



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School

Alexandria

Egypt

Date
Inspection number

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1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 46 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Niall Crowley and Shema Haque.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school provides extremely well for the overall developments of its students. Underpinned by strong relationships, students are offered a wealth of opportunities which help them grow academically, socially and emotionally. Teachers have excellent subject knowledge which they impart effectively, leading to strong levels of attainment across the school. Safeguarding processes are robust; students are safe at school. Parents particularly appreciate the school's emphasis on, and promotion of, British values

3.1 What the school does well

There are many strengths at the school, including the:

- students, who are polite, confident, willing learners;
- academic standards achieved by students
- high levels of care and support provided for students
- relationships across the school, particularly between students and teachers, and within the student body;
- promotion of British values;
- the learning environments created in EYFS to encourage enquiry and independence;
- displays which support and celebrate learning, particularly in EYFS and primary;
- behaviour for learning strategies which create calm learning environments;
- deep subject knowledge of teachers, which they share confidently with students;
- range and quality of leadership opportunities for students, particularly in primary;
- supportive and engaged parent body;
- stability, guidance and support provided by the board of governors.

3.2 Points for improvement

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

1. Continue to focus on raising standards of teaching and learning across the school by:
 - ensuring lessons are well paced, engaging and provide active learning opportunities;
 - developing students' learning skills through regular opportunities to collaborate in open-ended tasks, building communication skills, independence and resilience
 - developing the use of open-ended questions to develop students' critical-thinking and problem-solving skills
 - ensuring all additional adults in classrooms are used effectively to support students' learning;
 - providing learners with detailed feedback and relevant targets, to which they consistently respond;
 - developing and embedding initiatives, programmes and practices which have recently been put in place.
2. The frequent, regular and careful analysis and tracking of attainment and progress data, including assessment for learning strategies, to:
 - inform targeted future lesson planning and teaching, appropriately differentiated for individuals and groups of learners;
 - effectively identify students with additional needs and provide relevant support and challenge, including students with special educational needs and disabilities (SEND), those who have English as an additional language (EAL), gifted and talented, and the most able, and where appropriate, form the basis of Individual Education Plans (IEPs).
3. Ensure robust policies and procedures are in place for all aspects of health and safety, including comprehensive on and off-site risk assessments, robust practices in high-risk areas such as sciences and PE, and regular, careful internal and external monitoring and regular safety checks by suitably qualified and experienced staff.

4. The context of the school

Full name of School	The British School, Alexandria				
Address	7 Kafr Abdou Street, Kafr Abdou, Alexandria, Egypt				
Telephone Number/s	+2 (03) 544 5426				
Website Address	https://bsalex.net				
Key Email Address	Info@bsalex.net				
Headteacher/Principal	Ms. Dawn Savage				
Chair of board/Proprietor	Ms. Eman Serag El Din				
Age Range	2 years, 11 months to 17 years, 3 months				
Total number of pupils	312	Boys	182	Girls	130
Numbers by age	0-2 years	3	12-16 years	101	
	3-5 years	53	17-18 years	2	
	6-11 years	153	18+ years	0	
Total number of part-time children	0				

The British School, Alexandria (BSA) is a co-educational school for students aged 3 to 18. The school delivers the National Curriculum for England alongside the Ministry of Education (MoE) Arabic options for both native and non-native students. The school was founded in 1984, and is this year celebrating its 40th anniversary.

With ongoing strong links to the British Council, the school's original aim was to provide a British-style education for British and other expatriate children living in Alexandria. Following changes to the local political and economic landscape, the school's demographic has changed significantly. Currently 94% of students are Egyptian, with American students accounting for 3.3% and British students 0.66% of the student body. 95% of students are learning English as an additional language (EAL).

The teachers at BSA all have British qualified teacher status (QTS). A number of early career teachers (ECTs) and iPGCE trainees are supported within the school.

The school is divided into three sections: primary at the Alexander and Hypatia campuses, secondary at the Euclid and Heron campuses, and administration at the Nefertiti Campus. All five campuses are within a short walk of one another along public roads. Each campus is equipped with a library and a range of specialist teaching facilities. Plans are in place for the school to relocate to a new campus early in the 2025/26 academic year. This move will bring all students together on one site and provide modern and enhanced facilities.

