



**British School
Overseas**
Inspected by Penta International

Inspection report

**Egypt British
International School**

**Cairo
Egypt**

Date
Inspection number

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Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	12
7	Standard 3 The welfare, health and safety of pupils	14
8	Standard 4 The suitability of the proprietor and staff	16
9	Standard 5 The premises and accommodation	17
10	Standard 6 The provision of information for parents, carers and others	17
11	Standard 7 The school's procedures for handling complaints	18
12	Standard 8 Leadership and management of the school	19

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. 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, 56 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 Ciprian Ghişa. The team members were Mel Davis, Andrew Dunlop, Jon McArthur, Stephanie Milner and John Trudinger.

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 school's culture and ethos. 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

Egypt British International School provides a good quality of education in a safe, caring and recognisably British environment. Pupils make good progress from the early years to the end of key stage 3 because the curriculum is broad, relationships are positive, and approaches to teaching and assessment are becoming more consistent. Pupils’ spiritual, moral, social and cultural development is outstanding, and safeguarding is a clear strength. The new leadership team has acted decisively to strengthen systems, curriculum planning and school improvement. To further improve, leaders should ensure that teaching, adaptive support, challenge, and assessment are consistently strong across all phases and subjects.

3.1 What the school does well

There are many strengths at the school, including the:

- The school’s strong ethos, values and recognisably British character;
- The ambition, clarity and decisive action of the new leadership team in driving school improvement;

- Outstanding spiritual, moral, social and cultural development, supported by a coherent personal development curriculum;
- Positive, respectful relationships that create a safe, caring and inclusive school community;
- A strong safeguarding culture, underpinned by secure systems, training and health and safety procedures;
- The school's inclusive ethos and the increasingly effective support provided for pupils with SEND and EAL;
- A clean, secure and well-maintained campus that supports pupils' learning, safety and wellbeing;
- Enrichment, community engagement and pupil leadership opportunities that broaden pupils' experiences and develop responsibility;
- The well-planned Aspire professional development programme, which builds staff capacity and supports retention;
- Strong early years provision, including enabling environments, responsive assessment and effective teaching;
- Strong communication with parents, who trust the new leadership team and feel listened to as partners in school improvement;
- Strong local partnerships and charitable work that promote empathy, service and social responsibility.

3.2 Points for improvement

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

- I. Secure greater consistency in the implementation of the EBIS8 teaching and learning framework so that pupil engagement and the quality of learning further improve across phases and subjects.
- II. Strengthen adaptive teaching and challenge to meet the learning needs of all pupils consistently well.
- III. Establish rigorous approaches to the collection and analysis of assessment data, supported by systematic internal and external moderation to ensure consistency of standards across the school. This includes developing the standard of pupils' writing.

4. The context of the school

Full name of school	Egypt British International School (EBIS)				
Address	El Banafseg Buildings District – First Settlement – New Cairo - Egypt				
Telephone number/s	(+202) 16 472				
Website address	https://www.isc.edu.eg/ebis/				
Key email address	principal@ebis-cordia.net				
Headteacher/principal	Alison Lloyd				
Chair of board/proprietor	Mr. Amr Mohamed Abdel-Halim Abdel-Rahman				
Age range	2.5 years – 15 years				
Total number of pupils	1350	Boys	705	Girls	645
Numbers by age	0-2 years	0	12-16 years	463	
	3-5 years	268	17-18 years	0	
	6-11 years	619	18+ years	0	
Total number of part-time children	0				

EBIS is a British international school established in 2006. Located in the heart of New Cairo, it educates pupils aged 2.5 to 15, from the early years to the end of middle school.

The school meets all Egyptian Ministry of Education requirements. It successfully completed its previous BSO inspection in 2023 and is a member of both British Schools in the Middle East (BSME) and the Association of British Schools Overseas (AoBSO).

4.1 British nature of the school

The British nature of EBIS is embedded across school life. The school's ethos, structures and daily routines create a learning environment that is recognisably British while remaining responsive to its international context.

