



**British School
Overseas**
Inspected by Penta International

Inspection report

**The Royal British
International School**

**Cairo
Egypt**

Date

8th – 10th February 2026

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.

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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, 35 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 Ghişă. The team members were Carolyn Bavister, Lee Falconer and Mohamed Khairy.

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 Royal British International School (RB) Cairo is an established provider of British-style education in Egypt. It provides pupils with a good education in a warm, positive environment. Pupils learn in an environment that helps them achieve well. They develop the personal, social and cultural skills they need for the next stage of their education. The school provides clear academic progression from the early years to A level.

3.1 What the school does well

There are many strengths at the school, including:

- pupils, teachers and parents are proud members of the RB community;
- the school's British ethos is clear in its curriculum and daily life;
- pupils demonstrate the school values. Pupil-teacher relationships are excellent;
- the highly effective safeguarding culture embedded across the school, with pupils able to identify their trusted adults;
- school leaders are passionate, knowledgeable and care deeply about their school and their pupils;
- leaders demonstrate a strong sense of purpose. They take action to ensure continued school growth and improvement;
- provision and pathways at Key Stage 4 (KS4) and Key Stage 5 (KS5) reflect local needs and prepare pupils well to access further education;
- staff provide clear guidance to help pupils make informed university applications;
- the extensive Academy programme supports pupils to discover their passions and follow their personal interests;
- articulate, confident pupils, readily express their views in a balanced and respectful manner;
- pupils' attitudes to learning are positive;
- the pastoral care and focus on pupil well-being is strong;
- the whole school charity programme has a strong impact on the local community.

3.2 Points for improvement

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

- i. Continue to raise the quality of teaching and learning throughout the school. Ensure that practice reflects the expectations set out in the Teaching and Assessment Framework and the strategic development plan of the school.
- ii. Continue to develop teachers' use of clear and effective adaptations in lessons. Ensure that these lead to more consistent outcomes for pupils.
- iii. Further expand the capacity at the middle leadership level. Use existing strengths to support whole-school improvement.

4. The context of the school

Full name of school	The Royal British International School, Cairo, Egypt				
Address	5 th Urban District, El Banafseg Zone, Area 1 – New Cairo City, Cairo, Egypt				
Telephone number/s	+20 10030303087				
Website address	https://theroyalbritish.edu.eg				
Key email address	admissions@royalbritish.org				
Headteacher/principal	Ms. Liz Deakin				
Chair of board/proprietor	Mr. Amr Kamal				
Age range	3 – 18				
Total number of pupils	675	Boys	369	Girls	306
Numbers by age	<i>0-2 years</i>	1	<i>12-16 years</i>	212	
	<i>3-5 years</i>	160	<i>17-18 years</i>	11	
	<i>6-11 years</i>	288	<i>18+ years</i>	3	
Total number of part-time children	0				

RB opened in September 2019. It is a co-educational British curriculum through-school, in New Cairo, a rapidly expanding residential area to the east of Cairo. The school provides education from pre-school through to year 12, with an optional year 13 provision available. The school serves an international community of pupils representing 48 different nationalities. The school received British Schools Overseas (BSO) accreditation following its last inspection in 2023. It is a member of British Schools in the Middle East (BSME). The school also holds accreditation with the British Council. It works with the Oxford AQA, Cambridge International Education and Edexcel examination boards.

4.1 British nature of the school

Royal British International School Cairo clearly demonstrates a strong British character within its international context. This is reflected in the following features:

- The school delivers the national curriculum for England and the Early Years Foundation Stage (EYFS) curriculum. In KS4, pupils may sit in IGCSE and AS examinations. In year 12, pupils take AS exams and there is an option to follow the complete A-levels programme.
- The school provides support for pupils who are new to English.
- The school is organised into key stages and year groups. The academic calendar reflects that of a British School.
- The school is a member of BSME.
- Pupils wear a school uniform each day.
- Extra curricular options play an important part of the school life. They help pupils develop their interests and talents.
- Assessments are internationally benchmarked.
- The school's leadership structure and board of governors reflect those of a UK school.
- Relevant ongoing continuous professional development (CPD) is provided by the school informed by UK practice.
- The school operates a three term academic year. Age groups align with UK mainstream schools.
- Students are divided into four houses with specific British names.
- Academic and pastoral structures mirror those found in UK independent schools.
- The extra-curricular programme and leadership opportunities support pupils' academic and personal development. These reflect practice in UK independent schools.
- A strong safeguarding culture aligns with UK expectations.
- British values are evident in pupils' conduct in and around the school.