The school has been through a period of some turbulence in recent years, with changes to both leadership and ownership. The school currently operates under the ownership of the Egyptian Government, through a subsidiary company, *Emerald Education*. *Emerald Education* holds a large portfolio of schools across Egypt. In 2021, *Emerald Education* contracted *Eduhive* to oversee the administration and management of the school. The governing board comprises the CEOs of *Emerald Education* and *Eduhive*, the principal, executive director and five parent representatives.

The school is affiliated to British Schools of the Middle East (BSME), the Council of British International Schools (COBIS), and the Association of British Schools Overseas (AoBSO). The school with previously awarded BSO accreditation in 2019.

The school recognises some challenges:

- Limitations imposed by the aging premises and accommodation, with lack of space and facilities;
- Difficulties of operating over three locations, including ensuring students' safety when moving between sites;
- The economic climate in Egypt, which impacts on:
 - Staff recruitment and retention;
 - Sourcing good quality resources and educational supplies.

4.1 British nature of the school

The British School, Alexandria, has a distinctly British feel, which is evident in many aspects of school life, including:

- The promotion of British values, which are a key driver of school life;
- The school structure, of Early Years Foundation Stage (EYFS), primary and secondary, broken down into Key Stages (KS) and year groups;
- The school timings, including a three-term school year and timetable which follows UK expectations;
- The curriculum, comprising the EYFS Programme, the National Curriculum for England in KS1 to 3, UK board syllabi for iGCSE, AS and A level;
- Schemes of work, including Talk for Writing and White Rose mathematics;
- Assessments to measure attainment and progress, including GL CAT4, Progress through English (PTE) and Progress through mathematics (PTM);
- Curriculum enhancement opportunities, including extra-curricular activities (ECAs) such as debating club and chess, educational visits, extended trips and visitors to the school;
- The personal, social and health education (PSHE) programme, which is supported by weekly assemblies;
- The primary language of the school is English, used for communications and most lessons, with the exception of foreign languages and Egyptian curriculum subjects;
- Teaching staff, who are British trained and hold qualified teacher status (QTS) and professional development opportunities available to them;
- Systems for reporting to parents regarding their child's academic achievement and personal and social development, including regular written reports, parent teacher consultations and student led learning conferences;
- The school uniform, with its strong theme of red and blue;
- Classroom displays and resources, resembling those found in a UK school;
- The structure of governance, with an active board who oversee the school's strategic direction, in partnership with the principal;
- Strong links to British Council;
- Affiliation to the British schools of the middle East (BSME), council of British international schools (COBIS) and the association of British schools overseas (AoBSO).

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

The quality of education provided meets the standard for BSO. A well planned curriculum together with effective teaching results in strong academic attainment, particularly evident in the impressive iGCSE, AS and A level results achieved.

5.1 Curriculum

The quality of the curriculum is good, providing a broad and balanced educational offering to students. It meets the standard for BSO.

The school has implemented a comprehensive written policy on the curriculum. This is supported by well-structured schemes of work together with long- and medium-term plans which ensure that nearly all students would be able to enter or re-enter the UK educational system at the appropriate level. Planning is a particular strength in secondary science, where detailed medium and long-term plans are strategically aligned with curriculum objectives and learning outcomes, ensuring a clear progression of skills and knowledge.

The curriculum is broad, balanced and is designed to consider the ages, aptitudes, and needs of most students. As a result, almost all students make good progress, particularly in developing their reading, communication and mathematical skills. Provision and differentiation for students with SEND and gifted and talented students is an area the school is developing further.

The school delivers the National Curriculum for England, including the EYFS programme, in primary and KS3. Students in KS4 and 5 follow the curricula prescribed by examination boards for iGCSE, AS and A level. Students commence all iGCSE courses in year 9, and may opt to sit examinations in English, mathematics and physics at the end of year 10. From year 11, a bespoke pathway and timetable is created for each student, in collaboration with students and parents, to best meet their future education and career aspirations. The school is considering additional post-16 options, including BTEC and a foundation programme, to further strengthen this offering.

The curriculum is supported by a range of commercial schemes, which enrich and deepen learning. For example, in primary, the White Rose scheme is followed effectively in mathematics and Talk for Writing is enhancing students' spoken and written story-telling skills. Additionally, the incorporation of local themes into the curriculum enhances its relevance for students. For example, year 5 students learn

about Great Alexandria, fostering a deeper connection to their surroundings and enriching their understanding of local history and culture.

