festival.
- 3.8 Pupils show excellent attitudes to learning, enjoying the work that they do and working well without close supervision, whether on their own or as part of a group.

3.(b) The contribution of curricular and extra-curricular provision

- 3.9 The contribution of the curricular and non-curricular provision is excellent. The curriculum provision is rich in content, balanced and exciting. It strongly supports the school's aims. The curriculum promotes challenge and excellence, and is sympathetically planned to meet the needs of the whole range of pupils as they progress through the school. It is efficiently timetabled to enable pupils to experience a curriculum beyond basic requirements.
- 3.10 Across the EYFS, the provision is enhanced by the creative curriculum, which reflects staff enthusiasm and inspiration in the provision of an exciting range of activities. These are carefully mapped to the seven areas of learning, enabling most children to reach the expected levels of development. Parents are regularly informed about the topics to be covered, providing them with opportunities to follow up the topic at home and share their children's interests with staff. Specialist teaching in music and physical education (PE) and ICT provision, including the use of programmable toys, further enrich the curriculum. The good balance of child-initiated and adult-led activities promotes independent choices and children play confidently in groups or alone. Outdoor activities are linked to the daily learning programmes and provide opportunities for controlled risk taking and challenge. Children are encouraged to challenge themselves and have plenty of opportunities to be creative, for example in painting, in model making and in their play. In a small number of sessions in the Nursery, children are unable to make their own decisions because sessions are directed too closely by adults. Those children with SEND or

EAL get a particularly good start to their education because committed staff focus on their individual needs by providing extra support or resources, and working closely with their families. Meetings between staff in the EYFS and Year 1 ensure a seamless transfer.

- 3.11 Throughout the school, there is clear development of the curriculum over time, and planning across all subjects is meticulous. It is closely monitored and prepares the pupils extremely well for the next stage of their education. The breadth of the curriculum is specifically enhanced by the use of cross-curricular links between subjects. The creative aspect of the curriculum is enhanced with skills being intentionally revisited in later year groups to encourage progression, development and mastery of skills. The innovative ICT curriculum has imaginative links to the curriculum themes, which pupils find exciting and interesting. Art and design technology are strengths of the curriculum, with the pupils' work showcased in high quality corridor and classroom displays.
- 3.12 Provision for pupils with EAL or SEND is strategically structured, with staff deployed effectively to support the pupils with the most need, both in lessons and in specific group activities. Pre-learning sessions are highly effective and offer pupils with EAL the opportunity to consolidate their class topics, ask questions and discuss their work in a one-to-one or small group situation. The creative curriculum also supports pupils with EAL in making purposeful links and extending their vocabulary through creative and engaging tasks.
- 3.13 More able pupils have opportunities in lessons to use their expertise and skills in ICT and mathematics to investigate and carry out research. At present, however, such opportunities for extending their learning are not provided consistently across all subjects. Talented musicians enjoy opportunities to perform at concerts, productions and Café Noir events, to which parents are invited.
- 3.14 The curriculum is enriched by an extensive extra-curricular programme that plays an invaluable role in developing the pupils' resilience and open-mindedness. Pupils feel that clubs offer them high quality experiences, being fun and varied, with opportunities to experience new clubs on a termly basis. Pupils can choose from a wide variety of pursuits, including sports, drama, cooking, a newspaper club, coding, martial arts, cricket, dance and philosophy.
- 3.15 Pupils enjoy a range of house events and inter-school competitions, as well as charity functions such as dress-up days and bake sales. The house events are particularly popular, with friendly rivalry and a desire for teams to show their skills and perform well.
- 3.16 The range of trips and visits is also carefully organised to ensure that purposeful links to the curriculum are made, as exciting ways to launch a new topic or to consolidate learning at the end of a topic. Special visitors, for example the owners of a chocolate factory, are an additional dimension to enhancing topic themes, including the opportunity for pupils to make chocolates with an expert chocolatier.