The curriculum is rooted in the National Curriculum for England, beginning in the Early Years Foundation Stage and progressing through primary and middle school. It is adapted carefully to meet local Ministry of Education requirements while maintaining clear progression, subject intent and age-related expectations aligned with UK standards. Teaching approaches reflect UK practice, with a clear emphasis on enquiry and collaboration. Themes such as the Great Fire of London in key stage 1, Tudor history in key stage 2 and Gothic literature in middle school deepen pupils' historical, cultural and critical understanding. Assessment systems are benchmarked against British standards, supporting comparison with UK expectations for attainment and progress.

Safeguarding is a central strength and is closely aligned with current UK statutory guidance, including *Keeping Children Safe in Education*. Practice reflects expectations in British schools.

British values are promoted through the school's ethos and daily practice. The 5 Es of excellence, empathy, endeavour, enthusiasm and ethics, together with the EBIS Way, shape expectations for behaviour, learning and relationships. Assemblies, pastoral interactions and curriculum experiences reinforce these expectations. Democratic participation is developed through student leadership roles, including the student council, where pupils take part in election processes that mirror authentic democratic practice.

SMSC provision is well structured and strengthened by half-termly themes and events, including Anti-Bullying Week and Safer Internet Day. These help pupils explore moral, social and cultural issues meaningfully. Pastoral care follows a recognisably British model, with a strong focus on wellbeing and personal development. The restorative approach to behaviour helps pupils understand the impact of their actions and repair relationships, increasing consistency across the school. The house system, with houses named after UK locations, reflects traditional British school structures.

Professional development and staffing also reflect the school's British character. Staff take part in ongoing professional learning, including the EBIS Aspire Programme, which aligns with UK educational priorities. Clear induction processes support consistent expectations for safeguarding, teaching and behaviour. Strong links with British organisations, including BSME, help leaders remain connected to current UK educational thinking and practice.

British traditions are evident in assemblies, events and the school's wider ethos. Inclusive cultural celebrations also promote global awareness and respect for diversity. This gives the school a balanced identity that is both distinctly British and internationally minded.

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

The quality of education meets the BSO standard and is good. The curriculum is carefully planned and sequenced in line with the National Curriculum for England while meeting local and national requirements. Teaching and assessment are effective, enabling pupils to make good progress across all phases.

5.1 Curriculum

Curriculum redesign has been a key priority for senior leaders over the past year. Following a comprehensive, data-informed review, leaders have created revised curriculum maps to strengthen progression across phases. Curriculum roadmaps now set out clear end points and progression milestones, supporting strong vertical alignment from the EYFS to middle school. Timetable changes have broadened the curriculum, including the introduction of a weekly enrichment afternoon.

Because most pupils learn through English as an additional language, leaders place a strong emphasis on oracy. The curriculum also prioritises skills development, wider learning and preparation for future pathways, including leadership, independent learning and careers education. It promotes a global perspective and respect for different cultures through the 5 Es. Inclusive provision is supported through planned adaptive teaching and targeted support for pupils with EAL and SEND.

In the early years, phonics, reading, writing and mathematics are clearly developed through age-appropriate content. Early language development is prioritised and strengthened through a DfE-approved phonics and writing scheme, delivered consistently across classes. The curriculum is reflected well in the EYFS learning environments, including well-designed outdoor spaces. These language-rich environments also prioritise numeracy, physical development and personal, social and emotional growth. The progressive curriculum across pre-nursery, nursery and reception prepares children effectively for key stage 1.

In key stages 1 and 2, the curriculum is engaging and aligned with pupils' interests. Themes supported by key texts create strong cross-curricular links. The phonics programme is streamed, well structured and delivered consistently. Mathematics and science follow schemes that provide clear structure across the primary phase. Specialist teaching in PE, modern foreign languages, drama, IT and music adds breadth and balance. Partnerships, including with the Goethe Institute, give pupils a range of cultural and educational experiences.

