



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

Uppingham Cairo

February 2025

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School's Details

School	Uppingham Cairo			
Address	New Giza KM 22 Cairo - Alex Road First 6th of October Giza Governorate			
Telephone number	+20 1012777777			
Email address	info@uppinghamcairo.com			
Headteacher	Mrs Emma Webb			
Chair of governors	Dr Tamer Tammam			
Proprietor	New Era Education			
Age range	3 to 18			
Number of pupils on roll	110			
	Early years	20	Juniors	53
	Seniors	37	Sixth form	0
Inspection dates	Inspection: 3 to 4 February 2025 Follow-up visit: 1 June 2025			

1. Background Information

About the school

- 1.1 Uppingham Cairo is a co-educational day school for pupils aged 3 to 18. Founded in 2024, the school operates under the governance of a board of directors which includes governors representing Uppingham School (UK), Minerva Education and New Era Education. The school follows the traditions and ethos of Uppingham School in the United Kingdom, whilst incorporating elements relevant to the local and international context of Cairo. A board of governance oversees strategic alignment, whilst an advisory board provides additional guidance.
- 1.2 The school is organised into three sections: junior, senior and sixth form. Its purpose-built campus includes facilities for academic and co-curricular activities such as music, sports, creative and visual arts, and drama. The school offers an extended day facility for pupils.

What the school seeks to do

- 1.3 The school strives to provide an educational environment that fosters skills development, ambition and confidence in an environment where the pupils feel safe, secure and valued. The school aims to encourage responsibility and engagement with learning while supporting personal and academic growth through leadership, service and community engagement integrated into the school experience.

About the pupils

- 1.4 The pupils come from diverse cultural and social backgrounds representing 14 different nationalities. Data provided by the school shows that pupils' ability on entering the school is broadly comparable to other international pupils taking the same tests.
- 1.5 The school has identified 29 pupils who have special educational needs and/or disabilities (SEND), 23 of whom receive additional support. There are 97 pupils identified as having English as an additional language (EAL), 19 of whom receive individual support. The school also provides additional learning opportunities for those who may benefit from further academic challenges.

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.

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 1, 2(1)(a) and (b), 2(2)(a) to 2(2)(d)(i), 2(2)(e) to 2(2)(i), 2A(1)(a) and 2A(1)(c) to (e), 3 and 4 are met, but those relating to paragraph 2(2)(d)(ii) (encouraging respect for other people) and 2A(1)(b) (provision of sex education for secondary pupils) cannot be met because they are precluded by the host country's legislation.**
- 2.3 The curriculum in all sections of the school is well planned, fully documented and supported by appropriate schemes of work. Heads of department and leaders regularly review and assess all areas of the curriculum to ensure that it meets the needs of the pupils. The curriculum for the youngest pupils follows the seven areas of learning of the UK Early Years Foundation Stage, which includes communication and language, mathematics and literacy, and is supported by well-planned learning areas and facilities, including a small farm setting. The facilities enable pupils to learn in different situations, thus broadening their experiences. There is a learner pool for the youngest pupils which enables them to develop water confidence and stroke technique. The curriculum, supported by specialist teaching in the junior and senior school, is based on the UK national curriculum and covers a broad range of subjects. This ensures that pupils are well prepared for choosing and beginning IGCSE and A Level courses as the school continues to expand. In the senior school, this includes opportunities for pupils to take creative courses in areas such as photography, textiles and resistant materials.
- 2.4 The curriculum enables pupils to acquire speaking, listening, literacy and numeracy skills, along with a good understanding of English. All pupils learn Arabic to enhance their understanding within the context of an English-speaking school in Egypt, either as a first language in preparation for Ministry of Education examinations, or to enhance their understanding as a modern foreign language. Both junior and senior school pupils also have the opportunity to study French, Spanish and Latin.
- 2.5 The curriculum considers the ages, aptitudes and needs of all pupils, including those who have SEND and EAL, and provides personal, social, health and economic (PSHE) education, relevant careers guidance for older pupils and appropriate programmes of activities to help all pupils develop additional skills. This includes an extensive and varied programme of sports, supported by on-site academies with which the school partners for tennis, squash, football and ballet. Suitable careers education is delivered in the school, including talks from professionals such as sports figures, media professionals and lawyers. The school is further developing this programme. As a result, the curriculum provides all pupils with the opportunity to learn and make progress, preparing them for the opportunities, responsibilities and experiences of life in both British and Egyptian society. Most parents agree that the range of subjects is suitable for their child and that the school provides a good choice of extra-curricular activities.
- 2.6 The laws of the host country preclude the teaching of sex education. However, the school provides relationships education for all pupils which promotes the importance of respect for all, within the constraints of the host country's legislation. It cannot promote certain aspects of the Equality Act 2010 in the UK, such as those relating to gender reassignment, same-sex marriage and sexual orientation. There is a well-documented and planned relationships curriculum for secondary pupils. Relationships education is delivered through circle time for the youngest pupils, which allows them to express their views, share ideas and ask questions. For junior and senior pupils, relationships education is provided through the wellbeing curriculum and the house system, where the school promotes equality as a key value. Most pupils feel that the school teaches them how to build positive relationships and friendships.