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

The quality of education provided meets the standard for BSO and is good with significant strengths.

5.1 Curriculum

The curriculum aligns with the national curriculum for England and EYFS. It reflects the school's British identity and meets local Ministry of Education (MoE) requirements. It is well structured, age-appropriate and progressive, underpinned by agreed frameworks to ensure continuity. The curriculum enables pupils to achieve externally validated outcomes. The school measures progress and attainment through IGCSE, AS and A level examinations.

The EYFS curriculum follows the UK Early Years Framework and Development Matters guidance. Staff track children's progress towards the early learning goals. It demonstrates clear structure and coherence, particularly in early phonics and literacy development. There is consistent use of a systematic phonics scheme. Structured grouping of pupils and termly assessment cycles ensure that this provision is responsive to children's needs. There is a good balance of adult-led input and purposeful free-flow opportunities. This facilitates practice and reinforcement of skills throughout the day. Early identification of speech delays and targeted support reflects the department's use of assessment to inform curriculum decisions. Further enhancements to the EYFS outdoor learning environment would strengthen continuous provision and enrich the curriculum.

The primary curriculum is broad and well aligned to the national curriculum for England. In both English and mathematics, learning builds progressively. For example, pupils move from constructing consonant-vowel-consonant (CVC) sentences in Year 1 to writing diary entries from different viewpoints in Year 2. In mathematics, pupils in Year 1, secure their counting skills. In Year 2, children confidently use repeated images and reasoning skills to multiply. The inclusion of personal, social, health and economic (PSHE) education themes, such as respect for diversity, supports pupils' wider development. Cross-curricular links enrich learning further. The introduction of a structured mathematics programme is strengthening the school's mastery approach. It promotes deeper understanding and consistent progression. However, the delivery of the systematic phonics scheme in KS1 is inconsistent. Greater consistency in lesson progression, beyond simple recap, is needed to ensure learning builds effectively. Consistent modelling of pure sounds will also strengthen alignment between the intended and implemented curriculum. Opportunities for cross-curricular learning are evident in KS2, with literacy skills applied across subjects and meaningful links made between curriculum areas. Further strengthening of cross-curricular

links and transitions will help pupils develop a broader global perspective and understand how key skills are interconnected.

KS4 and KS5 build on the strong foundations laid in KS3. Pupils follow flexible IGCSE and A-level pathways that reflect local need. These prepare them for further education. As the school has grown, it has expanded the KS4 and KS5 curriculum. New subjects include psychology and design technology. Departments are well resourced with textbooks and digital resources from UK providers. Larger departments in secondary benefit from defined middle leadership roles where larger teams contribute to curriculum and resource development. As a result, the curriculum is well sequenced in most subject areas enabling pupils to make good progress. Leaders review and refine the curriculum regularly. They build on identified strengths and address areas for development. As the school and academic departments continue to grow, there is a clear need for increased accountability and systematic monitoring. This will ensure that smaller departments implement curriculum plans and resources to the same standard as the larger departments.

The curriculum is further enhanced through the well organised and progressive Academy programme. It is designed to support the passions and interests of all pupils from year 3 onwards. The programme forms part of the weekly timetable. It has a strong focus on music, arts and sport. The school also offers an extra-curricular activities (ECA) programme, but it could be further enhanced to strategically enrich the curriculum.

5.2 Teaching and assessment

Teaching and learning across the school are generally effective. Lessons are often well planned, clearly structured and supported by appropriate resources. When teaching is most effective, learning objectives and success criteria are clear, pace is good and expectations on behaviour are upheld. When teaching is less effective, low-level disruption occurs.