In EYFS, the curriculum is specifically designed to cater to the developmental needs of the youngest learners. The curriculum is dynamic, with regular reviews aligned with the early learning goals and informed by the interests of the children. The provision for personal, social, emotional, and physical development is particularly strong, creating a positive and stimulating environment that fosters consistent progress among children under five. The school's commitment to creating a hands-on learning experience encourages the active engagement of children in EYFS.

The school places a strong emphasis on PSHE, which is well integrated into the overall curriculum. The formal PSHE programme, bolstered by the Jigsaw programme in primary years, effectively addresses key areas of student well-being and social development. An important aspect of the curriculum at BSA is its commitment to upholding fundamental British values. The school fosters an environment where democracy, the rule of law, individual liberty, and mutual respect are integral to everyday interactions and learning experiences.

The curriculum is enriched through a variety of ECAs, which are delivered during lunchtimes. The offering includes activities to develop students' academic, creative, physical and social domains, enhancing their educational experiences beyond the standard curriculum. Noteworthy is the recent Model United Nations (MUN) conference hosted by the school, which provided students with a platform to develop their public speaking, critical thinking, and leadership skills. International trips provide students with experiential learning opportunities. For example, the upcoming trip to Cyprus for years 9 and 10 is designed to engage them in environmental activities linked to the school's aspirations of becoming an Eco School.

In the secondary phase, students are provided with access to accurate and impartial careers guidance, which is vital in helping them make informed choices about their future pathways. The school has established a framework that enables students to explore a broad range of career options at universities locally in Egypt and in the UK. Graduating cohorts are small, allowing BSA to effectively tailor the pathway to meet the needs of each individual student. This guidance is presented in a way that encourages students to reflect on their skills and interests, ensuring they are well-prepared for the opportunities and responsibilities they will face in British society.

Regular reviews and adaptations of the curriculum demonstrate the school's commitment to continuous improvement. An example of this is the condensing of the mathematics curriculum to accommodate the earlier finishing time of the Egyptian school year.

5.2 Teaching and assessment

The quality of teaching and assessment meets the standard for BSO. Teaching at BSA exhibits many areas of strong practice, particularly in the EYFS and primary phases, where students demonstrate positive attitudes toward learning, and teaching strategies are aligned with the school's curriculum and expectations. Across the school, the majority of lessons observed were good.

In EYFS and primary, students enjoy their lessons and show a genuine enthusiasm for learning. This is particularly evident in lessons that incorporate active learning and cross-curricular links. For example, year 6 students studying the Mayan tribe during guided reading were able to apply their newfound knowledge by creating their own myths, blending historical content with creative writing. This approach to teaching consolidates students' learning whilst fostering a sense of curiosity.

Teaching in both primary and secondary is typically teacher-directed, with lessons structured to ensure curriculum coverage. In secondary, a significant emphasis is placed on equipping students to approach exam questions with confidence and competence. Lessons include targeted exam preparation, where students engage in practice exams and receive tailored feedback on their performance. This focus on examination techniques, including understanding question formats and developing effective revision strategies, has proven to enhance students' exam readiness.

Teachers demonstrate and effectively share strong subject knowledge. For example, in a year 10 chemistry lesson, the teacher scaffolded learning by guiding students through the concept of calculating moles and linking it to reacting moles, highlighting the constant ratios involved. This gradual increase in complexity helped students build a deeper understanding of the material, contributing to their overall progress.

Students thrive and make the strongest progress when given opportunities to engage actively and collaborate in their learning. For example, in a year 6 English lesson, a Kagan strategy was used, where students participated in a talk partner activity. Partner 1 shared their ideas while Partner 2 listened and then presented the shared insights to the whole class, fostering communication skills and cooperation.

In EYFS, continuous provision is closely tied to the themes of texts shared in class. For example, in FS2, children explored themes related to the story 'Owl Babies' in various play-based activities, promoting both literacy development and creative exploration. This thematic approach reinforces learning across multiple domains and provides a rich educational experience for the children in this phase.

In primary, the recent introduction of Talk for Writing has improved storytelling and writing skills, and its positive impact on student outcomes is evident. For example, in year 6, students used an anchor chart of visuals, where each visual corresponded

to a strategy that the class had learnt. Students used the anchor chart to enhance their own stories, producing detailed, engaging pieces of writing.