3.(c) The contribution of teaching

- 3.17 The quality of teaching is excellent. Across the EYFS setting, palpable staff enthusiasm for teaching constantly motivates the children and ensures that they are fully engaged in purposeful learning, and contributing to good and often excellent levels of achievement. All adults are knowledgeable about how young children learn and what they can achieve. This reflects the leadership's focus on staff training. Staff have high expectations for all children; they provide rich and stimulating learning environments, and are creative in the use of the outdoor areas. Detailed and creative planning facilitates continuous high quality learning for all children, both indoors and outside, and provides opportunities for controlled risk taking and challenge. The children's interests are given regular consideration, and this ensures that in most cases, teaching engages and motivates the children to be inquisitive learners; in a small number of cases, learning is too dependent on adult direction. Detailed planning and the newly introduced system for regular pertinent observations, assessments and accurate identification of children's next steps in learning ensure that all children make good, and often rapid, progress. They are well prepared for the next stage of their learning.
- 3.18 Teaching across the school successfully targets the development of skills. Teaching is well planned and in most lessons shows a high degree of awareness of the differing needs of the pupils, offering appropriate stimulus and challenge. In a small number of cases, planning does not take enough account of the needs of the more able pupils. Teaching supports the school's aims, contributing successfully to the pupils' high levels of achievement. In their pre-inspection questionnaire responses, a small minority of pupils felt that homework does not help them to learn. Inspectors found that homework is discussed amongst staff and an agreed timetable for homework ensures that it is relevant to pupils' learning. In discussions, pupils stated that homework generally helps them to consolidate their learning.
- 3.19 There is an excellent rapport between staff and pupils. The pupils are encouraged to work hard to ensure that they achieve in line with the school's aim for them all to become successful, collaborative learners. Teachers show excellent subject knowledge and use resources imaginatively, resulting in excellent progress by pupils. Pupils in Year 8 described their English lessons as exciting and thought provoking.
- 3.20 Energetic and enthusiastic teaching uses time well, ensuring that pupils of all ages thoroughly enjoy their learning. Teaching is characterised by clear learning objectives and success criteria identified at the start of lessons; teachers assess pupils' understanding against these at the end of lessons. Teaching in most lessons uses excellent questioning and quick-fire challenges to tap into prior learning as an effective tool for preparing pupils for the new task ahead. Teaching inspires independence as well as collaboration and creativity. Pupils frequently discuss ideas and share their opinions articulately. Teachers set a well-planned framework for pupils to investigate and explore, and they encourage them to do so. A significant feature of teaching is the high level of personal attention given, which helps pupils to fulfil their potential and gain in confidence. Learning support assistants are deployed effectively and contribute well to pupils' involvement in lessons and their successful task completion.
- 3.21 Specialist teaching in ICT, PE, French, Arabic, music and swimming ensures rapid progress in these subjects. The system of grouping by prior attainment for older pupils allows teaching to focus on their individual needs and abilities. Pupils with SEND are supported most effectively in lessons or withdrawn for extra support with

specialist teachers, which help them to progress well, especially in their English language acquisition. Regular meetings ensure cohesion between class teachers and the support department.