Key stage 3 follows the National Curriculum for England and is adapted appropriately to reflect the local context and Ministry of Education requirements. Curriculum intent is clear. Teachers routinely share learning objectives, success criteria and key vocabulary. Pupils encounter relevant subject content and tasks that support curriculum coverage, including preparation for assessed work. Some lessons use visual prompts, discussion tasks and contextual examples effectively, although implementation is not yet consistent.

As leaders continue to review the curriculum, writing should remain a key whole-school priority, particularly the frequency and quality of extended writing. Leaders should also embed cross-curricular links more securely and ensure that new initiatives, including STEAM, are implemented consistently across subjects.

5.2 Teaching and assessment

Teaching across EBIS is marked by increasingly consistent expectations, shared pedagogical approaches and a clear focus on helping pupils acquire new knowledge and make good progress from their starting points. The introduction of the EBIS 8 Teaching and Learning Framework is strengthening coherence in classroom practice.

Effective teaching in the EYFS supports children's interests, engagement, independence and learning behaviours. Teachers know pupils well, and strong relationships create a positive learning climate. Provision focuses sharply on developing core English-language skills. Well-planned self-initiated and adult-led activities help children consolidate learning through tasks and play. Outdoor areas extend learning by building vocabulary, encouraging exploration and developing resilience. A key strength is the teacher and co-teacher partnership. Their interactions support questioning, language development and engagement, enabling children to make appropriate progress across the EYFS framework. Feedback and assessment are immediate and effective. Children understand how well they have done, and feedback informs teachers' next steps. Behaviour expectations are modelled consistently, and children are highly motivated and enjoy learning.

Teaching in key stage 1 is consistently strong. Lessons are well structured and engage and challenge pupils. Pupils are keen to learn, contribute well and collaborate effectively. They show strong behaviour for learning, positive relationships and eagerness to participate. Activities and resources are adapted successfully for different groups, so pupils make good progress from their starting points. Teachers revisit prior learning and set clear expectations through learning objectives and success criteria. In the most effective lessons, established routines and high expectations help pupils take responsibility for their own learning. Phonics teaching is systematic and grouped by ability, enabling teaching to match pupils' needs closely.

Teaching in key stage 2 is usually well planned and structured. Clear routines and positive relationships create purposeful learning environments. Lessons typically include questioning and assessment, helping most pupils make secure progress. Teachers use engaging contexts, purposeful tasks, appropriate resources and scaffolding to build understanding. Classrooms are calm, well organised and conducive to learning. Co-teachers support individuals and small groups effectively, helping pupils stay engaged and make progress. In many classes, immediate feedback addresses misconceptions and moves learning forward.

Strengths are evident when teachers model learning precisely, set clear expectations and match challenge well to pupils' needs. This enables pupils to work confidently and independently. However, practice remains variable. Where teaching is less effective, the pace slows and modelling is unclear, leaving some pupils uncertain when they begin independent work. Opportunities to deepen thinking and stretch higher attainers are not always used well. Overall, pupils make secure progress, but more consistent modelling, sharper pacing and greater challenge would further improve outcomes across KS2.

In key stage 3, teaching is more variable. In the strongest lessons, pupils engage well through discussion, practical tasks and effective questioning. Teachers use scaffolded resources, visual prompts and additional adult support to help pupils access learning. These lessons provide greater challenge and encourage active participation. Learning is strongest where teachers reduce direct instruction and adapt teaching to pupils' needs. However, this practice is not consistent. In some lessons, learning slows, particularly when pupils move to independent work. Some pupils remain passive for too long, and teaching does not always secure active participation from all. Low-level disruption in some classes is not addressed consistently, affecting concentration and learning.

The school should continue to strengthen teachers' management of low-level disruption, while recognising that effective teaching improves behaviour and learning. Teachers should

reduce talk and increase opportunities for pupils to think independently, discuss ideas and take greater ownership of learning. More planned pupil-led activities would help pupils explain, apply and extend their understanding more actively.

