



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Jeanne d'Arc International School

May 2022

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School's Details

School College	Jeanne d'Arc International School			
Address	Jeanne d'Arc International School Boulevard Moulay Youssef Casablanca 20250 Morocco			
Telephone number	+212522220170			
Email address	angela@jeannedarcinternational.ma			
Headteacher	Mrs Angela Arigoni-Mesfioui			
Proprietor	Mr Ahmed Guessous			
Age range	2 to 15			
Number of pupils on roll	230			
	EYFS	31	Juniors	135
	Seniors	64		
Inspection dates	23 to 24 May 2022			

1. Background Information

About the school

- 1.1 The British section of Jeanne d’Arc International School is a co-educational day school for pupils aged from 2 to 15 years. It forms part of a larger foundation, which is complemented by a French section, accommodated on the same site in the centre of Casablanca. The British section was formed in 2019 and comprises a foundation stage for pupils aged between 2 and 5 years, a junior section for pupils aged up to 11 years and a senior section for pupils aged from 11 to 15 years. The management of the school is overseen by its proprietor.

What the school seeks to do

- 1.2 The school aims to offer a tri-lingual whole-child education, which promotes pupils’ understanding and appreciation of individual and cultural differences.

About the pupils

- 1.3 Most pupils are of Moroccan nationality and come from professional and business families in the Casablanca area. Standardised test data provided by the school show that the ability of the pupils is average for those taking the tests. The school has identified five pupils as having special needs and/or disabilities (SEND), which include dyslexia and dyspraxia. They receive help from the school through individual lessons with their teachers and support from outside sources. All pupils have English as an additional language (EAL).

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 ONLY inspection and as such 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. This is the school's first BSO inspection.

Key findings

- 1.1 The school meets all of the Standards for British Schools Overseas 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

- 1.2 The standards relating to the quality of education in paragraphs 3 and 4 and most aspects of paragraph 2 are met. Those relating to paragraph 2(2)(d)(ii) (personal, social, health and economic education) are not met because it is precluded by the host country's legislation.**
- 1.3 The curriculum is well planned and supported by appropriate policies and schemes of work. These take account of the aptitudes and needs of pupils of all ages, including those with SEND and the more able. The breadth of the curriculum is suitable, providing 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 is highly effective in developing pupils' understanding and use of spoken and written English. Children in the foundation stages follow a programme covering the prescribed areas of learning of the UK EYFS statutory framework, whilst the curriculum for older pupils is based on the Cambridge International Curriculum, with the addition of lessons in French and Arabic. The school's programme of extra-curricular activities, designed to provide opportunities for pupils to gain additional skills, has been restricted due to Covid-19, though activities are beginning to be reinstated. This is reflected in responses to the pre-inspection questionnaires, where a small minority of parents and a very small minority of pupils felt there was not a suitable range of extra-curricular activities.
- 1.4 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. Both curriculum and teaching promote respect for certain protected characteristics, namely age, disability, pregnancy and maternity, sex, race and religion or belief, but the promotion of aspects relating to gender reassignment, marriage and civil partnership and sexual orientation are precluded by local legislation. Suitable careers education is provided, appropriately matched to the ages of the pupils.
- 1.5 Teaching shows an understanding of the pupils' needs and abilities and demonstrates secure subject knowledge and effective use of resources. It utilises a suitable range of approaches to foster application and interest and enables pupils to acquire new knowledge and make good progress. Strategies for managing behaviour in class are mostly effective. In discussion, pupils showed a good understanding of fundamental British values. The 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.

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

- 1.6 The standards relating to spiritual, moral, social and cultural development [paragraph 5(a) and (b)(i) to (v) and (vii), (c) and (d)] are met. Some elements of paragraph 5(b)(vi) are not met because it is precluded by the host country's legislation.**
- 1.7 Through its PSHE programme and the curriculum as a whole, the school actively 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 show respect for each other and for the staff, and they are encouraged to contribute to the lives of others through charity work. They gain knowledge of public institutions in England and

the responsibilities of citizenship through the PSHE 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. It ensures that principles are actively promoted which encourage respect for other people, in so far as is allowed by the laws of the host country, as outlined above.

Part 3 – Welfare, health and safety of pupils

1.8 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 1.9 Suitable arrangements which take account of both UK and local requirements and practices are made to safeguard and promote the welfare of pupils. 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. In discussion, they confirmed that they feel suitably equipped to manage disclosures. Staff are aware of their responsibilities with regard to the code of conduct and whistleblowing policies. Effective structures exist to ensure that pupils are listened to and receive early help, and they receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHE programme and form time. The proprietor oversees safeguarding effectively by undertaking an annual review of safeguarding policies and procedures in addition to being briefed on a regular basis by the safeguarding team. The school operates suitable safer recruitment procedures. As a result, pupils say in discussion that they feel safe in the school and that they can talk to a member of staff if they are worried or concerned in the knowledge that they will be heard.
- 1.10 Procedures to promote good behaviour are known and understood by pupils and staff and are implemented effectively. 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 monitored effectively in order to identify any trends. Bullying, including cyber-bullying, is prevented as far as is reasonably practical, and pupils expressed confidence in the fact that the school takes any reported incidents seriously.
- 1.11 The school complies with relevant health and safety laws and fire safety standards including those which apply locally. Record-keeping is thorough and shows that there is an effective overview of health and safety procedures, though the school is still in the process of developing more streamlined systems. 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

1.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

- 1.13 The school carries out the required checks on staff, proprietors and any other adults working or volunteering at the school to ensure their suitability to work with children, in line with both local requirements and guidance issued to schools in the UK. These include local and overseas police checks, the right to work in Morocco, medical suitability, qualifications and employment history. A suitable single central register of appointments is maintained which details the recruitment checks undertaken. Staff files include all the required documentation.

Part 5 – Premises of and accommodation at schools

1.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

1.15 Suitable toilet and washing facilities are provided for pupils of all ages. A medical room caters for the needs of pupils who are ill or injured; it has appropriate washing facilities and is close to a toilet. 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

1.16 The standard relating to the provision of information [paragraph 32] is met.

1.17 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 of school, the proprietor 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; 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 available by request on the school's website. The school's policy on safeguarding pupils is published on the school's website. The school provides a written report on each pupil's progress and attainment annually.

Part 7 – Manner in which complaints are handled

1.18 The standard relating to the handling of complaints [paragraph 33] is met.

1.19 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, all of which have been resolved informally.

Part 8 – Quality of leadership in and management of schools

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

1.21 The leadership and management of the school, including the proprietor, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently and the well-being of the pupils is promoted.

3. Inspection Evidence

- 3.1 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 proprietor, and 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

Mr Stephen Fox

Reporting inspector

Mr Jonathan Coward

Team inspector (Schools improvement partner, Spain)