- 3.22 A comprehensive system to assess and track individual pupils' progress and attainment is implemented well. The results of assessments are shared and discussed at staff meetings so that appropriate interventions are implemented where there is cause for concern. Teachers use assessment results diligently to promote effective learning. Marking is carried out regularly. At its best, it guides pupils in their progress, offering significant ways of improving, with next step targets set and followed up, but this is not seen consistently across the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' personal development is excellent. The personal qualities of the pupils develop exceptionally well and are central to the aims of the school. Pupils are reflective, focused, compassionate and open-minded. They are well mannered, with an infectious enthusiasm for life that is reflected in all that they do. They work together in harmony, developing a sense of responsibility for others and the wider world. They look after and respect each other, and greatly appreciate the support they receive for their development and focus in this ever-changing, culturally diverse world community.
- 4.2 Throughout the EYFS, children learn to share, take turns and play together happily. Caring for others and understanding how others might feel are inherent in the setting. Relationships are excellent at all levels, resulting in an inclusive and tolerant community in which children are extremely happy. All children respect each other's differences and similarities, and different cultural festivals are enthusiastically celebrated.
- 4.3 Children are frequently asked for their opinions and ideas, and happily respond with growing confidence. Their independence is encouraged, as in taking off their shoes for drama and being responsible for washing their hands and getting ready for snack time, and they all understand the need to work together to tidy away their games and toys. All this adds to their self-esteem and confidence.
- 4.4 Across the school, the pupils' spiritual awareness is excellent. Pupils are confident and self-aware. They have strong levels of self-esteem and value others. There is a growing awareness amongst pupils of the non-material aspects of life, made clearer and more relevant by the direct and personal experiences in this globally diverse international school setting. Pupils benefit greatly from a broad range of school visitors and visits, through the creative curriculum and from full engagement in celebratory events such as assemblies and special school days linked to a range of faiths' key religious festivals. At the start of Ramadhan, Muslim and non-Muslim pupils treat each other with genuine respect, understanding and consideration, reflecting an admirable depth of tolerance well beyond their years.
- 4.5 Moral development is excellent. Pupils demonstrate a clear sense of right and wrong, and respect the school values—respect, reflectiveness, resilience, relationships and resourcefulness—adopted as personal learning goals for all pupils. The school's high expectations for its pupils are implicit in school life. Consequently, all pupils have a high regard for others and appreciate the school's simple rules of behaviour. The pupils benefit greatly from the house system and the sense of being part of a cohesive group. Pupils of all ages demonstrate good sportsmanship; they are magnanimous in victory and gracious in defeat.
- 4.6 Pupils have an excellent social awareness. School council representatives from across the school describe with pride the honour of representing their classes and the empowerment they enjoy when raising issues and pursuing pupil-led initiatives, such as the development of the new outdoor play area. Pupils demonstrate a keenness to support those less fortunate than themselves and numerous charitable causes are supported throughout the school, for example organising and running bake sales to raise funds for local charitable schools and hospitals.

- 4.7 The cultural development of pupils is excellent. From a vast range of direct cultural experiences both within and outside of school, pupils show mature levels of tolerance and acceptance of other people's cultures. There are over 50 nationalities within the school and consequently pupils confidently and skilfully interact with and relate to adults and pupils from diverse backgrounds, enjoying and celebrating the cultural diversity. Pupils benefit from an array of cultural experiences, including trips abroad, visiting speakers, cultural days and events with food, language, music and entertainment from a particular country, such as the French cafe event where pupils entertained their parents. Pupils are highly aware of the culture diversity that is evident in every aspect of school life. International Day allows pupils to celebrate their cultural differences, which they do with verve and pride, sharing their costume, songs, music, cuisine and other traditions with each other.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.8 Arrangements for welfare, health and safety are excellent. In the EYFS, staff give high priority to providing a warm and caring environment where trust and supportive relationships ensure that the children are happy, confident and safe. Simple rules with high expectations of good behaviour are understood by all. The key person system works well in the Nursery and secures positive emotional bonds between staff and children. Children are very willing to talk to each other and to adults, including any visitor to the setting; they show that they feel safe at school. Healthy eating, personal hygiene and exercise are promoted throughout the setting, both at lunch and snack times, and children are well mannered and polite.
- 4.9 Highly dedicated staff work hard to fulfil the school's aims and values. Relationships between staff and pupils and amongst pupils themselves are excellent, and are valued by the pupils, who speak of their school with pride. Staff know their pupils extremely well and pastoral matters are discussed at staff meetings at all levels, as well as informally amongst the teachers concerned on a daily basis. Information about pupils is shared widely through effective communication channels. Each level of the school has its own rewards systems relative to the age groups, and they are thoroughly understood by pupils. Of particular note is the raffle ticket system whereby older pupils receive a raffle ticket for good behaviour, often related to the school values. These can then be used in the weekly draw. In conversation, pupils stated that sanctions are few because they generally respond to discussions with staff following any inappropriate behaviour. A minority of pupils who responded to the pre-inspection questionnaire expressed a view that teachers do not treat pupils equally, and a small minority said that they are unfair in the way they gave sanctions and rewards. Inspectors found, through looking in books and through many discussions with pupils, that they are rewarded appropriately for their work and good behaviour. Records show that sanctions are similarly appropriate and used in a positive manner to encourage good behaviour and organisation.
- 4.10 The school has excellent policies and systems to promote good behaviour. The school's values provide a highly effective framework in which high standards of behaviour and an atmosphere conducive to learning can prevail. Pupils respect these values and understand that they promote good behaviour. The playground marshal system was spoken of warmly by all pupils; this strengthens the bond between the oldest and youngest children in the school, and older pupils said that they thoroughly enjoy the relationships they form with the younger pupils. Pupils say that bullying is rare but, should it occur, they are confident that the school would deal effectively with it, and pupils thrive in this atmosphere of safety, confidence and trust.

