



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

British International School Casablanca

March 2023

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School's Details

School	British International School of Casablanca			
Address	British International School of Casablanca P3020 Route Sidi Messoud 20000 Casablanca Morocco			
Telephone number	(+212) 520 500 200			
Email address	admissions@bisc.ma			
Headmaster	Mr Richard Udy			
Chair of governors	Mr Boubker El Fehdi			
Age range	3 to 18			
Number of pupils on roll	326			
	EYFS	71	Primary	151
	Secondary	85	Sixth Form	19
Inspection dates	27 to 30 March 2023			

1. Background Information

About the school

- 1.1 The British International School of Casablanca is a co-educational day school. It was founded in 2017 by H & A Investment Holding. The school's board includes local and British governors.
- 1.2 The school is situated to the south of Casablanca. The purpose-built campus comprises three separate sections: a primary section, including children in the Early Years Foundation Stage (EYFS) and pupils in Years 1 to 6, a senior section for pupils in Years 7 to 11 and a sixth form.
- 1.3 Since the previous inspection, the school has introduced baseline assessments, reorganised its curriculum as its pupils are now sitting iGCSEs and A levels, and introduced management committees to monitor implementation of academic and welfare policies. The present headmaster was appointed in 2021.

What the school seeks to do

- 1.4 The school aims to prepare its students to be confident citizens and the leaders in tomorrow's world – encouraging them to be constantly curious, pioneering and changing. The school also strives to deliver academic excellence and create inspiring places for children and young people to achieve the best version of themselves. Great emphasis is also placed on the values of respect, compassion, excellence and rigour, based around the British curriculum.

About the pupils

- 1.5 Most pupils come from professional and business families in the Casablanca area and families working with multi-national or non-governmental organisations. They represent 22 nationalities, although two thirds are Moroccan. Standardised test data provided by the school indicate that the ability of the pupils is below average for those taking the test when compared to those taking the test internationally. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. They receive help from the school through individual lessons with members of the learning support team, and in-class support from teaching assistants. There are 305 pupils for whom English is an additional language (EAL), 23 of whom receive additional support. The needs of those pupils identified as more able are met through individual attention in class. Those pupils identified as talented at sport follow an elite sports programme.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in December 2019.

Key findings

- 2.1 The school meets all of the Standards for British Schools except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.**

Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education in paragraphs 3 and 4 and most aspects of paragraph 2 are met. That relating to paragraph 2(2)(d)(ii) (personal, social, health and economic education) cannot be met because it is precluded by the host country's legislation.**
- 2.3 The curriculum takes account of the aptitudes and needs of pupils of all ages, including those with SEND and/or EAL. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. The curriculum is well planned and supported by suitable schemes of work. A programme of extra-curricular activities provides opportunities for pupils to gain additional skills. In response to the pre-inspection questionnaires, most parents agreed that the range of subjects is suitable for their child and most pupils were satisfied with the extra-curricular opportunities available to them.
- 2.4 The curriculum enables pupils to learn and make progress, and prepares them for the opportunities, responsibilities and experiences of life in both Moroccan and British society and for the next stage of their education. Personal, social, health, citizenship and economic education (PSHCE) encourages respect for other people as far as is allowed by the laws of the host country; further details are given in Part 2. Although a small minority of pupils in response to the questionnaire disagreed that they received suitable careers education, inspection evidence found that appropriate careers guidance is provided.
- 2.5 Children in Nursery and Reception follow a programme covering the seven areas of learning of the EYFS curriculum in the United Kingdom. The curriculum for older pupils is based on the national curriculum for England and Wales in the primary and secondary schools with the addition of lessons in French, Spanish, Arabic and Islamic studies. Pupils in Year 11 sit iGCSEs as well as Cambridge International qualifications, and pupils in Year 13 sit international A level or BTEC qualifications.
- 2.6 Teaching shows an understanding of the pupils' needs and abilities and demonstrates secure subject knowledge and effective use of resources. It utilises a range of approaches to foster application and interest. Strategies for managing behaviour in class are effective. Teaching does not discriminate against pupils due to their gender, ability, beliefs, disability or race. The school has a suitable framework to report on pupils' performance.
- 2.7 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

- 2.8 The standards relating to spiritual, moral, social and cultural development in paragraph 5(a) and (b)(i) to (v) and (vii), (c) and (d) are met. Some elements of paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**
- 2.9 The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It enables pupils to develop their self-knowledge, self-esteem and self-confidence, to distinguish right from wrong and to accept responsibility for their behaviour. Pupils are encouraged to contribute to the lives of others through charity work with a focus on the local area.

