



**British School
Overseas**

Inspected by Penta International

Inspection report

**Royal British
International School**

**Cairo
Egypt**

Date
Inspection number

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas. During the inspection visit, 43 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 pupils. The inspection took place over three days.

The lead inspector was Simon Sharron. The team members were Nicola Matthews and Wardah Ishaque.

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 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

3.1 What the school does well

There are many strengths at the school, including:

- Leadership and management at all levels
- The British nature of the school
- The 'Royal Values', family ethos and excellent relationships in the school community
- Student behaviour around the school
- Personalised learning, student progress and attainment
- Assessment and teachers' subject knowledge
- Communication within the school community is excellent
- A curriculum that meets the needs and interests of the students
- The range of extra curricular activities and student participation in them
- The spiritual, moral, social and cultural development of the students
- Health and safety systems, safeguarding procedures and the care and supervision of the students
- Superb facilities with capacity to grow
- Resource management
- Professional development of staff
- Inclusiveness and out of class support for students
- School wide culture of reflection and self-improvement

3.2 Points for improvement

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

- i. Ensure that best practice in classroom management is shared and implemented throughout the school to create optimal conditions for teaching and learning;
- ii. Provide more shaded areas outside;
- iii. Consider separating shared primary and secondary specialist classrooms and staff rooms, as the school grows.

4. The context of the school

Full name of School	The Royal British International School, Cairo.				
Address	5th Urban District El Banafseg Zone Area 1 - New Cairo City Cairo Egypt				
Telephone Number/s	+20 10030303087/+20 1030303089				
Website	https://theroyalschool.online/				
Key Email Address	david.meaker@royalbritish.org				
Headteacher/Principal	Mr David Meaker				
Chair of board/Proprietor	Mr Amr Kamal				
Age Range	3-18 years				
Total number of pupils	342	Boys	183	Girls	159
Numbers by age	0-2 years	0	12-16 years	93	
	3-5 years	75	17-18 years	0	
	6-11 years	174	18+ years	0	
Total number of part-time children	0				

The Royal British International School (RB) is located in New Cairo, a rapidly expanding urban area to the East of Cairo. The school is currently a through school for children in the Early Years Foundation Stage (EYFS) up to year 11 where students complete at least 8 IGCSE exams and some AS Level exam courses. The school opened in September 2019 and has grown steadily since despite the years affected by the Covid-19 pandemic. It has an overall capacity for 1,100 students.

4.1 British nature of the school

- The school governance and leadership structure is similar to those operating in the UK
- The school structure of EYFS and key stages reflects school structure in England, Wales and Northern Ireland
- The content of the school's learning programmes follows the EYFS Foundation and National Curriculum for England and Wales as well as exam syllabi.
- The school runs IGCSE and AS level exams and is accredited by UK examination boards in respect of these.
- Many of the curriculum materials are those widely used in the UK.
- The school calendar closely reflects the UK three terms system.
- The school marks significant UK events.
- Pastorally, the school has adopted a UK house system.
- The students wear a school uniform.
- There is a student school council called a 'Student Life Committee'.
- There is close cooperation with the British Council and is linked to the British Council Partner Schools Network and other British international school organisations.
- Professional development is often delivered by UK teacher education suppliers.
- The school has 6 professional tutors trained in the UK.
- The school has subscribed to a UK university application support organisation.

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

The quality of education provided meets the standard and is good.

5.1 Curriculum

The school has met the standard and the quality of the curriculum is excellent.

This is because the school offers a broad, balanced and innovative UK curriculum that is combined seamlessly with the mandatory Egyptian Ministry of Education areas of learning. The curriculum fully meets the current needs of its diverse student body. It is supported by effective planning and schemes of work that challenge the most able and offer support to pupils with special educational needs or experiencing difficulties achieving learning expectations. Comprehensive curriculum policies, syllabuses and descriptions are published on the school website.

The curriculum at RB closely aligns with the EYFS Framework and the English National Curriculum for students in Key Stages 1 to 4. Students sit 5 IGCSE subjects in Year 10 and 3 in Year 11, which gives them an opportunity to complete additional AS level studies in Year 11. This innovation facilitates students to enrol into public and private universities in Egypt after Year 11. These frameworks provide a strong foundation for academic development and ensure that students can progress to their next chosen level of education. As the school continues to expand, it will be able to broaden even further its range of technology and creative arts subjects.