Differentiation in lessons is generally provided through the level of support offered or outcome achieved. In the best lessons, students are given autonomy to select tasks that match their confidence and ability levels. For example, in year 8 maths, students working on equivalent ratios chose from questions of one, two or three stars rating, with increasing difficulty. This approach empowers students whilst ensuring they are challenged appropriately, regardless of their starting points.

The school enjoys a high staff:student ratio, with small classes and additional support adults in many lessons; both teaching assistants (TAs) and learning support assistants (LSAs). In the most effective lessons, additional adults play a key role in facilitating small group interventions. For example, in KS1, students are streamed by ability for phonics. Additional adults support small groups and provide activities tailored to the specific needs of each child. However, across the school, the impact of additional adults on students' learning is inconsistent and is an area the school is continuing to develop.

Assessment for learning strategies are used to good effect in some lessons. For example, in year 7 English lesson, students reviewed previous learning by writing key details of the story as they understood it. These were quickly displayed and reviewed by the teacher to assess the class's understanding and address any misconceptions.

Both primary and secondary schools have established marking policies, which outline expectations for teacher, self-and peer-assessment, and feedback. The policy is well-embedded in upper KS2, where feedback relates to learning objectives and students use purple pens to respond to teacher comments. Teachers also provide live verbal feedback during lessons, which students use to make immediate corrections in purple pen to show improvements. In secondary, books show evidence of acknowledgement marking and students receive specific verbal feedback during lessons, particularly on tests or exam-style questions.

The school has a well-established system of summative assessment, at regular points throughout the year. Standardised tests allow both UK and international comparisons. Teachers across all phases maintain records of student attainment and progress, which are reviewed during pupil progress meetings. These meetings provide an opportunity for teachers to discuss individual learning needs and plan interventions where necessary, with members of the leadership team and the special educational needs coordinator (SENCo). A plan is in place for the roll-out of individual learning plans (IEPs) for Wave 3 students across the school; individual learning plans are currently in place for students with additional needs in year 2. The analysis and use of data to inform teaching, learning and special provision is something which the school is continuing to develop.

5.3 Standards achieved by pupils

The standards achieved by students are good. Across almost all year groups and in a wide range of subjects, including English and mathematics, students make consistently strong progress, developing secure knowledge and understanding considering their different starting points. Student attainment is above UK national average figures in almost all subjects.

Students in EYFS are appropriately assessed against the Early Learning Goals with attainment largely equal to UK national average in each of the areas. Given that most students enrol with little or no English, language acquisition in the first years at BSA is rapid.

Students in EYFS and KS1 are regularly assessed in phonics to track progress and ascertain which students require additional intervention. At the end of year 1, 74% of students passed the phonics screening test, compared to 80% in the UK. By the end of year 2 this figure rose to 98%, compared to 89% in the UK, showing very good progress.

BSA use the GL PTE and PTM tests to gather standardised data regarding students' progress and attainment. In June 2024, at the end of KS1, students achieved an average standardised age score (SAS) of 114.1 in English, while in mathematics the average SAS was 119.7. These figures demonstrate very strong value added from students' outcomes at the end of EYFS.

At the end of KS2, the average SAS in the PTE test was 106.7. Similarly, the average SAS of students in PTM was 107.8. This data demonstrates good attainment at the end of KS2 in comparison to UK averages.

In KS3, students make good progress from their individual starting points and most attain in line with or above curriculum expectations. Students begin all iGCSE courses in year 9. A flexible approach is taken throughout KS4 and 5 to ensure that the needs and interests of students are met through bespoke pathways. Some student sit iGCSE exams at the end of year 10 in physics, mathematics and English, all other subjects are examined at the end of year 11. Students may choose from a limited range of AS and A levels, sitting exams in year 11, year 12 and on occasion staying on until year 13.

Students' attainment in external examinations is strong and compares favourably to UK averages. In June 2024 41% of student in year 11 achieved A*/A at iGCSE, while 87% achieved A*/C. At AS level, 85% achieved A*/A and at A level an impressive 90% of students achieved A*/A. These excellent results allow students to meet their further education and career ambitions in universities around the world.

Behaviour and student conduct is generally of a high standard across the school and is constantly reinforced by positive behaviour management, enshrined in the British values of democracy and respect. A consistent approach to behaviour management includes students receiving commendations for exemplary behaviour. Positive relationships between students and staff foster a positive climate for learning ensuring that students feel valued in their personal and academic development.