In core subjects, pupils are streamed according to potential and assessment results. The school could review class sizes within these groups to help teachers adapt learning more consistently, so support and challenge match pupils' differing needs.

Targeted support for pupils with SEND is effective when scaffolded resources, adapted tasks and adult support help pupils learn successfully alongside their peers. The inclusion team contributes positively to pupils' engagement and progress. Where staff provide in-class support or small-group intervention, pupils are more likely to stay on task, access learning and make progress from their starting points. The school should continue to build capacity in the inclusion department so adaptive teaching is strengthened consistently and all pupils make progress in line with their ability and potential.

Written feedback is less consistent as a tool for improvement. In several classes, marking mainly acknowledges completion through ticks, stamps or positive comments. There are fewer examples of precise feedback that identifies next steps. As a result, assessment does not always inform teaching or help pupils understand how to improve. More consistent use of assessment and feedback to identify gaps and shape next steps would strengthen progress, particularly in key stage 3.

The school has recently introduced CAT4 assessments to give teachers a clearer baseline of pupils' abilities. Planned standardised assessments at the end of the current term are intended to strengthen leaders' ability to track progress over time.

5.3 Standards achieved by pupils

Leaders have reviewed the whole-school assessment framework to check that pupils make expected progress. CAT4 tests are used to inform target setting, and internal assessments take place regularly across all key stages. Tracking systems are coherent and provide increasingly consistent data. Internal moderation is in place, although this remains an area for development. Partnerships with other international schools would help strengthen cross-school moderation. External standardised assessments will be introduced at the end of the academic year to provide additional benchmarks and validate internal information.

In the EYFS, many children start below age-related expectations and most learn English as an additional language. Strong emphasis on language development helps children make good progress and rapidly develop early reading, phonics and writing skills. The proportion of pupils achieving the expected standard in phonics is consistently slightly above UK norms. In key stages 1 and 2, pupils continue to make good progress. Standardised benchmark assessments show that pupils are in line with, or above, age-related expectations in reading, mathematics and science.

Internal key stage 3 data indicates that most pupils make progress in English, mathematics and science. Progress tracking is linked to pupils' starting points and learning objectives, helping leaders understand progress over time. Leaders use lesson observations, work scrutiny, learning walks and assessment information to evaluate learning and outcomes. Pupils who have been at the school for four or more years make stronger progress than those who have joined more recently.

Attendance has improved significantly over the past year. Although it remains below UK expectations, the measures introduced by the school are having a positive impact. Leaders should continue this work in close partnership with parents.

Leaders should continue to develop staff use of assessment data to inform teaching and intervention. They should also improve consistency in the quality of pupils' work and establish external benchmarking and moderation processes to validate internal assessment information.

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

The spiritual, moral, social and cultural development of pupils meets the BSO standard and is outstanding.

SMSC development is a central strength and is deeply embedded across school life. The school's core values of enrichment, empowerment, esteem, excellence and empathy are consistently modelled by staff and pupils. These values shape relationships, behaviour and attitudes, creating a cohesive and inclusive community where pupils feel a strong sense of belonging and purpose.

Pupils show a well-developed understanding of moral responsibility, fairness and accountability. This is evident in daily interactions, where respectful dialogue, cooperation and empathy are clear across all phases. The school's restorative approach to behaviour

encourages pupils to reflect on their actions, understand their impact on others and take responsibility for making things right. As a result, pupils articulate expectations clearly and contribute to a welcoming, purposeful and respectful environment.

Teaching actively promotes SMSC through a newly introduced, carefully structured programme. Opportunities are planned through subject lessons, assemblies and pastoral themes, making learning meaningful and progressive. Half-termly themes, including community, diversity and culture, respect and relationships, and voice, choice and democracy, are woven into curriculum planning. This helps pupils explore complex ideas in an age-appropriate way. Provision reflects both the expectations of a British curriculum and the cultural context of Egypt.