To support the delivery of the English curriculum, RB utilises validated and widely used UK schemes of work and assessment programmes. These resources enhance the teaching and learning process, ensuring that students receive a well-rounded education in English language and literature.

RB places a strong emphasis on the development of literacy, numeracy, and scientific skills. There is a cross-curricular approach designed to foster these fundamental skills. Furthermore, RB has a successful English as an Additional Language (EAL) curriculum in place, which supports the language development of students over time, ensuring that they are able to fully participate in all aspects of the school's curriculum.

RB prioritises the wider development of its students. The school has a comprehensive personal, social, health, and economic education program This promotes the holistic well-being of students and helps them develop important values and life skills. RB also offers a range of extra-curricular activities that enhance the formal curriculum and

provide students with opportunities to explore their interests and develop their talents.

RB is committed to meeting the individual needs of all students. For students with complex additional needs, adapted curricula are in place to provide the necessary support. Additionally, RB has a career education program available for students starting in Year 7, which equips them with the necessary knowledge and skills to make informed decisions about their future study and career paths.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

A very large majority of lessons observed were good and a small minority of lessons were judged to be excellent and satisfactory respectively. Assessment was consistently good or better and has become an impactful catalyst for improved students' progress and attainment. Thanks to effective base-line testing and continuous assessment, teachers together with their leadership teams, quickly identify underachievement and gaps in learning. Thus, teacher organised interventions for groups and for individuals can be implemented without delay. In the best lessons, behaviour for learning was excellent. The lesson planning and structure was such that students knew what they were being asked to achieve and how they could assess for themselves whether they had succeeded. Skilful classroom management ensured that the students were engaged and learning interactively with the teacher and their peers. There were ample opportunities to offer support and higher level challenge. These lessons successfully introduced new content, consolidated and extended what had already been learnt using a wide range of effective teaching and assessment strategies.

Phonics teaching is generally strong across the school and is taught in ability groups to the younger pupils. In the best lessons observed, not only was there excellent encouragement and motivation of all the pupils throughout, but there was also regular reference to the resources and displays in the classroom designed to support the learning (displays, flashcards, whiteboard presentation). In one session, the basic sentences that the pupils were trying to read and write were then used to challenge the most able thinkers in the room. For instance, a simple sentence such as, "I sit in the sun." was expanded into a prompt to ask, "How do you feel if you sit in the sun?" to encourage extended thinking. The teacher was constantly scanning the room and correcting errors as they occurred, demonstrating excellent phonics knowledge as she did so.

In an exemplary Year 2 lesson, the children were working collaboratively to innovate on a known story (Dear Greenpeace) and were creating a story map for their version in groups of three or four children. They had a model story map to follow for guidance on the wall and all knew how to annotate it using a mixture of drawings, initials for key characters/words and punctuation. It also followed a paragraphing structure so pupils were able to use this knowledge both to sequence the story and to ensure that they were including key events. The story maps were then swapped between groups and peer-assessed within the group using a purple pen to mark from a defined criteria. The pupils were able to state how they had innovated on the original story, and why. They were also able to use the creation of the story map to formulate and even edit

their story prior to writing. All the children were thoroughly engaged and were able to express how they had made progress.

In an excellent KS3 maths lesson, students explained enthusiastically that they had learned about the Pythagoras Theorem the previous day and that they were now going to practise it on group tables, using differentiated 'challenge cards'. There had been a starter teacher-led activity recapping the salient points and specific language of the theorem. Higher level questions assessed and extended learning. Students were invited to demonstrate their understanding by venturing responses at the interactive white board so that the rest of the class could assess their attempts. The teacher had established trusting and respectful relationships with her students whom she urged to attend a lunch-time catch-up session, if they were uncertain about the topic.

The link between and the importance of excellent teacher/student relationships was also exemplified in a Year 8 Egyptian Social Studies lesson. Laughter and smiles lit up the classroom. When asked to explain the lesson, a student was delighted to explain in English that it was all about the history of Egypt and how Saladin (Ṣalāḥ al-Dīn) had helped to conquer the country and then became its ruler. The successful delivery of the lesson was in great measure supported too by the expert use of information technology which scaffolded and contextualised the teaching content. The students' knowledgeable responses and self-motivated questions initiating a dialogue with the teacher illuminated the very high level of learning.