The schools' attendance, which last year was 90% in Primary and 80% in Secondary, is routinely reported on and followed up with parents as required. Secondary students are held accountable if they are late to school and or lessons, and parents are contacted should a persistent concern arise.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development is good, with some outstanding features. It is a key strength of the school, reflecting a comprehensive approach to nurturing well-rounded individuals.

Spiritual growth at BSA is effectively encouraged through lessons, ECAs, community service activities, and assemblies. The school provides opportunities for students to reflect on their own beliefs and values, encouraging self-discovery and awareness. ECAs such as mindfulness colouring and yoga offer students time and space to step back from their lives and reflect. Secondary art students have produced a series of multi-media portraits, demonstrating their deep observation and developing understanding of the human spirit.

The moral development of students is strong. Across the school, they demonstrate a strong understanding of democracy and moral responsibility through various leadership roles, including head boy, head girl, participation in the student council, and involvement in student forums. These opportunities promote decision-making skills and foster a sense of accountability. The student council ensures that students have a voice. Leadership opportunities are particularly widespread in primary, where students hold a range of positions, such as classroom monitor, subject leader, and member of the student forum. Roles are highly sought after, with rigorous application, interview and voting procedures in place.

The behaviour of students is good, with very few incidents of bullying reported, reflecting the school's strong moral framework. The school has put in place a robust system for behaviour management, where expectations are made clear and enforced consistently. This has had a positive impact, particularly in the secondary school, where in the past behaviours have been more challenging. In primary, systems are well-established, and students exhibit a clear understanding of the rule of law and what is expected of them in terms of conduct. The primary school supports positive behaviour through strategies such as reading corners, calm corners, and reflection rooms. These spaces provide students with the opportunity to reflect on their actions and foster self-regulation. The excellent relationships between students and teachers further contribute to a positive, inclusive learning environment.

BSA's emphasis on social development is evident in the courteous, thoughtful, and well-mannered behaviour of its students, both in and out of lessons. Students are strong ambassadors for the school, demonstrating strong interpersonal skills and a sense of community. Many students take pride in their work, and the quality of presentation in students' books is consistently high in KS2. The school's reward systems, such as 'Star of the Week' and commendations for academic achievement, reinforce positive social behaviours and work ethic. Students express pride in receiving these rewards, contributing to their positive attitudes toward school and learning. Weekly assemblies and recognition ceremonies

further enhance this culture, with behavioural incidents logged on a shared platform (Engage) to ensure consistent monitoring and management across the school.

Social responsibility is encouraged through students' involvement in the school's many charitable activities, which have a positive impact on both the school and the wider community. Students actively participate in a wide range of initiatives, including recent efforts to support Palestine and other events such as the Shoe Box Appeal and Ramadan fundraising awareness campaigns. Through these activities, students develop a deep sense of compassion and global citizenship. Students learn a strong appreciation for British values, including democracy and freedom of expression, through assemblies and classroom displays. Their participation in trips, sports, clubs, and ECAs once per week also contributes to their social development. Transition days help prepare students for the upcoming academic year, equipping them with the necessary social and emotional skills to navigate changes ahead.

The PSHE programme is an important part of the curriculum, helping students become thoughtful and active citizens. Primary students, in particular, spoke positively about the value of PSHE lessons and circle time, where they can discuss their feelings in a safe environment. Students are aware of which adults they can turn to for support, further enhancing their emotional well-being. In the secondary school, students appreciate the individualised support they receive due to the small class sizes. This allows teachers to cater to students' unique needs, further promoting their academic and personal development.

The cultural development of students is a strength. Students display a deep appreciation for diverse cultures, demonstrated through lessons, assemblies and school events. Mutual respect, tolerance, and empathy is evident between individuals from different faiths and backgrounds. The curriculum embraces both local Egyptian and international perspectives, fostering a well-rounded global view. Events such as International Day provide students with a deeper understanding of different cultures and traditions, promoting respect and appreciation for diversity. Students also gain a broad understanding of citizenship responsibilities in Egypt, the UK, and internationally through topics covered in lessons and through their involvement in charity fundraising events.

Leaders and teachers are committed to further developing provision for the spiritual, moral, social and cultural development of students. The school is dedicated to enhancing the well-being of its students, with initiatives such as 'Philosophy for Children' being interwoven into the PSHE curriculum. This commitment ensures that students will be equipped with the necessary skills and values to succeed both within and beyond the school environment.