Teaching in EYFS is characterised by established routines and positive relationships. Children respond confidently to choral phonics, rhymes and actions. Phonics delivery is highly effective, with consistent routines and multisensory strategies in place. Children are motivated and show curiosity in practical, play-based learning. Guided group work enables adults to provide immediate feedback and address misconceptions such as letter reversals. In mathematics, clear modelling and hands-on resources promote secure conceptual understanding. Children demonstrate independence during free-flow activities. More precise scaffolding during independent tasks would help to accelerate progress further. Adults should deepen children's thinking through consistent, high-quality questioning.

Teaching in KS1 and KS2 is strongest where learning intentions and success criteria are explicit. In most lessons, teachers use live feedback, purple pen editing and guided group work. This enables many pupils to make good progress. In the strongest lessons, teachers

use clear modelling and questioning to deepen thinking. Behaviour is generally positive. Teachers use established routines and effective strategies such as cold calling and choral response. The Talk for Writing strategy is fully embedded from EYFS to KS3. Teachers effectively use this approach to develop pupils' spoken language and vocabulary. Teachers use structured partner talk, vocabulary mats and working walls to scaffold learning and promote independence. Strengthening adaptive teaching, particularly in phonics and comprehension, will ensure that tasks are precisely matched to pupils' needs, deepening understanding beyond retrieval.

In secondary, pupils demonstrate very good attitudes to learning. They are generally engaged in the activities and work well collaboratively. Pupils respond well when tasks provide appropriate challenge. There are further opportunities to share this best practice consistently across all departments and key stages. When lessons lack pace or sufficient challenge, low-level disruption affects learning.

Teachers often make good use of assessment for learning techniques to check for understanding, monitor pupil learning and inform future teaching. Higher order questioning can be further embedded across the school. Pupils respond well to retrieval questions. They need more opportunities to give extended, reasoned verbal responses. Verbal, individual feedback across the secondary is also strong. This helps pupils address misconceptions and improve their work. Peer-assessment strategies are developing. Written feedback is inconsistent across KS3 to KS5. Greater consistency in evidence-informed written feedback will improve outcomes for all pupils. Pupils are well prepared for IGCSE and A-level examinations with regular, structured practice papers.

Teachers know which pupils have special educational needs and/or disabilities (SEND) or speak English as an additional language (EAL). However, the implementation of plans and support for these learners is inconsistent across the school. More consistent adaptations and school-wide strategies for SEND and EAL pupils will improve outcomes.

5.3 Standards achieved by pupils

Pupils make generally good progress across the school. Internal and external assessment data analysis support this view. Teachers use internal tracking systems to identify strengths and next steps for individual pupils. Leaders need to refine and embed data tracking systems across departments. This will help staff identify pupils who need additional support or greater challenge.

The school has also refined its assessment policy. It aims to inform next steps and identify strengths and areas for development to include targeted support for pupils who need it. The consistent implementation of assessment practices would enhance the school's ability to identify long-term trends and evaluate the impact of teaching initiatives.

When teaching is effective, teachers provide active verbal feedback. This engages pupils and supports higher-order questioning. While self-assessment is evident to support the individual work, peer assessment can be further developed across all subjects.

In the Early Years systematic, well-sequenced phonics teaching secures high standards. Standards of progress across the primary section are in line with the expectations of the national curriculum. Internal assessment data demonstrate that most pupils make sustained and measurable improvement over time relative to their starting points. Significant improvements are evident in the quality and accuracy of written work. Pupils' progress is particularly strong in mathematics and science. Pupils generally demonstrate secure subject knowledge in lessons. They become more independent as they move through the school.

Pupils across KS3, KS4 and KS5 make progress in line with their baseline CAT assessments. Attainment in mathematics is a particular strength. At IGCSE and A-level, pupil attainment exceeds UK averages, which is testament to the hard work and dedication of the teaching, middle and senior leadership teams.

Pupils are supported with excellent university and careers guidance. They are able to successfully build pathways to further education in Egypt and overseas.

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

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

The provision for pupils' spiritual, moral, social and cultural development is a significant strength of the school. It is deeply embedded within the school's ethos, curriculum, pastoral systems, assemblies and enrichment opportunities. The school's values are consistently promoted across all phases. This helps pupils understand these values within the cultural context of Egypt.