- 2.10 Pupils gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in the host country through the PSHCE programme. This enables them to understand the importance of laws and justice and teaches them to have respect for the democratic process. The school encourages a balanced presentation of political issues and precludes partisan political views, and actively promotes respect for protected characteristics such as age, disability, race, gender equality, pregnancy and maternity and faith or religious belief. The host country's legislation prevents the school from encouraging respect for the protected characteristics set out in the UK Equality Act 2010 relating to gender reassignment, marriage and civil partnership and sexual orientation.
- 2.11 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.12 The standards relating to welfare, health and safety in paragraphs 6–16 are met.

- 2.13 Suitable arrangements, which take account of both UK and local requirements and practices, are made to safeguard and promote the welfare of pupils in all areas. Safer recruitment procedures are thorough and ensure that all required checks are undertaken on relevant staff before a person starts working at the school. Effective implementation of the safeguarding policy ensures the protection of pupils from all types of abuse and harm, including the dangers of extremism. Staff are appropriately trained when they join the school and subsequently through training sessions and updates when required. Staff are aware of the code of conduct and whistleblowing policies. Although a small minority of pupils in the questionnaires did not feel that there was a member of staff that they could talk to if they are worried or concerned, structures do exist to ensure that staff listen to pupils and pupils confirmed this during discussions with inspectors. Pupils receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHCE programme, assemblies and form time.
- 2.14 In their response to the questionnaires, a minority of pupils and parents disagreed that the school does all it can to prevent bullying. The school does have an effective anti-bullying policy and in discussions pupils confirmed that actual instances of bullying, including cyber-bullying, are rare and if they do occur are dealt with appropriately by staff. Inspection evidence found that bullying is prevented in so far as reasonably practicable, that records are kept of the few instances of bullying and appropriate sanctions are applied. Procedures to promote good behaviour have recently been reviewed, the revised policy and associated procedures are known and understood by pupils and staff and are implemented effectively. A very large majority of parents and pupils agree that the school actively promotes good behaviour. A suitable system of rewards celebrates pupils' success, efforts and achievements, and appropriate sanctions are applied if the need arises. Records are kept of all behavioural issues and these are effectively monitored in order to identify any trends.
- 2.15 The school complies with relevant health and safety laws and fire safety standards, including those which apply locally. Recordkeeping is thorough and shows that there is an effective overview of health and safety procedures. Fire drills are carried out regularly and suitably recorded. There is a suitable system for the provision and maintenance of clear emergency routes and exits, and an effective maintenance programme for fire detectors, alarms and extinguishers. Pupils are appropriately supervised throughout the school day and on school trips. The premises are maintained to a suitable level of safety and hygiene, and admission and attendance registers are appropriately maintained. The school has appropriate policies for first aid and their effective implementation enables pupils who are ill or injured to be treated in a timely manner. Suitable risk assessments have been drawn up for all areas of the school and its activities.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.16 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.17 The school carries out the required checks on staff, proprietors and any other adults working at the school to ensure suitability to work with children, in line with both local requirements and guidance issued to schools in the UK. A suitable single central register of appointments is maintained which details the recruitment checks undertaken. By the end of the inspection, staff files included all the required documentation.

Part 5 – Premises of and accommodation at schools

- 2.18 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.19 Suitable toilet and washing facilities are provided for pupils of all ages. There is appropriate changing accommodation for all pupils and a medical room caters for the needs of pupils who are ill or injured. Premises are maintained to a standard commensurate with health and safety requirements. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is adequate. Sufficient outdoor space is available for physical education and play.