- 2.7 The school has published a written statement on its relationships education policy. At the time of the original inspection, it had not consulted parents in advance of publication. However, by the time of the follow-up visit, all parents had received detailed information on the relationships and wellbeing policy and curriculum. They had also been given the opportunity to respond to surveys and engage in discussions with staff to better understand the policy content and its delivery.
- 2.8 Teaching demonstrates an understanding of pupils' needs and abilities. Teachers plan their work carefully and structure lessons to meet individual needs, through engaging activities and effective ongoing assessment. Teachers have secure subject knowledge and make effective use of resources and specialist teaching facilities. These include science laboratories, swimming pools, an indoor running track, a theatre and drama studios. Strategies for managing behaviour in class are effective. As a result of all these factors, pupils make good progress.
- 2.9 The school has a suitable framework for assessment to report on pupils' performance. The approach to data is efficient and wide-ranging, and the resulting reporting framework is well designed to inform parents about their child's progress. In the first term of the year this includes detailed written feedback, data insights used to guide parent meetings, and individual pastoral meetings.

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

- 2.10 The requirements relating to spiritual, moral, social and cultural development, paragraph 5(a) and (b)(i) to (v) and (vii) are met, but the requirements of paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**
- 2.11 The school actively promotes British values. The school encourages a balanced presentation of political issues and precludes partisan political views. There is a well-documented visiting speakers' policy. Training is provided for speakers, and this impacts positively on the pupils as it sparks their interest and enthusiasm and provides a structured forum through which they can express their views. Leaders foster a culture of openness and equality in so far as the national laws allow, promoted through the values of being a member of the Uppingham community. The school provides pupils with opportunities to experience a British education while valuing different perspectives and celebrating the uniqueness of individuals and cultures within the school community.
- 2.12 The school council promotes democracy by representing the views of pupils. For example, senior pupils have shared their ideas with the leadership team on making Ramadan more manageable for those who are fasting. Pupils benefit from clubs that introduce them to a range of topics useful for their future work and personal lives, including time management, the nature of leadership and financial literacy. Junior school pupils benefit from the school bank, which helps them to better understand how to make regular transactions and strengthen their knowledge around the importance of saving money.
- 2.13 The school actively promotes respect for the protected characteristics contained within the Equality Act 2010 in the UK relating to age, disability, pregnancy and maternity, race, religion or belief, and gender equality. The host country's legislation prevents the school from recognising the protected characteristics relating to gender reassignment, marriage and civil partnership, and sexual orientation.
- 2.14 Equality is promoted through staff-led discussions and debates in vertical house meetings and through events such as history day, when the pupils learn about female scientists and discuss the importance of raising awareness for non-traditional gender roles. Pupils understand and subscribe to the key school values of respect, kindness, fairness, honesty and generosity, and are confident that these values are frequently referenced in their school lives. Pupils are knowledgeable about the difference in beliefs amongst their peer groups and how they value the opportunity to support each other during periods of religious celebration and observance. Parents feel that the school actively promotes the values of democracy, respect and tolerance of those with different faiths and beliefs.

- 2.15 The school promotes the principles and values that support the personal development of pupils as responsible citizens who contribute to the lives of others. Charity and sustainability committees meet regularly and have begun to promote various initiatives. For example, members of the charity committee visited a local orphanage to deliver presents before Christmas. There is a whole-school initiative to prepare and deliver food to charitable organisations for Ramadan. Additionally, some pupils are working towards The Duke of Edinburgh Bronze Award and are active members of the school's Model United Nations group. These opportunities enable pupils to develop their self-knowledge, self-esteem and self-confidence.