Relationships across the school are excellent. Adults consistently model respectful and caring behaviour. They create a nurturing environment where pupils feel safe and valued. This strong relational culture underpins pupils' personal development, wellbeing and readiness to learn. Pupils demonstrate high levels of respect towards one another and towards adults. This contributes to the calm and purposeful learning environment evident across the school.

Pupils' moral development is a clear strength. They demonstrate a secure understanding of the difference between right and wrong. Across the school, pupils confidently articulate the school's values which are highly visible. These values are actively promoted through classroom displays, assemblies, curriculum planning and whole-school events.

The school creates well-planned opportunities for pupils to develop their social skills and sense of responsibility. In primary, pupils regularly undertake leadership roles within classrooms. These promote collaboration, teamwork and a sense of contribution. In secondary, an emerging pupil leadership programme is a growing strength. Established initiatives include the Pupil Life Committee and Pupil Ambassadors. Continuing to broaden and grow student leadership opportunities in secondary will strengthen provision further.

Pupils take an active role in charitable initiatives. These include the Shoebox Appeal as well as partnerships with local and international charities. These experiences help pupils develop an understanding of how individual and collective action can positively impact others. Enterprise Days from year 5 upwards further enhance pupils' initiative, teamwork and problem-solving skills.

Pupils benefit from the extensive Academy programme. This enrichment offers high-quality pathways in sport, music and the arts, led by specialist staff and coaches. It supports wider personal growth, enabling pupils to discover their passions and follow their personal interests.

The house system is well established and highly effective in promoting a sense of community. House activities are carefully structured to support progressive development from EYFS through to secondary.

The promotion of democracy is a strong and well-established feature of the school's provision. Pupils actively participate in democratic processes from an early age. These experiences enable pupils to understand the principles of democracy and representation, within the host country's framework.

The school prioritises the wellbeing of pupils and staff. This commitment is embedded within policies, daily practice and the wider school culture. A comprehensive wellbeing policy underpins a proactive and supportive approach. Whole-school mental health initiatives and the Mental Health Warrior programme in KS3 and KS4, support pupils' self-esteem.

Pastoral systems are robust and ensure that pupils' emotional wellbeing is closely monitored. When concerns arise, staff refer pupils promptly to the school counsellor or safeguarding leads. Pupils receive appropriate support.

Staff implement the 'Ready to Learn' behaviour policy consistently. It promotes positive behaviour. Restorative practice helps pupils understand expectations clearly and reflect on their choices. Since the previous inspection, increased consistency across the school has further strengthened pupils' confidence and engagement.

In EYFS, the explicit promotion of the Characteristics of Effective Teaching and Learning provides a strong foundation for independence and perseverance. This is reinforced through purposeful reward systems which celebrate positive attitudes and behaviours.

The personal, social, health and economic (PSHE) education programme supports pupils' wider development, teamwork and problem-solving. The school has significantly strengthened the clarity and coherence of its SMSC curriculum mapping, enabling leaders to track progression. Teachers consider British and school values in lesson planning and classroom practice.

Careers education is a clear strength, particularly in KS4 and above. Structured and impartial guidance is provided. This supports pupils in making informed choices based on their strengths, aspirations and future pathways. In KS3, careers education is appropriately integrated within PSHE and curriculum-linked activities. Where local legal and cultural constraints limit explicit teaching of some protected characteristics, leaders ensure that bullying, harassment and discrimination of any kind are not tolerated.

Expectations around respectful behaviour, inclusion and personal boundaries are reinforced through PSHE. Further information delivered through assemblies and safeguarding sessions promotes a safe and inclusive school community.

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

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

The safeguarding provision is strong. Safeguarding practices are embedded in the school's culture, forming a central part of its identity. The designated safeguarding lead (DSL) ensures that policies meet all the requirements described in the 2026 Keeping Children Safe in Education guidance. A well structured safeguarding team is in place, visible across the entire campus. Parents and pupils know the DSL. Pupils feel safe and are confident to seek help if needed. Clear referral pathways involve the DSL, deputy DSLs, counsellor and discipline coordinators. Pastoral and safeguarding concerns are responsive and child-centred. Regular training and updates reinforce understanding and readiness among all staff. Governors remain well informed and active in oversight. Reports on safeguarding, health, safety, and behaviour are detailed and timely.