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

The provision for welfare, health and safety meets the standard for BSO.

The school demonstrates a strong commitment to student welfare, with a focus on safeguarding and student well-being. Policies and procedures are aligned with Egyptian legislation, and safeguarding practices are effectively implemented. Safer recruitment practices are in place, ensuring that all staff undergo appropriate checks before employment. Safeguarding training has been provided to all staff, including leaders, teachers, and teaching assistants, and is regularly updated in both English and Arabic to ensure accessibility for all. Systems for raising and addressing safeguarding concerns are in place, with concerns promptly followed up by the whole school safeguarding lead and designated safeguarding lead (DSLs) for each school, however would benefit from a more robust, structured approach. Child protection records are securely maintained.

Students report feeling confident in seeking support from adults, reinforced by the presence of clear and visible posters throughout the school. These posters ensure that staff, students, and parents know who to approach for help, with the DSLs' photographs prominently displayed. A key strength of the school is the warm, cooperative relationships within the community. Students noted the support they receive from their teachers, and this supportive atmosphere extends to peer relationships, contributing to a nurturing and inclusive environment.

Each of the school's three campuses is secure, with tight security on each. Visitor identification processes are robust, with all visitors required to submit appropriate ID documentation, sign in and out, and wear clearly visible lanyards. Visitors are provided with a copy of the school's safeguarding procedures to read before entry. Unfamiliar visitors are accompanied on site at all times. Procedures for the dismissal of students at the end of the day are equally robust; no student is allowed to exit the campus before a parent or authorised adult is present at the gate.

Supervision of students is thorough, minimising risks throughout the school day and during off-site activities. A comprehensive duty rota involves all staff to ensure students are adequately supervised during breaks.

Behaviour management strategies are effective, with minor disruptions swiftly managed. Behaviour for learning has been a key priority in the secondary school, where the consistent application of expectations, rewards and sanctions is having a visible impact on standards of behaviour. In primary, a positive behaviour approach is consistently applied through visual aids in classrooms, rewarding students who exceed expectations, which fosters a culture of encouragement and achievement. Anti-bullying strategies are well-promoted, with both students and parents confirming that bullying is rare. Serious behaviour incidents are

recorded and addressed through the whole school's Engage platform, ensuring consistency. Additionally, students are educated on staying safe online, contributing to their overall safety awareness.

The school has appropriate policies for health and safety, first aid, behaviour management, and safer recruitment, which are updated regularly. These ensure a secure and positive environment for all students. Staff are trained on these policies to ensure they are well-equipped to handle emergencies.

Maintenance staff conduct regular safety walks. Risk assessments are conducted for all off-site activities and for key areas and events on campus, for example, the movement of students between campuses. Fire drills are conducted regularly, with designated assembly points in the most convenient locations. The school also collaborates with local authorities to ensure that its fire safety standards align with both UK and local regulations, compliance with local fire regulations is consistently maintained. In primary, exit routes are clearly marked in all classrooms. Fire extinguishers are located at key points around the school and regularly maintained. Science laboratories are equipped with fire blankets. The school is aware of the need to ensure that chemicals and other hazardous materials and equipment in the science laboratories are securely stored to minimise risk to students. An in-depth review of policy and practice around all aspects of campus safety, including risk assessments, would be of benefit.

The school employs one full-time and two part-time on-site doctors to provide medical support, ensuring that students have access to healthcare at all times. The doctors operate from two adequately equipped clinics as well as providing support in teaching areas as required. Policies for administering medication are clearly defined, ensuring that student health needs are effectively managed. All medical records are effectively maintained on the Engage system, where students with medical needs are recorded. All staff members have access to this information. First aid training is provided to all staff, ensuring they are well-equipped to respond to emergencies.

Students are taught the importance of healthy lifestyles. In year 1, students explored healthy eating through continuous provision activities, creating their own healthy menus. Across the school, students demonstrate an understanding of well-being, with many bringing homemade healthy meals. An external company provides snacks for students to purchase onsite, with all necessary hygiene certificates, safeguarding measures, and health and safety checks in place. A paid breakfast club is available for younger students, ensuring they have access to a nutritious meal before school begins. Various seating areas provide comfortable spaces for students to enjoy their food,. PE and sports are well promoted and students enjoy the opportunity to engage in physical activities in break and lunch times.

