



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

International School of Morocco

May 2023

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School's Details

School	International School of Morocco			
Address	International School of Morocco 3 Impasse Jules Gros Oasis Casablanca Morocco 20410			
Telephone number	+212(0)522993987			
Email address	info@ism-c.ma			
Director	Mr Younes Mellouki			
Head of teaching and learning	Mrs Lesley Boujemaoui			
Proprietors	Mrs Hamri Maria, Mr Younes Mellouki and Mr Reda Kadiri			
Age range	2 to 11			
Number of pupils on roll	48			
	EYFS	17	Years 1 to 2	15
	Years 3 to 6	16		
Inspection dates	18 to 19 May 2023			

1. Background Information

About the school

- 1.1 The International School of Morocco is a co-educational day school located in the city of Casablanca in the district of Oasis, Morocco. The school opened in September 2011 on its present site. The school comprises three sections: Early Years, Years 1 to 2 and Years 3 to 6, all of which occupy the same campus. The school is managed by its proprietors, one of whom acts as director.

What the school seeks to do

- 1.2 The school aims to provide a well-rounded British curriculum within an international multicultural setting where children feel safe, happy, confident and well cared for. The school seeks to encourage collaboration, creativity, independence and respect so that pupils can become well prepared for the next stage in their education.

About the pupils

- 1.3 Most pupils come from professional and business families living in the region. Data provided by the school indicate that the ability of the pupils is broadly average compared with other pupils taking similar tests internationally. The school has identified two pupils as having special educational needs and/or disabilities (SEND), both of whom receive individual help and support from their class teachers. All pupils speak English as an additional language (EAL). Data used by the school have identified three pupils as being the most able in its population and they receive additional in class support.

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. The schools previous BSO inspection was in 2019.

Key findings

- 2.1 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

- 2.2 The standards relating to the quality of education in paragraphs 2(1)(a) to 2(2)(c), 2(2)(e) to 2(2)(1), 3 and 4 are met. That relating to paragraph 2(2)(d) [personal, social, health and economic education] cannot be met because it is precluded by the host country's legislation.**
- 2.3 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas of learning. All subjects, apart from modern foreign languages, are taught in English. Pupils are enabled to acquire speaking, listening, literacy and numeracy skills, whilst developing an excellent understanding and proficiency in English. Policies, plans and schemes of work in all subjects are suitably aligned to the ages, aptitudes and needs of the pupils, including those with EAL and SEND. The curriculum enables the pupils to make good progress. It equips them to engage with and benefit from the opportunities, responsibilities and experiences of life outside of school and in the next stage in their education. Curriculum plans are underpinned by an understanding of fundamental values of British, Moroccan and other societies.
- 2.4 Children in the early years follow a programme covering the seven areas of learning of the Early Years Foundation Stage (EYFS) curriculum. The curriculum for older pupils is based on the English National Curriculum, with additional lessons in Arabic and French. Most parents who responded to the pre-inspection questionnaire agreed that the school provides a good choice of extra-curricular activities to enable pupils to acquire additional skills. During the pandemic, the school's extra-curricular programme was suspended. The programme has recently restarted and currently offers clubs in art, music and drama performance, homework, Arabic (religious instruction) and English (conversation).
- 2.5 Personal, social, health and economic education (PSHE) encourages respect for other people as far as is allowed by the laws of the host country. However, the curriculum and teaching are not permitted to include content and material relating to gender reassignment, civil partnership and same-sex unions. They are not recognised by Moroccan law and the promotion of any such issues is precluded by local legislation. That stated, the curriculum and teaching effectively promote respect for other protected characteristics such as age, disability, maternity, pregnancy, race, religion and beliefs.
- 2.6 The teaching enables pupils to acquire new knowledge, skills, understanding and to make good progress. This view is endorsed by most parents and almost all pupils in their responses to the questionnaire. Teaching staff have good subject knowledge and manage the pupils' behaviour well. Pupils with SEND receive effective support to meet their needs. Teachers use a range of effective assessment strategies to plan their teaching well, based on their detailed knowledge of pupils' needs. They employ a range of effective teaching methods and of stimulating resources, providing suitable challenge for the most able.

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

- 2.7 The standards relating to spiritual, moral, social and cultural development in sub-paragraphs 5(a), (b)(i) to (v) and (vii) are met but that in sub-paragraph 5(b)(vi) [encouraging respect for other people] cannot be met because it is precluded by the country's legislation.**
- 2.8 The school is successful in developing pupils' self-knowledge, self-esteem and confidence, helping them to distinguish right from wrong and to accept responsibility for their own behaviour. Pupils willingly take opportunities to contribute to the lives of others. They gain in knowledge of and respect for public institutions in England, as well as responsibilities of citizenship in Morocco and North Africa.

The school's core values of collaboration, creativity, independence and respect are at the heart of its PSHE programme. Staff maintain a proper balance in their presentation to pupils of political issues and carefully avoid bringing their personal views into their teaching. The school promotes the values of democracy, the rule of law, liberty, respect and tolerance of those with different faiths and beliefs which are fundamental to life in Britain, Morocco and many other countries. The school encourages respect for other people whose characteristics are protected in law, as set out in the UK Equality Act 2010, in so far as is allowed by the laws of the host country, as outlined in Part 1. All parents and pupils who responded to the questionnaire reported that the school promotes tolerance and respect for people with different faiths and beliefs. Inspection evidence confirms this.