Part 6 – Provision of information

- 2.20 The standard relating to the provision of information [paragraph 32] is met.**
- 2.21 All the information required by the standard is provided or made available to current parents and parents of prospective pupils. The contact details for the school, the head, the chairman of governors and a statement of the school's aims and ethos are published on the school's website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils with SEND and EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety and the school's provision for first aid are made available on the school's website. The school's policy on safeguarding pupils is published on the school's website. In addition to half termly grade sheets and parent evenings, the school provides a full written report on each pupil's progress and attainment at the end of the academic year.

Part 7 – Manner in which complaints are handled

- 2.22 The standards relating to the handling of complaints [paragraph 33] is met.**
- 2.23 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales, including an initial informal stage. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing. If the concerns still remain unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel will then make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicate prompt responses to any concerns or complaints received, almost all of which are resolved informally.

Part 8 – Quality of leadership in and management of schools

2.24 The standard relating to leadership and management of the school [paragraph 34] is met.

2.25 The leadership and management of the school provide suitable support and guidance for all departments in the school and they monitor the quality of procedures. School leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively, in order to meet the BSO standards consistently. They actively promote the wellbeing of pupils.

2.26 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is good.

3.2 The quality of the pupils' personal development is excellent.

Recommendations

3.3 The school is advised to make the following improvements:

- Broaden pupils' confidence and competence in information and communication technology (ICT) by enabling them to develop their skills through its application to a broader variety of different contexts.
- Further develop pupils' knowledge through practical activities by improving the resources available to them, including scientific equipment.
- Strengthen pupils' creative and other talents by providing more opportunities and additional challenge for them outside the formal curriculum.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is good.

3.5 Pupils' overall attainment is good. Inspection evidence showed that pupils of all abilities, most of whom do not have English as a first language, make good and often rapid progress from their starting points as identified in lesson observations, scrutiny of work, the data available and discussions with pupils. In their response to the pre-inspection questionnaires, most pupils and parents agree that the school gives them the opportunity to learn and make good progress. The majority of the pupils in the primary school make excellent progress and this is particularly rapid in the early years and in Years 1 and 2. Progress in the secondary school is rapid for the more able; progress for others is good, including for those with SEND and with EAL, due to the well-structured support and modified lesson

content that they receive. Leadership and management have redeveloped the school's assessment programme that now identifies individual strengths and weaknesses, and this is beginning to be applied successfully to inform teachers' planning, thus meeting the recommendation of the previous inspection. Pupils also benefit from teachers' marking that is generally helpful and informs them of how they can improve their work. The results in iGCSEs and A-level examinations in 2021 and 2022 are from very small cohorts of pupils of diverse ability. Although it is not yet appropriate to measure these against pupils of a similar age globally, results show excellent progress with the few pupils sitting A levels in 2021 achieving grades A* to B in all subjects. In 2022, 80% of all pupils passed their examinations with a 100% pass rate in most subjects; this is a significant achievement given the number of pupils that join the school with little or no English. Academic leadership monitors these results carefully and strategies are in place to improve pupil performance, such as now including the option to take BTEC examinations.