Attendance and punctuality are carefully monitored, with persistent cases of absence or lateness promptly addressed. Accurate attendance registers are maintained, and parents report that the school is proactive in following up on student absences.

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

The suitability of the proprietor and staff meets the standard for BSO.

All teaching vacancies are advertised on the TES. Interviews are arranged by HR and conducted by the principal with follow up interviews by heads of school and other relevant leaders. Key recruitment staff have received safer recruitment training. Background checks are conducted to check the candidate's ID, qualifications, right to work in Egypt and medical fitness. Police clearance checks including ICPC are required. Three references are sought, including from the present employer. All necessary checks are conducted before an offer of employment is confirmed.

New staff receive detailed guidance about working in the school and life in Egypt. An induction week, for new and existing staff, provides training on safeguarding, health and safety, behaviour management and matters related to teaching and learning. A probationary period is compulsory for new teaching staff, during which time they are observed teaching. The school also supports number of ECTs and iPGCE students.

A performance management cycle is in place to monitor and develop standards of teaching. All staff are observed teaching and in collaboration with their line manager set targets, related to school improvement priorities as well as individual development goals. Additional monitoring activities include learning walks and book scrutinies. Teachers have the opportunity to share good practice through peer coaching, which supports the development of individuals.

Weekly staff meetings are targeted towards staff continuous professional development (CPD) with sessions tailored to the needs of each school. Additional CPD is available online, through memberships to TES and the National College. Some training opportunities are also available through the British Council. TAs and LSAs have received training to support reading. Plans are being developed for them to receive an extended programme of CPD in the next academic year.

A board of governors, which includes five parent governors, provides clear direction on key strategic issues whilst also acting as an advisory board on other matters. Governors are frequent visitors to the school and have a good understanding of the school's strengths and development priorities. The budget is carefully managed by the executive director and principal.

Safeguarding arrangements regarding the suitability of the proprietor and staff meet the required standards.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meet the standard for BSO.

The school is divided into three sections: EYFS and primary at the Alexander and Hypatia campuses, secondary at the Euclid and Heron campuses, and administration at the Nefertiti Campus. All five buildings are within a short walk of one another along public roads. Across the school, the range of buildings and facilities is largely fit for purpose and supports student learning. The school has made appropriate adaptations to ensure that the accommodation caters to the age and gender of students and facilitates the delivery of the curriculum. Arrangements can be made for the accommodation of students with temporary disabilities.

Each campus is equipped with library facilities and specialist areas including science laboratories, music rooms, art studios, and computer science suites. Although many classrooms are relatively small, they are well-proportioned and equipped with touch screen interactive whiteboards, creating a suitable learning environment for the small classes of students across the school. Furniture is age-appropriate and fit for purpose.

The school's outdoor spaces are well-managed, ensuring accessibility for all students; some areas serve multiple purposes. The indoor and outdoor physical education spaces, although limited, are sufficient to effectively promote healthy physical activity amongst students. In the EYFS campus, specific features of outdoor areas, including a variety of play areas, support student learning and development. Teachers have created a colourful and positive learning environment across all primary campuses, which positively impacts student engagement.

School buildings are maintained to a good standard. Regular site walks are undertaken by the campus manager. The daily maintenance request log ensures issues are addressed in a timely manner. Lighting, ventilation, temperature control and sound-proofing are appropriate. Toilet and washing facilities are checked and cleaned regularly throughout the school day, and equipped with suitably hot and cold water. Drinking water is available around the school.

Classroom and corridor displays, particularly in primary, are a strength of the school. These displays are regularly refreshed to align with the curriculum and celebrate students' work, contributing positively to the overall environment.

Plans are in place for the school to move to a new campus early in the 2025/26 academic year. This will bring students of all ages together on one site, and provide improved facilities and accommodation, including a swimming pool. The extended opportunities that this move provides will greatly enhance students academic, physical, social and emotional development.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO; it is good.

The school provides effective information to parents, prospective parents and the wider community. The school website is informative and well organised, including the school's vision and mission and all necessary contact details. A range of school policies are also available on the website, including the admissions and complaints policies. Separate parent handbooks for each school, including details regarding attendance, behaviour, homework and healthy eating provide a wealth of information, particularly for new parents or when students transition through the school. Details of iGCSE, AS and A level results obtained by students are also published on the school's website.