- 4.11 Healthy eating is encouraged throughout the school and pupils make full use of the opportunities to take regular exercise through the wide range of curricular and extra-curricular sporting activities. This ensures that the school promotes the physical development of pupils, preparing them for a healthy lifestyle and to be able to find enjoyment and fulfilment through participation in sport.
- 4.12 The school employs effective methods to seek the views of pupils. Pupils' responses to questionnaires showed a small minority felt that the school does not ask for or respond to their opinions. However, inspectors found that there is an active council that provides a useful forum for pupils' views to be discussed. In conversations with pupils, they spoke proudly of their involvement and appreciation of the positive results arising from the council, such as the new resources for the playground.
- 4.13 The school has a well-developed and effective system to provide for the welfare, health and safety of the pupils and this has a significant effect on ensuring pupils' welfare and happiness. Excellent attention is paid to safeguarding pupils and promoting their health and well-being. The school's child protection policy is comprehensive and it is appropriately reviewed by governors. All staff know the child protection procedures and they have regular training to update their understanding. Those with specific responsibilities are trained to a higher level. All appointments of staff and volunteers follow scrupulously the principles of safer recruitment, and the necessary checks are suitably recorded in the central register and individual files.
- 4.14 The school has thorough arrangements for reducing the risk from fire and accidents. It holds regular fire practices and the relevant equipment is checked at appropriate intervals. Health and safety are given a high priority, with detailed risk assessments for areas of the school and school activities. Arrangements for health and safety are well managed by the health and safety committee, which meets regularly.
- 4.15 The school has excellent arrangements for any pupils who are ill or injured. It gives careful attention to any pupils who have particular medical or learning support needs.
- 4.16 The admission and attendance registers are completed correctly and archived as required.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. The governing body is made up of current parents who are elected by the parent body. It also includes a representative from the embassy and the school leadership team. The board benefits from a wide range of experience and professional backgrounds. It has a clearly defined structure, and its work is complemented by the operation of effective and supportive committees.
- 5.2 Governors are strongly committed to the school, its pupils and staff, and to the school's continuing development, and have a clear understanding of their roles. They are fully aware of their responsibilities, and through financial planning are determined to ensure that the school's accommodation and human and material resources are of a high quality, to meet pupils' educational needs. They fulfil their obligations for monitoring both health and safety and child protection, and governors take a collegiate responsibility for all other areas of educational and personal development. All legal requirements are met.
- 5.3 Governors have clear insight into the working of the school. Through their various committees and their detailed discussions in meetings, the governors are well informed and take a full part in the overall strategic planning, educational development and management of the school. They are provided with regular reports on educational matters, and this enables them to monitor the school's life and work effectively. Through their role as parents, the governors are regularly involved in school life. Relationships between governors and staff are excellent and they provide the school leaders with much appreciated help, advice and, where appropriate, challenge, while recognising their operational autonomy.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. In the EYFS, leadership provides clear and ambitious educational direction, as reflected in the high quality of the children's education and personal development. New systems for assessment and evaluation are already firmly in place to give a firm basis for decisions. The regular monitoring of the educational programmes ensures that planning and assessment across the setting enable all children to achieve highly in a welcoming, safe and secure environment. All staff aspire to improve, and training needs are identified and where possible implemented to ensure that all staff fully understand the principles of the EYFS. Effective systems are in place for self-evaluation of the provision, which includes all members of the team. Clear systems for appraisal and supervision of staff operate successfully and staff are aware of their current targets. The designated leads for safeguarding in the EYFS have a clear understanding of the role and all staff are well versed in what to look for and do should they have any concerns.
- 5.5 The vision and determination of the leadership and the committed and supportive management provide clear educational direction, as illustrated by the high quality of the pupils' education, their enthusiasm for learning, their intellectual curiosity and the excellent standard of their personal development. All are underpinned by the school's aims and values, which are fundamental to the daily life of the school.
- 5.6 The structure of the management has been well thought out and staff at all levels have clearly defined roles that are understood by all. The drive and energy of

managers at all levels inspire both staff and pupils to work hard and achieve excellent results inside and outside the classroom. Staff are united in a common purpose, with clear educational direction provided by the leadership team. The school has carried out a thorough evaluation of its academic and pastoral provision; policies have been clearly written for all aspects of school life. They are regularly updated and carefully implemented by staff. Management at all levels meticulously monitors both the delivery of the curriculum and the progress pupils make.