- 3.6 The pupils' overall achievement is promoted through a well-balanced curriculum. The rapid acquisition and development of their English language skills are embedded in the curriculum at all ages. Pupils from Year 10 benefit from a broad range of options for their iGCSE that includes computer science, psychology, global perspectives, business studies and travel and tourism and can choose to continue in these subjects to A level. Pupils of all ages also gain useful knowledge and personal insight from the study of PSHCE, which includes Moroccan culture in Years 10 and 11. Pupils are generally well supported by teaching which at its best is adapted to pupils needs, inspires and encourages, thus meeting a recommendation of the previous inspection. However, not all teaching in the secondary school is of the same standard. A few instances of less than acceptable behaviour were due to pupils' lack of interest in the lessons, particularly when the educational needs of individual pupils are not understood or provided for in planning.
- 3.7 In the primary school, pupils have good study skills appropriate for their age. A significant amount of teacher directed learning aimed at individuals ensures overall good progress and attainment. However, the development of such skills for older and more able primary school pupils is at times restricted by a lack of opportunity for independent work. Older secondary school pupils apply a range of skills to their studies, they understand the importance of research and are adept at finding information online. However, there are few opportunities for pupils to develop higher-order thinking skills, to analyse what they are learning, to make hypotheses, experiment and draw conclusions. They understand what needs to be done from their work in psychology but report that resources for them to apply these skills are limited in areas such as practical scientific apparatus.
- 3.8 Pupils thrive when challenged, such as in a Year 3 science lesson on magnetism where pupils successfully predicted the appearance of a magnetic field when using iron filings. In a Year 8 French lesson, pupils efficiently analysed and adapted text to write their own school rules, but such opportunities are not a regular feature of most lessons. Suitable challenge to pupils of all ages is also impeded by the overuse of worksheets of variable quality, which are not well matched to their ability particularly to that of the most able. Pupils across the school express their need for more opportunities to refer to subject textbooks. They are highly articulate in explaining that these would help them greatly to follow up what they may not have understood in a lesson, to revise and to cover what they may have missed and thus take more leadership in their learning.
- 3.9 Pupils are highly effective in communication in its broadest sense. Despite the fact that for most English is a second or third language, they make a real effort to talk together in this common tongue and do so readily and with fluency. From their earliest years, pupils make excellent progress in their English. For example children in Reception were totally engaged in learning about the digraph 'sh', correctly recalling and using their previous knowledge of vowel sounds when sounding out new words. In Year 5, pupils successfully used the interrogative words where, when, why, who and where to make inferences from just the title of a book: *'The Secret Garden'* with more able pupils posing thoughtful and insightful questions. Pupils make excellent progress in their reading as they progress through the primary school and apply their knowledge to their writing. Pupils in Year 4 demonstrated considerable

imagination and well-developed use of descriptive language in writing a fantasy story. In a Year 10 English lesson in which pupils were critically evaluating their own and the descriptive writing of others, they demonstrated that they were exceptionally effective and sympathetic communicators, pointing out clearly areas for improvement in a supportive manner. Equally effective were pupils' excellent listening skills and their ability to take on constructive criticisms in a very mature way. These communication skills were evident in discussions, where pupils answered questions readily, listened to others and were confident in giving their own opinions. Pupils also maintain their communication skills in their own languages and have achieved a 100% pass rate at iGCSE and A Level in French, Arabic and Spanish.

- 3.10 Pupils make good progress in numeracy, and their mathematical skills and understanding are well developed across the school. Children in the nursery can count the number of pupils present and can write the number 12 on the board. Pupils in Year 5 adeptly calculated the mean average of three measurements and confidently converted from centimetres to millimetres. In the secondary school, pupils in Year 11 demonstrated high levels of mathematical competency as they adeptly manipulated algebraic expressions when conducting a proof, making conceptual connections quickly and independently. Pupils can apply their mathematical knowledge to other subjects, for example, in a Reception lesson focusing on healthy eating, pupils created pictograms to record their favourite fruits. In a Year 3 humanities lesson, pupils showed a good understanding of the concept of profit, as they calculated the cost to make individual items and then identified a sensible selling price. In the secondary school, pupils in a Year 11 business studies lesson competently applied their knowledge of percentages and interest rates when speculating and hypothesising on economic policy.
- 3.11 Pupils' skills in ICT are well developed through the curriculum. Pupils, including those with SEND and EAL, demonstrate with enthusiasm their ability to, for example, design online games and other applications. However, pupils' confidence in ICT is not developed successfully by enabling them to apply their skills across the curriculum and in different contexts. Pupils competently and efficiently find information online such as when researching the actor Idris Elba in a Year 9 English lesson but are rarely set more challenging tasks. Although leadership has addressed this with some new policies on pupils' use of technology these are in their infancy and have yet to become fully embedded across all subjects and ages. Consequently, a recommendation from the previous inspection is not met.
- 3.12 Pupils enjoy competing and taking part in events outside the school but there are not many opportunities available to them. In the primary school, pupils appreciated the opportunity to sing in the choir at the British Embassy at Christmas and to participate in sporting fixtures. Pupils in the secondary school have had some success in competitions, particularly in football and swimming but their participation in these are limited. The school does offer a wide range of extra-curricular activities and make the most of the many facilities on the campus, but there is little opportunity for pupils to develop their talents in, for example, the performing arts or in instrumental music.
- 3.13 Pupils' attitudes to learning are excellent; they are willing to work and have high aspirations. A positive attitude to learning for all pupils, including those with SEND and EAL, is nurtured from an early age. Pupils in Year 5 and 6 value target setting and marking feedback, acknowledging that it provides them with direction on their next steps and helps them to take responsibility for their learning. Primary school pupils work very well together and enjoy the many opportunities for collaborative work, although they are still not given many opportunities to take leadership in their individual learning and become more independent. Secondary school pupils are also well motivated and show considerable initiative and independence, such as in a Year 9 English lesson where pupils independently identified persuasive language and punctuation techniques to analyse a speech, using their initiative to ask well-considered questions. When pupils have opportunities for collaborative work such in the recent science fair then they benefit from the experience enormously, willingly sharing out tasks and cooperating most successfully together and they would benefit from more such opportunities.