The school has recently commenced using 'Engage' as a central school management system and is undergoing a staged transfer of information provided to parents through this platform. Currently details regarding students' attendance, punctuality and behaviour are shared with parents via the portal, together with academic reports. When fully rolled out across the school it will provide full access to all communications, curriculum, calendar and policies for both parents and students.

Parents receive reports every half-term in secondary and termly in primary, outlining their child's academic attainment and progress as well as written comments from teachers. Students in EYFS receive settling-in reports. The school provides formal opportunities to meet with teachers to discuss their child's personal development after reports have been distributed.

The school has effective means of communication with parents on a day-to-day basis, including telephone, email, weekly class newsletters in primary and monthly newsletters from the school principal. The wider school leadership team is easily accessible to parents should they wish to discuss a concern, or if an ongoing matter has not been resolved with the class teacher. Parent feedback also highlights the meticulous approach from the school regarding student attendance and punctuality.

A range of events encourage a strong partnership between the school and parents, including International Day and Ramadan charity initiatives. The 'Friends of School' supports school events such as the annual bazaar. Parents welcome opportunities to attend and participate in school events, including parent workshops, to help them gain a better understanding of their child's education. Parents particularly commented on how much they appreciate the consistent promotion of British values, which are instilled from EYFS up; this is a key driver for their choice of BSA as their children's school.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school's complaints policy is available through the school's website as well as on Engage. The policy clearly outlines the steps required for a concern to be raised and timeframes in which actions will be taken.

The procedure has five clear stages:

1. Meeting with the teacher concerned;
2. Meeting with the relevant head of school – primary or secondary;
3. Meeting with the principal;
4. Formal appeal raised in writing with the governing body;
5. Formal appeal escalated to *Eduhive*.

Stages one to three are informal and involve dialogue between the parties involved. If the complainant is not satisfied with the decision made by the principal, an appeal must be made in writing to the governing board which should contain specific details, including grounds for the appeal and any other steps taken to resolve the matter. The governing body will conduct a non-biased review of the evidence and procedure followed to reach an objective decision. *Eduhive* may also be involved at this stage.

Parents attending a panel hearing are permitted to have an adult accompany them to the session. Complainants will receive a final judgement in writing, which will also be shared with the person complained about, where relevant.

All formal complaints received are recorded, stage by stage, tracked and the final outcome also noted. All information related to the complaint is stored securely.

Most issues are satisfactorily resolved through informal means, discussion and dialogue.

12. Standard 8

Leadership and management of the school

The leadership and management of the school meet the standard for BSO. Some aspects of leadership are strong and leaders demonstrate potential to further improve the school.

In recent years, the school has seen significant changes to its leadership and management, including a change of ownership and several changes of principal. In just over a year, the entire senior leadership team has changed. This has brought about challenges in ensuring consistency of practice, but offers great opportunities for the future development of the school. School leaders bring a wealth of previous experience to their roles, or are keen to pursue further relevant professional development opportunities. The leadership team are united in their ambition to bring about positive change in all aspects of school life, with a keen focus on raising standards in behaviour, attendance and teaching and assessment. To this end, they have conducted self-evaluations within their areas of responsibility and are in the process of creating development plans, targeted at key priorities.

Leaders ensure that British values are well embedded in the school's ethos and culture. These are highly valued by parents and understood by students at age-appropriate levels. British values are at the heart of the school's PSHE programme. Leaders also actively promote the wealth of student leadership opportunities, closely aligned with British values, which are a key strength of the school and a driver in building students' self-esteem and self-confidence.

The safeguarding of children is seen as a high priority by leaders and is well embedded throughout the school. All staff receive annual safeguarding training, in their mother tongue. Children feel safe at school. Any concerns are raised with the DSLs, and are followed up. Staff recruitment processes are robust and ensure the appointment of suitably checked, qualified and experienced staff. Leaders ensure that campus security is effective in keeping students safe from external threats.

Clear procedures are in place and well understood by all stakeholders to ensure the school runs efficiently. The school budget is carefully managed by the executive director and principal. Classrooms are appropriately resourced to meet the needs of the curriculum. Staffing levels provide a high staff:student ratio, offering the potential for strong levels of individual support. Communications with parents are effective and have been instrumental in building strong relationships.

The school is well supported by the board of governors, who have brought stability and direction to the school. A clear strategic plan is in place, including the much-anticipated move to a new campus early in the next academic year. The board of governors support the principal and executive director, whilst also effectively holding them to account for key aspects of school performance.