Pupils regularly take part in thoughtful discussion, debate and exploration of real-life scenarios. In the EYFS and primary phases, this begins with structured talk, storytelling and guided reflection. In middle school, it develops into more analytical discussion and ethical debate. Pupils show increasing independence in their thinking. They express and justify their views confidently while listening respectfully to others. This culture of pupil voice, choice and democratic participation is evident in classrooms and wider school life.

Spiritual development is carefully integrated through opportunities for reflection and personal growth. Assemblies, reflection activities and curriculum links give pupils space to consider resilience, fairness and responsibility, supporting self-awareness and emotional maturity.

The school places strong emphasis on safeguarding and online safety. Through Safer Internet Week, computing lessons and SMSC provision, pupils develop a clear understanding of digital risks, including communication with strangers and responsible online behaviour. Prevent-related teaching further strengthens this awareness. Assemblies and parent engagement reinforce these messages, creating a shared understanding between home and school. Pupils speak confidently about how to keep themselves safe online.

Social development is a notable strength. Pupils collaborate effectively, engage positively in group work and take an active role in school life. Leadership opportunities are meaningful and span primary and secondary phases. Student councils are democratically elected, giving pupils experience of representation and responsibility. Middle school pupils lead clubs and initiatives for younger pupils, while primary pupils take on roles such as monitors and helpers. These opportunities build confidence, independence and agency. The school can further strengthen this by raising the profile of the house system and extending student leadership opportunities in the primary phase.

Community engagement is a defining feature of provision. Pupils contribute to sustained partnerships, including ongoing work with a local orphanage. This goes beyond fundraising, as pupils take part in visits and collaborative support that build long-term relationships. Ramadan donation drives and student-led fundraising, including support for the bus matrons' Umrah trip, reinforce empathy, service and social responsibility. Pupils understand the importance of giving back and contributing positively to society.

Cultural development is rich and reflects the school's diverse community. Pupils show genuine respect for different cultures, faiths and traditions, supported by curriculum content and themed events. They demonstrate tolerance, understanding and mutual respect.

The personal development curriculum is coherent, well structured and impactful. It helps pupils become confident, resilient and respectful individuals who are well prepared for life beyond school. Careers education is strengthened through enterprise opportunities, educational visits and residential trips. These experiences help pupils connect learning to real-life contexts and develop aspirations for the future.

Overall, pupils at EBIS are articulate and reflective. They show strong moral awareness, empathy and respect, contributing positively to a safe and harmonious school environment. The school's clear vision, embedded values and commitment to continuous improvement ensure that SMSC provision remains a significant strength.

7. *Standard 3*

The welfare, health and safety of the pupils

The provision for the welfare, health, and safety of pupils meets the BSO standard and is good, with outstanding features.

Safeguarding is a clear strategic priority. Senior leaders and governors provide strong oversight and are committed to strengthening systems and practice. This is evident in daily routines, leadership actions and the growing consistency of safeguarding processes across the school.

Leaders have strengthened safeguarding systems through TES MyConcern. This has improved the recording of concerns, the chronology of case notes and leaders' oversight of actions and follow-up. Staff use the platform with increasing confidence, and leaders monitor entries to ensure concerns are logged and reviewed appropriately. The transfer of historical records is ongoing, but the system is already improving accountability and case management.

Training is comprehensive and inclusive. All staff groups, including academic staff, support staff, transport teams and governors, receive appropriate safeguarding training. Training is translated for Arabic-speaking support staff so expectations are understood across all roles. Regular scenarios, updates and induction processes reinforce staff understanding. Staff show secure awareness of reporting procedures and increasing confidence in identifying and escalating concerns.