All health and safety related policies are in place, and procedures are managed with precision. Policies and systems are applied effectively across daily routines. Leadership teams monitor compliance closely, maintaining consistency and accountability in all departments. Risk assessments cover key areas of the site. Identified issues are addressed swiftly, keeping the school safe and operational. Fire safety provision and procedures are exemplary. Regular drills demonstrate preparedness. Lockdown and immediate response procedure is in place.

The school clinic provides efficient and caring medical support. Health concerns are managed promptly, records are accurate, and communication with parents is professional. Medical kits are available on all corridors. A first aid policy is in place and key staff members are first-aid trained.

Maintenance and safety checks are systematic. The reporting system is reliable, ensuring that any facilities or safety concerns are addressed promptly. A high standard of hygiene is maintained.

The pupils' arrival and departure at the start and the end of the school day are calm, orderly and well supervised. Security staff are present at all entry points. Bus transport procedures are excellent. There is great care to ensure the safety of all pupils as they arrive and leave the school. Effective supervision is in place on corridors, canteen and the outside areas. Pupils' movement across the campus is smooth.

For most pupils, behaviour in lessons and at unstructured times is good. A clear written behaviour policy promotes positive behaviour based on a restorative approach. There is a zero tolerance of bullying, including cyber bullying. A clear policy is in place with appropriate record keeping. Online safety is effectively managed. Behaviour and attendance concerns are logged and tracked systematically. Attendance and punctuality are below the UK average

but improving over time. Staff recognise that issues with attendance impact on pupil progress. The school needs to strengthen strategies to reduce persistent absence.

Overall, the school provides a safe, caring and well-regulated environment. Pupils' welfare, health and safety are actively promoted. Pupils understand community values such as kindness, which was the value of the month during the period of the inspection. Relationships between adults and pupils are strong. Mutual respect forms the foundation of the school's positive ethos.

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

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

All the standards for safe recruitment are respected. The human resources (HR) department, the school management and the board ensure that that national legal requirements for employing staff are met, for local and international employees.

HR procedures are well organised and monitored carefully. The school carries out all required checks on all staff. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out. RB verify identity, medical fitness, right to work in Egypt and employment history. Background checks are conducted for the last 10 years of employment.

The school maintains detailed and updated records of all staff. The single central record is in place and meets the requirements of the BSO. It records the required information for teaching, administrative, international and local staff.

All staff benefit from safeguarding training, and they are all aware of the requirements of the code of conduct. A whistleblowing policy is in place. Leaders explain procedures clearly to staff. The HR team, legal advisers, leaders and the board monitor compliance.

The teachers access a relevant professional development programme. It focuses on the teachers' understanding of international examinations, and developing topics such as student-led learning, restorative practices, mental health and wellbeing.

The staff retention is very positive, illustrating the effective strategies implemented by the school management and the board to ensure teacher continuity. The school leadership team and the board create a supportive working environment. An open-door policy supports communication and an evident family feel.

9. *Standard 5* The premises and accommodation

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

The school operates on a modern campus with excellent, safe, clean and very well-maintained facilities. The school premises support the effective day-to-day operation of teaching, learning and pastoral routines across the school. The facilities and resources, reflect the founders' vision to offer a high-quality, "royal" learning experience to the pupils. The campus is constantly developed to accommodate the constant organic growth in pupil numbers. Plans allow for future expansion.

Classrooms are well lit and appropriately equipped. Furniture and resources support learning activities throughout the school day. Shared spaces and specialist areas support the curriculum and wider school life. Specialist facilities include four science laboratories, two information technology (IT) labs, two music rooms and a music studio. The library provision was extended on two floors. It meets the needs of the whole school. On site sport facilities include a swimming pool and a fully equipped gymnasium. The school could continue to develop the science, technology facilities. This will support greater use of new technology and artificial intelligence (AI) in learning.