In a Year 12 AS Biology revision lesson, the teacher's authoritative command of his subject, knowledge of the exam and identification of the classes' gaps enabled him to optimise the topics that needed most revising. Higher level questioning and the marshalling of excellent online resources available to the student on their IT devices provided challenge and support. A Year 10 IGCSE Business Studies 'booster' lesson revision for 2 students evidenced the same excellent planning and preparation as if they had been made for a class of 25. At a very high level of assessment for learning, the students were guided to engage with the syllabus mark-scheme and evaluate exemplification material.

A common theme in lessons that were less successful was weak classroom management and, as a result, some misbehaviour, disruption and disengagement of a number of pupils. This meant that not all students were progressing and achieving the lesson objectives set by the teacher. In a small minority of lessons, excessive noise meant that teacher instructions could not be communicated effectively, because there was no insistence on silence when the teacher was speaking to the whole class. Occasionally, the good lesson preparation and structure evidenced in planning was not implemented so that students were constantly seeking the teachers' attention for guidance on what they should be doing. Consequently, it became more difficult to maintain pace, fluidity and student interest in the lesson.

5.3 Standards achieved by students.

The standards achieved by students at RB are excellent.

Accredited school assessment programmes clearly indicate that by the end of Key Stage 3, progress and attainment of students at the RB exceed UK and international equivalents. This is a significant accomplishment, since nearly all the children enter the school as early English language learners and it is a major challenge for the school to help them acquire the English oracy and literacy that give them access to the English language curriculum. IGCSE and AS results are outstanding, although it is not possible to make reliable statistical comparisons owing to the small size of current and recent exam cohorts.

Throughout the school there was evidence of a robust tracking system to check pupil progress and to highlight any anomalies, either in terms of not meeting or exceeding expectations. These were followed up uniformly by the class teachers, the learning support team and the middle and senior leaders of each section of the school.

Progress results in the primary section show a strong upward trend in comparison to the students' achievements at the start of their school career. The use of CAT4 assessments alongside normal academic admission assessments means that the school is aware of the potential of each child and is able to track progress against these expectations.

In every key stage the school uses internationally standardised tests as well as IGCSE material for comparison purposes and to validate internal assessments. The use of such tests means that the school is able to effectively benchmark itself against similar schools both locally and worldwide. In Key Stage 4, IGCSE and AS results are above the worldwide average, although caution must be taken in extrapolating these results further since the sample size is not statistically significant.

The EAL and SEN support for pupils to personalise learning and optimise progress are well-established and working to good effect. Pupils that receive these interventions achieve good progress in their subjects. Pupil performance data and targets are generated for each pupil to drive this targeted support for optimal progress.

The implementation of new accredited, standardised phonics and literacy schemes are having a positive impact on attainment in the primary levels especially. They underpin the school's focus on reading attainment since this is one area where they identify a shortfall in pupil standards currently. This focus should continue in order to improve literacy skills generally so that the majority of pupils attain age-related expectations in reading and writing within the medium term.

Teachers and staff believe that they are well supported to improve standards in the school since the school is well-resourced and the management is open to acquiring new schemes of work to support them. They particularly expressed that the school is a very safe place to learn for pupils and staff alike; all are encouraged to challenge themselves but there are no consequences for not succeeding if a good attempt is made. This positive learning environment and culture encourage everyone to try to make progress both academically and personally.

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

The school meets the standard and is judged to be excellent in this area.

Parents, staff and students have a very positive attitude to the school not least because of the strong community values that support and enhance its quality of education. The spiritual, moral, social and cultural development of young people is at the heart of the school's ethos and contributes hugely to the British nature of the school. The character building 'Royal Values' of enrichment, engagement, esteem, excellence and empathy are promoted constantly in the classroom and wider curriculum. These values mesh with core British and Egyptian multicultural values of tolerance, diversity, charity, pluralism and respect which also pervade the school.