- 5.7 The pattern of regular meetings for all staff and for senior managers ensures that ideas are fully discussed, and in these ways all are kept fully informed about school matters, with an appropriate focus on the development and well-being of the pupils. Leaders at all levels are focused on raising standards through self-evaluation, setting priorities and ensuring that targets are achieved. The whole-school development plan is the result of wide consultation and all staff are committed to its implementation. Communication and consultation are purposeful and informative, and enable all staff to make their views known and to contribute to policy and practice.
- 5.8 The school takes care to select and retain high quality staff, and all staff are suitably recruited and trained for their roles in meeting the needs of all pupils, particularly in the area of safeguarding and welfare, health and safety. All staff regularly receive appropriate training in matters of safeguarding, welfare, health and safety. The understanding of safeguarding procedure is excellent. The central register of appointments is up to date and carefully annotated. Effective policies and procedures cover all aspects of school life; they are conscientiously implemented by staff, who are strongly committed to the pupils in their care.
- 5.9 A thorough induction programme is in place to help new teachers adapt easily to the school to aid them in their early weeks, and it covers the necessary areas of policy and implementation.
- 5.10 The school pays careful attention to the development of all staff and a comprehensive appraisal system is in place. This, together with a successful peer observation programme, identifies areas for both personal and professional development.
- 5.11 All records are thoroughly maintained and procedures conscientiously undertaken for the welfare, health and safety of all members of the school community. The leadership and management are strongly supported by excellent administrative arrangements. In response to the pre inspection questionnaire, parents felt strongly that the school is well led and managed.

5.(c) The quality of links with parents, carers and guardians

- 5.12 Links with parents, carers and guardians are excellent. The very strong links that exist in the EYFS enable excellent, stable relationships to develop with parents, which are maintained as pupils progress through the school.
- 5.13 The responses to the parents' questionnaire were overwhelmingly positive and showed that parents are highly supportive of the school. All respondents were particularly positive about the curriculum range, support for pupils with EAL, and the quality of leadership, management and governance. The school has a suitable policy for complaints, and on the rare occasions when it has been used, concerns have been handled in line with stated procedures.

- 5.14 Throughout the school, parents have daily contact with the staff at drop-off and collection times. The school provides appropriate information to the parents of current and prospective pupils, as well as regular information on current pupils' progress. Full and detailed reports are issued once a year and parents' meetings are held once a term. The information produced for parents at each stage of pupils' development provides clear details of the curriculum, what is required and expected, and the role parents can play in the education of their children, so that they can be actively involved in their work and progress. A comprehensive and informative website and detailed weekly newsletters keep parents informed of all school matters. Additionally, the school's social media system, managed by the bursar, updates parents with photographs and news of events in real time, for example when the pupils were overseas on the recent London and Italian school ski trip.
- 5.15 Parents enjoy many opportunities to be involved in the life of the school through such events as sports fixtures, drama productions and concerts. The school also actively encourages parents to get involved with the trips it organises, to spend an afternoon in school early in the school year to give pupils an opportunity to share their learning and their work with their parents or to attend events such as 'Book Before Bedtime' sessions. Parents are invited into school as visiting speakers to support the curriculum; for example, a parent recently shared knowledge of Swahili with pupils studying Africa.
- 5.16 The school has an extremely active parent teacher group that works to support the school in enhancing pupils' learning experiences through its fund raising and in its efforts in providing social opportunities for the school community. The group regularly organises events and encourages participation from parents, pupils and staff. Recent events have included the annual Halloween party, the Christmas fair and an international family fun day.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mrs Linda Donowho	Reporting Inspector
Ms Barbara Lubaczewska	Team Inspector (Head of School (Prep), COBIS school, UAE)
Mr John White	Team Inspector (Head of Boarding, ISA school, UK)