The EYFS pupils use a large, secure and well maintained outside play area. The school might consider the further expansion of the current EYFS outdoor learning environment. This would strengthen continuous provision and create more opportunities for exploration and investigation.

Toilet, washing and drinking water facilities are available across the site to meet the needs of pupils and staff. The medical room is well organised, with designated spaces used to support pupils' health and wellbeing during the school day. The pupils can have their lunch in the canteen area or outside at shaded picnic tables.

Displays in corridors and classrooms showcase pupils' work and share key information. In the primary phase, these displays support learning. Displays also highlight school values, houses and pupil leadership initiatives. These promote the school's ethos.

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 receive regular information about their child's progress. This includes written reports, parent-teacher meetings, access to the Engage MIS and platforms such as Class Dojo and Google Classroom. A stronger emphasis should be given to a more detailed presentation of the academic, curricular and SEND provision. Parent-teacher meetings are well attended. The school has increased capacity to ensure that all parents are able to participate. Key information for parents is clearly documented in a comprehensive parent handbook. Statutory policies including safeguarding, behaviour, and attendance are readily available on the school website. Admissions procedures are clearly communicated to prospective families. The school website lists the principal's name, the school address, the telephone number and the names of governors.

The school places strong emphasis on building positive home-school partnerships. Parents are regularly invited into school through coffee mornings and workshops, which support engagement and strengthen communication. The school is proactive in encouraging parental attendance at events and promotes positive involvement in their children's learning.

Parents express high levels of satisfaction with the school's open-door policy and the accessibility of teachers and leaders. They feel that their children are well supported to make progress and to prepare for the next stages of their lives. Parents value the school's British character and the strong sense of community. The parent workshops organised by the school on topics such as online safety are also considered effective and useful.

11. *Standard 7*

The school's procedure for handling complaints

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

The school has a clear complaints procedure that is easily accessible via the website and the parent portal on the school's MIS. The policy sets out informal and formal stages of complaint handling, with clearly defined procedures and timeframes for resolution. Complaints are managed promptly and effectively. Detailed records are maintained on the MIS and routinely monitored to identify patterns or recurring issues. Parental feedback reflects a high level of satisfaction with both the speed of responses and the outcomes achieved.

Parents who met with inspectors confirmed that they are aware of the complaints procedure and know how to raise a concern if required. They noted that most issues are resolved informally at class teacher level. More serious or unresolved matters can be escalated through the formal stages. Since the previous BSO inspection, the school has strengthened its process by introducing a final stage involving an independent arbitration panel for unresolved or disputed complaints.

The school conducts exit interview meetings with parents who give notice of withdrawal. These meetings help leaders identify whether departures relate to unresolved concerns.

12. Standard 8 Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are good with outstanding features.

The school leaders, at all levels, are passionate and enthusiastic about school development. There is a strong commitment to school improvement. The principal and the senior leaders have a clear understanding of the school's priorities for improvement. They are well supported by an experienced and proactive board who provide strategic guidance. Leaders promote positive relationships between staff, pupils and parents. This contributes to a strong sense of community.

The leadership teams have been expanded at the middle leader level, aiming to support the growth across the school. There is a focus on the development of the secondary, particularly as the KS4 and KS5 expand.

Leaders have reviewed policies and procedures focusing on teaching and learning, student-led approaches, assessment, curriculum adaptations, safeguarding and data collection. Effective leadership monitoring systems include lesson observations, learning walks, book scrutiny, moderation, and coaching. These provide leaders with an accurate understanding of provision. This is an ongoing process, leaders should continue to check that staff apply policies on teaching, assessment, feedback, behaviour and attendance consistently across key stages.

Leaders support new staff and teaching assistants to align practice and expectations. The school should continue to refine CPD to further strengthen teaching strategies, classroom management and middle leadership skills. Individual support plans are in place, but this practice can be further developed to become fully consistent across the school.

Leaders promote pupils' spiritual, moral, social and cultural development through a clear, values-led approach, with Royal British values actively modelled and lived across the school. This approach supports the Prevent and the safeguarding systems, ensuring the safety of all the members of the school community.

The school operates smoothly. There is a clear focus given to the safeguarding, well-being and security of staff and students.