Around the school it was apparent that the pupils are inclusive and very supportive of others. In the classroom the 'Ready to Learn' expectations set standards for behaviour and these were effective in most classes. Where in a very small number of classes behaviour falls below the high standards of the 'Ready to Learn' culture, the school supports staff and increases training in classroom management. Classroom reward systems such as dojos are in place and systematically used to reinforce good behaviour and a positive contribution to the lesson or learning.

Pupils in school were very definite in their belief that their charity work was important as a focus for the school council but also to raise funds for charities that meant a great deal to the children on a regular basis. Pupils were planning ahead for the next event which was to be a water themed day in aid of an animal rescue charity and they were determined to make it both a fun day but also to raise a large sum of money for the charity.

There are strong relationships between pupils and staff which contribute to the family feel of the school. Pupils especially stated that they loved their school and that they felt very safe in it. Parents agreed that all children are well-known and understood by their teachers both academically and personally which builds on the family feeling throughout the school.

The strong sense of family and commitment to charitable work are tangible sources of spiritual enrichment for the young people immersed in this community culture. This experience clearly adds an important dimension to the students' spiritual development gained in Islamic and Coptic Christian religion classes as well as in Egyptian social studies lessons where the awe inspiring history of Egypt's pyramids and pharaohs as well as its Greek, Roman and Ottoman heritage is learnt.

A strong PSHE curriculum is in place throughout the school which supports the Royal Values and Ready to Learn behaviour structures. A global perspective to PSHE has been developed to support a less localised focus on world affairs. Regular assemblies adapted for different age groups reinforce the Royal Values, behaviour expectations and moral guidance throughout the school.

A particularly innovative addition to the curriculum is the 'Academy Programme' which provides young people in the school further opportunities to develop their sporting, dramatic, musical, creative and artistic talents. Students had recently taken part in a local 'Battle of the Bands' inter-school competition and there was great excitement and pride that the band had been awarded a very commendable third place.

The school maintains a rich and varied programme of extracurricular activities which also contribute to students' spiritual, moral, social and cultural development. There are regular external competitions particularly for sports as well as internal competitions such as the 'Battle of the Brains' between the secondary classes. As a further extension of its ECA programme, the school has recently introduced the 'Mini Dukes' and 'Junior Dukes' awards which are challenges to foster important life skills in a fun way.

Celebration of special events such as Ramadan, the Coronation of King Charles III, Mothers' Day, Chinese New Year are another mark of the school's cohesive multicultural community. There is a school council, called the Student Life Committee. A recent suggestion from the Student Life Committee to improve the furniture in an ICT room was recently accepted and implemented by the school. Representatives are proud that they have been elected to be part of it. That the Student Life Committee is seen to be able to influence improvements supports an understanding of how democratic processes can be effective. However, some secondary students were more ambiguous about how effectively the school responds to their voicing of concerns or ideas.

Although a pastoral house system exists, students did not express a particular loyalty to their house and so did not seem invested in the outcome of house point totals. Some primary pupils had frustrations with the criteria for house awards, because they felt it was easier to be rewarded for improving standards than maintaining consistently good standards.

High quality careers advice is available for secondary pupils as they prepare to make option choices and choose pathways to higher education and their role in the world as global citizens.

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

The welfare, health and safety of the pupils meets the standard and is excellent

At the school, the safety and well-being of students are of paramount importance. Policies and procedures ensuring the welfare, health and safety of students are comprehensive. They are rigorously implemented and monitored. All staff undergo regular safeguarding training and the school complies with strict local and legally enforceable regulations to ensure that students remain safe at school, on school buses and on school trips. Students receive specific safeguarding training from 'SafeKids Egypt', an accredited agency specialising in child protection and safe relationships. Cyberbullying and safety online are covered in assemblies and ICT lesson topics.

A designated safeguarding team, including an Arabic safeguarding lead, is in place to address any safeguarding concerns promptly and effectively. Safeguarding cases are acted upon without delay until they are fully resolved and detailed records are kept confidential. To further enhance the awareness of safeguarding measures, all visitors are provided with a leaflet outlining the school's safeguarding information. It would be useful if this were available in Arabic too. The parent handbook and newsletters also contain details of safeguarding procedures. Signs featuring photos of the safeguarding leads and contact information for reporting safeguarding or first aid concerns are displayed in all bathrooms, classrooms and areas accessed by pupils and staff. The school ensures that there is always a doctor available on-site, and three first aid responders are trained to provide immediate medical assistance. Medical records of the students are well maintained and shared on a strictly need-to-know basis.