Part 3 – Welfare, health and safety of pupils

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

- 2.10 Suitable arrangements are in place to safeguard and promote the welfare of pupils and take into account both local requirements and current guidance provided for schools in England. Staff are trained thoroughly in the school's safeguarding procedures, not only when they take up post but through regular update sessions throughout the year. In their responses to the questionnaire, most staff expressed confidence in the school's safeguarding procedures and training, as well as the support and guidance they receive. The child protection and safeguarding policy covers all the areas required of schools in England and is implemented effectively. Staff are fully aware of their responsibilities with regard to the code of conduct and whistleblowing policies. The school operates suitable safer recruitment procedures. The proprietors ensure effective oversight of safeguarding procedures, monitoring the implementation and carrying out an annual review of the policy. The school maintains confidential records of all child protection concerns. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSHE programme. All pupils interviewed and all those who responded to the questionnaire agreed that they feel safe.
- 2.11 The school complies with the relevant health and safety laws and fire standards as required by Moroccan authorities and of schools in the UK. Documentation related to these areas is detailed and comprehensive, reflecting a pro-active and rigorous approach. Arrangements to ensure pupils on site are secure are effective, and pupils say that the school provides a safe environment in which to learn. Hazardous materials, such as those used by cleaners, are stored securely. The school has suitable risk assessment guidance and ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated. In response to their questionnaires, all pupils and parents agree that the school provides a safe and healthy environment.
- 2.12 The school has appropriate policies in place to promote good behaviour and to prevent bullying, including cyber bullying. Procedures for promoting good behaviour are known and understood by pupils and staff, and are implemented effectively. All pupils replying to the questionnaire and in discussion said that the school expected them to behave well, and that the school does everything it can to prevent bullying. Records scrutinised and discussions with pupils and staff indicate that bullying is a very rare occurrence. Exemplary behaviour was observed during the visit.
- 2.13 The school has effective policies in place for first aid and provides appropriate care for pupils who are ill or injured that meet the required standards. Suitable records are kept of any medical incidents or consultations. Medicines are stored securely. First aid kits are readily available in different locations around the school site.
- 2.14 Rotas ensure that sufficient staff are on duty during breaks and lunchtimes at various key locations around the school site and pupils are supervised appropriately throughout the school day. Admission and attendance registers meet local and UK requirements.

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

- 2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.16 The suitability of staff, including proprietors, to work with children is checked in line with both local requirements and, as far as reasonably possible, guidance issued to UK schools. These include local and overseas police checks, the right to work in Morocco, medical suitability, qualifications and employment history. Further checks are conducted to ensure that staff appointees from the UK have not been barred from working with children, prohibited from teaching or from managing a school. All checks are accurately recorded on a single central register of appointments.
- 2.17 The register meets the standard required, records accurately the necessary checks and reflects the information recorded in staff files.

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, including those who are disabled. The school's medical room provides appropriate accommodation for the short-term care of pupils who are ill or injured. The premises are maintained to a standard commensurate with health and safety requirements. Appropriate outdoor shading and suitable window blinds are provided to cope with the high summer temperatures. Acoustic conditions and both internal and external lighting are suitable. The provision of bottled drinking water is provided throughout the school and meets the required standards. There is sufficient outdoor space available for physical education and recreation, including separate outside play areas for children in the early years.

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 to comply with the relevant standard is published and provided or made available to parents, the local and regional authorities and inspection providers. The information includes details about the proprietors, the school's aims and ethos and the curriculum offered. Arrangements and policies for the following areas are available on the school's website: admissions; behaviour and exclusions; anti-bullying; child protection and safeguarding; complaints; first aid; health and safety; and provision for pupils with SEND and EAL. Details of the school's previous Education Development Trust (EDT) inspection report are published on the school's website. Particulars of the school's academic performance during the previous school year are published on the school's website. The school provides an annual written report on each child's progress and attainment, as well as holding parent-teacher meetings and providing progress reports at various times during the year. All parents who responded to the questionnaire agreed that they received helpful information about their child's progress.

Part 7 – Manner in which complaints are handled

- 2.22 The standard relating to the handling of complaints [paragraph 33] is met.**
- 2.23 The school's complaints policy is published on its website. Complaints are first discussed on an informal basis. If parents remain dissatisfied, there follows a formal procedure to address the complaint which will, at this stage, be made in writing. This formal process involves a hearing before a panel, which includes an independent member, and allows for parents to be accompanied. The panel will then report findings and make recommendations. A confidential written record is kept on the findings and outcomes, including the action taken by the school, whether or not the complaint is

upheld. The policy provides clear timescales for each stage of the complaints process. The school's records show that complaints are handled promptly and in accordance with its published policy and that all were resolved at the informal stage in the preceding school year. All parents replying to the questionnaire said they receive timely and helpful responses to their questions, concerns and complaints.

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 During the inspection, discussion with senior leaders and a proprietor, demonstrated that they are able to bring a diverse range of appropriate skills and knowledge which facilitate the smooth running of the school. They meet their responsibilities effectively so that the applicable BSO standards are consistently met, and the wellbeing of the pupils is actively promoted.

3. Inspection Evidence

- 3.1 The inspector observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. He held discussions with members of staff and with one of the proprietors, 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 inspector examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr David Scott

Reporting inspector