The quality of the pupils' personal development

3.14 The quality of the pupils' personal development is excellent.

- 3.15 Pupils display notable self-understanding and self-confidence at all ages as they discuss their experiences at school. In the primary school, pupils are self-confident and have high levels of self-esteem and they converse happily and confidently with their peers and adults, including visitors. Older pupils demonstrate aspirational career ambitions with sights on university and professions such as architecture and aeronautical engineering. In the secondary school, there were many instances of positive relationships between pupils and between pupils and staff. Those pupils who are actively nurtured by their form teachers flourish, but such support is inconsistent. Pupils benefit from the discussion of topics in PSHCE lessons that focus on areas for personal development, for example, pupils in Year 7 discussed how discrimination may be the result of prejudice. By the time they reach the top of the secondary school pupils' self-understanding is excellent. They are self-aware, self-confident and well disciplined. They are excellent ambassadors for the school. Pupils are very complimentary about how they have been well prepared for their choice and transition to a range of universities or other further educational or career opportunities. They talk enthusiastically of their gratitude for the opportunities the school has given them.
- 3.16 Pupils are highly motivated when making decisions, understanding that they have choices that have an impact on their educational and mental wellbeing. In the primary school, pupils show considerable confidence, passion and motivation in working to achieve their personal best. Pupils in Year 6 speak confidently about working on their personal targets to develop their progress further, being prepared to complete extra work at home, particularly mathematics and reading for pleasure. They demonstrate mature levels of self-discipline and motivation knowing that this will impact positively on their future success. This level of determination is less consistent amongst pupils in Years 7 to 9, but older pupils in the secondary school have a mature understanding that the decisions they make on their academic pathways and the effort they put in are important determinants of their future success. Pupils understanding of how to promote their own wellbeing is well developed through the PSHCE programme of study and also for those studying psychology. Pupils' opinions on their own experiences in school are regularly sought by insightful leadership, their responses are considered carefully, and effective amendments have been made to, for example, the school behaviour policy.
- 3.17 Pupils have a well-developed moral sense with the vast majority naturally self-regulating and displaying excellent behaviour. Pupils' concentration and behaviour in the EYFS is exemplary, enabling them to make excellent progress. In the primary school, pupils moral understanding and responsibility for pupils' own behaviour is excellent, reinforced by a positive approach to behaviour management. Pupils understand that good behaviour is rewarded and appreciate the restorative approach that is taken when things go wrong. Behaviour in lessons is excellent with well-established and orderly classroom routines. The very few instances of inattentive behaviour in the secondary school were almost always due to a lack of engagement with the lessons. However, the very few pupils who exhibited unacceptable behaviour were managed very appropriately by staff. Pupils are quick to recognise lapses by others and are not afraid to debate rigorously should they perceive any injustice. At all ages, pupils' pride in the school is evident both in how they speak about their experiences and their conduct around school on a daily basis.
- 3.18 The pupils' social development is excellent. They gravitate naturally into their friendship groups outside of lessons and evidently get on well together. Pupils of all ages greet visitors enthusiastically and politely. In discussions they were very supportive of one another. Pupils new to the school spoke favourably of the warm welcome they received and how they had rapidly made friends despite the different nationalities; they recognise that speaking a common tongue that is not their first language quickly gives them a common bond. They talk sincerely of how the animal friendly environment helps them to develop a collective sense of responsibility and kindness, most practically demonstrated by the great protectiveness they show towards the recent arrival of two families of kittens.