The staff at the school have undergone anti-bullying courses and are expected to complete a UK and internationally endorsed online training course in child protection. Students and parents are informed about who to contact in case of any concerns. This allows for clear lines of communication and collaboration between the school and parents in safeguarding matters.

The well-being of students is a priority for the school. This is evidenced for instance by the availability of a school psychologist/counsellor. This professional provides support and guidance to students who may be facing emotional or psychological challenges. Students are supervised closely during entry, exit, and break times to ensure their safety. Fire prevention measures and evacuation drills are carried out regularly and comply with local regulations. However, the school is advised to constantly ensure that evacuation plans are posted in all non-teaching rooms and that the signposting of fire safety equipment is more visible. A whole school lockdown procedure is awaiting approval and will soon be implemented and practised.

Safety checks and procedures concerning all major utilities are in place. This includes regular testing and monitoring of the swimming pool water quality. Bottled water is available to buy to supplement supplies students bring from home. However, there are plans to make drinking water freely available across the school soon.

The school perimeter is secure and overseen rigorously by security personnel and CCTV cameras. There is a well-defined access plan for pupils, staff, parents and visitors. Staff, parents and visitors wear coloured lanyards that clearly indicate their position in the school. The arrival and departure of school buses is organised very efficiently and safely in the school's underground car park which is well ventilated.

Safe storage and handling of chemicals are ensured by keeping them in a secure location away from direct pupil access. A dedicated laboratory technician is responsible for their management.

The school has a robust risk-assessment policy which is implemented well. Risk-assessments cover the main hazardous areas and activities including school visits and trips.

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

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

The school board representing the parent company owning the school is experienced in operating three other successful schools in Egypt. The chairperson and the other members of the board are all deemed suitable by the local authorities to operate a school. Accordingly, they too have undergone mandatory police checks. Through effective delegation to the school leadership team and human resources department, the proprietors ensure that there are rigorous safeguarding procedures in place to have a school where all staff are suitable to work with and are not a risk to the welfare of young people.

A single central register is well maintained to UK safeguarding standards. It includes details that also meet Egyptian legal requirements authorising local and international personnel to work in a privately run school in Egypt. Identity checks are robust and medical fitness is verified. Local and international police checks are made on all staff. Original documentation is requested and copies are kept to validate all personal information concerning educational qualifications and employment history. References are always taken up and authenticated by telephone calls. The school does not employ externally sourced supply staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation are modern and purpose built. They fully meet the standard required for BSO and are excellent.

The school places great importance on external security and its health and safety measures. The staff ensures that the premises are clean and hygienic, paying close attention to cleaning practices and hygiene protocols. High quality toilet and sanitary units for students and staff are kept separate. They easily exceed local standards and those expected in the UK.

The design and build quality of the school are excellent. The building itself is well-maintained, with good lighting and effective cooling systems in place to create a comfortable learning and work environment. The good width of corridors and stairwells allow for safe movement between lessons and in case of emergency. Here, the school may wish to consider applying non-slip tape to all the stairs and steps. Classrooms are a good size and well-equipped and have, in the main, age-appropriate furniture. Owing to the current size of the school, a small number of specialist rooms have to be used by both secondary and primary schools. As a result, some furniture is not appropriate for older students.

Overall, the school provides an excellent range of specialist facilities such as an auditorium, a library, an IT room, science laboratories and spacious sports areas including a swimming pool. These facilities provide the optimum physical space for the school to deliver its curriculum effectively. They also provide students with the necessary resources to enhance their learning and skills development in specialist subject areas. While the outdoor recreational space comfortably allows for uncrowded play, the eating of snacks and relaxation, it would benefit greatly in the future from the provision of more shaded areas.

A well-established system is in place to report any maintenance issues, allowing for quick and efficient resolution of problems. This ensures that any concerns related to the upkeep of the school premises are addressed promptly. Additionally, lifts and ramps are provided to accommodate staff and students with reduced mobility, promoting inclusivity and accessibility throughout the school.

The school maintains up-to-date records of risk assessments, regularly reviewing and updating them to ensure that potential risks are identified and appropriate measures are in place to mitigate them. This proactive approach to risk management contributes to the overall safety and well-being of the school community.