Safeguarding practice is child-centred. Records and case examples show that leaders respond promptly to concerns and work effectively with families and external agencies. Sensitive cases are managed carefully, with appropriate intervention, review and communication. Leaders maintain a strong focus on pupil welfare while supporting families. Safeguarding education is reinforced through PSHE, assemblies and wider school life. Themes such as online safety, wellbeing and respectful relationships are revisited regularly and monitored through pupil voice, wellbeing surveys and staff training.

Pupils say they feel safe and know who to approach if they have concerns. Safeguarding displays, pastoral systems, counsellor provision and attendance monitoring support this. Pupils can identify trusted adults and understand where to seek help. The strong presence of senior leaders at morning drop-off and dismissal helps build relationships with families, monitor routines and maintain a calm, secure environment.

The school has zero tolerance for bullying, including cyberbullying. A clear policy and appropriate record-keeping are in place. Anti-bullying is taught through PSHE and Anti-Bullying Week. Pupils are confident that concerns will be dealt with promptly.

Health and safety procedures are well established. Entry and exit arrangements are secure, and visitor identification procedures are clear and consistently applied. Staff and security work effectively together to maintain pupil safety throughout the day. This includes orderly dismissal routines, transport supervision and close oversight of pupils using school transport. Fire, lockdown, transport and first-aid procedures are managed effectively and meet local requirements.

The school site is orderly and well supervised. Staff presence around the site supports pupils' wellbeing and contributes to a secure environment. Established routines help pupils move around the site calmly. Staff visibility at key transition points reinforces expectations and supports welfare.

Attendance is used as a safeguarding indicator. Leaders monitor attendance and follow up concerns with parents. Regular communication with families and targeted action have

significantly improved attendance over the past year. Further work is planned to support continued improvement.

The inclusion and pastoral teams contribute effectively to safeguarding. Staff know pupils' circumstances well and adapt support appropriately. This helps vulnerable pupils remain engaged in school and access support when needed.

Tracking pupil movement during the school day remains an area for development. While supervision is generally secure, arrangements for monitoring pupils who leave lessons, particularly to visit the clinic or other areas, are less systematic. Strengthening this process would improve leaders' oversight of pupils' whereabouts.

Overall, safeguarding culture is strong and continues to improve. Leaders have identified the right priorities, strengthened systems and increased staff confidence. Pupils feel safe, staff understand their responsibilities and safeguarding is embedded effectively in daily practice.

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

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

The school implements effective safer recruitment policies and procedures in line with *Keeping Children Safe in Education*. Safeguarding, code of conduct and whistleblowing procedures are well understood, trusted and used appropriately. Staff are confident in raising concerns, and leaders respond promptly and proportionately.

The school carries out all required checks on staff and maintains detailed, up-to-date records. Recruitment procedures include suitability checks for staff at all levels and comply with local national requirements. Background checks are completed for all staff. The single central record is very well organised, rigorous and regularly updated. It meets BSO requirements.

CPD provision is a strength. It supports teachers' professional skills, understanding and ability to deliver the British curriculum. The school has also taken effective action to support staff retention. Leaders should continue to help local national teachers access UK-specific teaching qualifications and training programmes. They should also continue efforts to increase the number of native English-speaking teachers, particularly in secondary English, to support English teaching and EAL provision across the school.

9. *Standard 5* The premises and accommodation

The school's premises and accommodation meet the BSO standard.

The school provides a safe, secure and well-maintained environment that supports pupils' learning, wellbeing and personal development. The campus is fit for purpose, with spacious learning areas, appropriate lighting and ventilation. Effective cleaning, maintenance and site management keep facilities safe and orderly. Drinking water is readily available, and there are enough toilets for pupils' age and gender.

Specialist facilities support curriculum delivery and enrich pupils' experiences. Science laboratories are secure and appropriately equipped, with suitable safety procedures and qualified staff. Sports facilities, including the swimming pool and PE areas, are well maintained and operate according to procedures that prioritise pupil safety. Drama and music classrooms, together with the theatre space, support performance and wider enrichment. Displays and learning spaces reinforce the school's values, global outlook and British values.