- 3.19 Pupils are positive about the sense of community the school gives them. They enjoy working together to help others, including those in the wider community through events such as the donation of food baskets during Ramadan. Pupils in the primary school worked together harmoniously and collaboratively to sell the items they had proudly made for a charity sale. Older pupils supported younger pupils by encouraging them to buy items and helping them with their money, engendering a real sense of community with staff, parents and pupils working together. Pupils fulfil their positions of responsibility conscientiously. Older pupils in both the primary and secondary school may be appointed prefects, and pupils from most year group can volunteer to be elected to the student council, which proposes, plans and organises events for the rest of the school. These vary from charitable events such as collecting for a local shelter to community events such as an end of year celebration. Pupils talk with enthusiasm of how much they value these opportunities and of how they wish they were more regular.
- 3.20 Within the diverse community pupils show a great sense of respect for one another. No pupils, during discussions, felt there was any disrespect due to culture and religion. In this time of Ramadan, non-Muslim pupils are empathetic to their colleagues and some have joined them in fasting in order to share their experience. In the primary school, pupils share information about the festivals and customs of others in assemblies and through class projects. Their experience is broadened by events when they, for example, wear national costumes and prepare traditional foods as they learn about the customs of different countries and cultures.
- 3.21 In observations in the secondary school, pupils demonstrated high levels of sensitivity when discussing other cultures and traditions and were very keen to do so. When discussing a refugee crisis, pupils made sensitive and mature observations that demonstrated high levels of tolerance and understanding. In a Year 9 English lesson pupils were very sensitive and mature in a discussion about diversity in society and were able to readily identify a number of features that create diversity including race, religion, gender, sexuality and age. This they did in a mature way, showing respect for the diverse nature of society and although respecting Moroccan law they recognise that not all people are like themselves. All pupils celebrate festivals of Islam, Green March Day, the birthday of the prophet Mohammed and at Christmas the choir sing carols at the British Embassy. Staff noted how respectful and empathetic the pupils and their parents were on the death of the late Queen Elizabeth II.
- 3.22 Pupils of all ages are very aware of how to keep themselves safe and healthy. In Reception, pupils prepared fruit kebabs to support their class text *'The Hungry Caterpillar'*. Pupils could identify which of the foods the caterpillar ate were healthy and which were unhealthy. In a Year 4 PSHCE lesson pupils were engaged in completing a number of exercises and discussions that enabled them to understand the concept of digital wellbeing. They completed a role play exercise that demonstrated the distraction caused by notifications on digital devices. In a Year 10 Biology Lesson, pupils were able to readily identify the features of a healthy heart and explain why it was important to keep the heart healthy through regular exercise, a healthy diet, and through avoiding harmful substances. Pupils are very aware of the importance of exercise and the impact on their physical and mental health. They appreciate the experiences in the curriculum and in the extra-curricular opportunities. Pupils know how to eat healthily and were vociferous in their sense that they are not able to put this into practice due to the quality of the food on offer and the poor organisation of the canteen. Inspectors support these views.
- 3.23 Pupils deeply embedded spiritual understanding is very evident during this period of Ramadan. Pupils spoke most ardently of how their fasting gave them more sympathy for those who are impoverished, how their self-reflection has made them consider how they can improve themselves by avoiding bad habits, such as giving in to cravings, and they reflect on how they can be a better person and how they can assist the wider community. They are well supported by school leadership and management who have adjusted the school day for them and provide opportunities for prayer. Pupils exhibit great kindness towards each other, showing particularly touching respect to those pupils with specific

needs, including those who are new to speaking English. In PSHCE, Nursery children explored the importance of helping others through a story of a family celebrating Ramadan, recognising that sharing sweets with a friend is an act of kindness.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair, observed a sample of the extra-curricular activities that occurred during the pre-inspection visit, and attended assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Serena Alexander	Reporting inspector
Mrs Helen Snow	Team inspector (Former head, IAPS school, UK)
Mr Dean Moore	Team inspector (Head, COBIS school, Spain)