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 required for BSO, and is excellent.

All stakeholders in the school reported that they felt communication was a strength of the school. Parents in particular felt that it was very easy, comprehensive and most communication was scheduled. They stated that the teachers and leadership team are very responsive as communication channels were open and accessible. Responses were always timely.

There is excellent online connectivity between home and school which keeps parents aware of how their child is performing. This allows the parents to have access to their child's lesson objectives for each week and to see their progress against these. Universally, parents felt that these were extremely helpful as they were routinely aware of how their child was being tracked and if there were any particular difficulties with any subjects or topics.

The new pupil orientation days were mentioned as being an excellent feature by parents to help them understand the school and its mission. It was particularly noted that the interest and support by the Board of Directors in these events was appreciated by new parents.

The school website is informative and contains all key policies and information, including details of the school safeguarding policy and the complaints procedure.

Some parents expressed a wish that they would like further opportunities to be invited into school to attend events or to celebrate their children's successes. They also wanted to be kept informed about the future development of the school.

11. Standard 7

The school's procedure for handling complaints

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

There is a three step complaints procedure which is readily available through the website, the parent portal or by asking at reception. Detailed records are kept of all complaints which are monitored to look for patterns. Parents who met the inspectors stated that they were aware of the complaints procedure and would know how to raise a complaint if necessary. They underlined their experience that most complaints are informally dealt with by the class teachers. However, they were aware that serious, unresolved complaints could be escalated to higher authorities. There was also evidence that the school holds informal quality assurance meetings with parents who have given notice that their children will be leaving the school in order to survey if these departures are the result of unresolved grievances.

Whilst the complaints procedure is well-documented and robust, it does not currently include an element of independence in its internal appeal procedure.

12. Standard 8 Leadership and management of the school

The leadership and management of the school fully meet the BSO standard and are judged to be excellent.

There is exemplary strategic and operational leadership. Since 2019, when RB opened its doors, it has overcome considerable challenges in respect of the coronavirus pandemic and economic crises to create, sustain and grow a very successful school in a competitive educational market. School leaders have implemented effective systems of self-evaluation and organisational learning so that they can identify the strengths and weaknesses of the school. This was evident in the transparent accuracy of the school's completed self-evaluation for the BSO inspection, in the school development plan, the minutes of leadership meetings and in conversations with leadership teams and staff. The quality of education is very good and tangibly on a path towards becoming outstanding. The pastoral care, the welfare, health and safety of students including exemplary safeguarding practice, the modern educational facilities, as well as the spiritual, moral, social and cultural development of the students, are key strengths of the school. They are major success indicators of its leadership and management.

The school board representing the proprietor company is led by an exceptionally committed and involved chairman who helped found the school and design its new, modern premises. The board has a strong vision for a school based on the globally recognised standards of UK education underpinned by positive British and Egyptian values. These are known as the 'Royal Values' and are the backbone of the tolerant, multiculturally cohesive culture created at the school. The board provides unerring support for the steering committee, similar to a UK style senior leadership team, which has the day-to-day operational responsibility for the school. The steering committee consists of a whole school executive principal, principals of the primary and secondary stages and an operations and logistics director. Importantly, it also includes a managing director who is also a member of the school board. This is a very experienced, energetic and caring team who drive the school forwards.

This governance structure has the advantage that the school board is fine-tuned into the improvement and resource needs of the expanding school, as these are fed up to it via the steering committee. The steering committee, as indeed the whole school, shares the board's mission to promote high aspirations, academic excellence and a well-rounded education for young people in preparation for life in Egypt and internationally. There is a relentless focus on maintaining and improving the quality of the school. The administration and resource management of the school is excellent and is applauded by staff and parents.

Performance management and staff professional development are linked closely to the school development plan. This is developed symbiotically between the school steering committee and the burgeoning middle leadership teams who feel increasingly empowered to contribute their own ideas for school improvement. Middle leaders reported excellent relationships with the senior leadership of the school which they describe as being highly supportive, encouraging and compassionate. The steering committee has fostered immensely effective communication throughout the school and this is very much appreciated by students, parents and staff. There was considerable evidence that the school promotes and often helps to fund leadership and teacher career development. Staff morale is high and staff retention is good.