There are two clinics on site and an isolation room for pupils with a high temperature or symptoms of illness. Medical provision is supported by appropriately qualified staff. Systems are in place to store and manage regular medication securely.

Security arrangements are strong, with full CCTV coverage supporting a secure environment. School transport is well organised, with regular vehicle checks, trained drivers and bus matrons who support pupils' safety during travel. Early years provision is a particular strength. Engaging indoor and outdoor spaces promote independence, exploration and purposeful learning.

Leaders have identified appropriate next steps, including improving accessibility across the site and continuing the furniture modernisation programme.

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.

Parents report that communication is a significant strength. Leaders have prioritised timely and effective information sharing to build trust with parents. A range of parent-friendly digital

platforms now supports daily communication, including efficient bilingual messaging. The school website provides curriculum details, key policies, staffing information and admissions information.

Parents value the accessibility of the senior leadership team, who are visible and available at the start of each school day. The elected Parent Council has helped create a communications policy that supports open and efficient communication between home and school. The Parent Improvement Partners further demonstrate the school's commitment to giving parents a genuine voice in school improvement.

Twice-yearly written reports provide information about attainment, progress, effort, behaviour and personal development. Parent consultations and the recent student-led conferences are also held twice a year. These give pupils an active role in discussing their progress and setting next-step targets.

Curriculum workshops, 'Learn Together' days and detailed curriculum overviews strengthen home-school links. Regular surveys gather parents' views on school life and operations. The school should continue these initiatives to broaden parental understanding of British standards in curriculum, attendance and pedagogy.

11. Standard 7

The school's procedure for handling complaints

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

The school has a clear and comprehensive complaints policy. It incorporates *Keeping Children Safe in Education* and relevant Egyptian legislation, regulations and statutory guidance. The policy emphasises proactive work with parents and includes a clear safeguarding statement. The school is committed to building strong, positive relationships with parents. Communication is a strength, and leaders operate an open-door approach, addressing concerns as soon as they arise.

Parents report that concerns are addressed promptly and effectively before they escalate into formal complaints. In most cases, staff resolve concerns directly and efficiently. A clear three-stage procedure is set out in the policy.

The school also has effective policies for staff complaints, grievances and whistleblowing.

12. Standard 8

Leadership and management of the school

The school's leadership and management meet the BSO standard and are good, with outstanding elements.

The new principal and senior leadership team have had an immediate and significant impact on the school community. They have implemented a strategic development plan covering teaching, learning and assessment. Leaders recognised the need for broad and urgent improvement and have led the school through a complex process of reviewing procedures and systems. This work has been informed by data and has involved leaders, teachers and the wider community. Teachers value having a clear voice in the school's strategic development.

A central aim has been to strengthen coherence and consistency across all phases. Revisions have focused on curriculum, teaching, learning and assessment. The EBIS 8 framework is designed to support more individualised teaching and assessment, with adaptations that meet pupils' needs. Senior leaders understand that embedding this work is ongoing, and they are leading it with confidence and resilience.

The leadership team models a strong growth mindset that middle leaders and staff increasingly share. Staff are open to learning, collaboration is evident, and there is a clear willingness to move the school forward. Leaders have been strategically recruited and placed in key areas to sustain improvement. The expansion of leadership capacity should continue to support consistent implementation of systems and expectations.

Middle leaders speak positively about the accountability, support and direction provided by their line managers. The weekly Aspiring Leaders programme is helping to build leadership and management skills. Middle leaders are committed and collaborate openly to implement the new frameworks coherently.

The new strategic plan is fully supported by a knowledgeable school board. The board embraces changes that advance its vision for a school where pupils make excellent progress, are safe and enjoy their school experience.

Leaders have placed particular emphasis on safeguarding, health and safety. This is evident across the campus in the high standard of maintenance and supervision and in the warm relationships between pupils, staff and parents. The smooth daily running of the school and the focus on pupils' wellbeing and safety demonstrate effective leadership.