Part 3 – Welfare, health and safety of pupils

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

- 2.17 Arrangements for safeguarding, which take account of both UK guidance and local statutory requirements, promote the welfare of pupils.
- 2.18 Through the pastoral, counselling and safeguarding teams, systems are in place to effectively hear the views and opinions of pupils. Staff are suitably trained in safeguarding, both through online training and face-to-face sessions. Appropriate systems allow staff to report and record any safeguarding concerns they have through an electronic management system. Those with specific safeguarding leads have effective oversight of these entries, ensuring that appropriate action is taken to support pupils in a timely manner. Staff feel that the safeguarding training they receive equips them to deal effectively with any concerns about pupils. Most pupils feel they can speak to an adult at school if they are worried about something, knowing that their concerns will be acted upon promptly. Pupils understand how to stay safe online and the school has effective mechanisms in place to support pupils' safety when they use technology. These include not allowing mobile telephones in school and having effective systems in place to filter any unsuitable content on the internet.
- 2.19 The original inspection identified that the school recognises the need to seek references to reduce safeguarding risks to pupils, as articulated in the safer recruitment policy. However, leaders did not effectively monitor procedures or consistently follow the requirement to obtain references of suitability for all staff. At the time of the follow up visit, recruitment procedures for all staff had been reviewed and there was rigorous training in place and ongoing monitoring by both leaders and governors. Risk is assessed and appropriately managed in other aspects covering the school site, activities, events and off-site trips. Staff have received training in managing risk and completing risk assessments, including for off-site visits.
- 2.20 Pupils are effectively supervised throughout the day, including arrival at and departure from the site. At these times there are increased supervision protocols.
- 2.21 There is an effective behaviour management strategy across the school, and pupils understand the systems of support, coaching, sanctions and rewards as outlined in the school's policies. Most parents feel the school actively promotes good behaviour, and all pupils feel that the school expects them to behave well. Any behaviour that does not meet the expected level is logged electronically on the school's management systems. Pastoral leaders have effective systems of analysing the data logged to determine any patterns or trends. From this analysis, leaders provide appropriate support and/or training as required. Bullying is prevented in so far as is reasonably practicable. Pupils recognise different types of bullying, including cyber-bullying, and are confident that they can and do raise concerns to staff. Most parents and pupils feel that the school takes bullying seriously and that it deals effectively with all types of bullying.
- 2.22 The school meets the requirements of relevant health and safety laws and fire standards, including local regulations. Associated record-keeping is thorough, and there is an effective overview of health and safety procedures by leaders. The school has appropriate first aid policies, which are effectively implemented. There are qualified doctors and nurses on-site each day, enabling pupils to access

support when required. Medicines are stored and administered appropriately, and the doctors and nurses ensure that staff, including catering staff, are aware of any medical conditions that pupils may have. Admission and attendance records are maintained appropriately. Attendance is checked twice daily, and absences are followed up promptly. Admission records contain contact information including details of each pupil's previous school. The school understands its role in informing the relevant bodies when a pupil leaves the school.

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

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

2.24 The suitability of persons appointed as members of staff, proprietors and other adults reported under this part of the Standards is checked in line with both UK guidance and local requirements to ensure they are suitable to work with children.

2.25 A suitable single central record (SCR) of appointments is maintained, detailing the recruitment checks undertaken.

Part 5 – Premises of and accommodation at schools

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

2.27 Suitable purpose-built toilet and washing facilities are available for pupils of all ages. Appropriate changing accommodation is available for all pupils, and a suitable medical room caters for those who are ill or injured. The premises are maintained to a standard that meets health and safety requirements. Acoustic conditions and lighting, both indoors and outdoors, are suitable. The provision of drinking water is appropriate. There is sufficient outdoor space for physical education and play. Play areas in all sections of the school have appropriate shade, and there are indoor sports facilities, including a running track, designed to suit the climate and the need for shade at certain times of the year.

Part 6 – Provision of information

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

2.29 A range of information, including the contact details for the headteacher and chairman of the board of governors, is provided or made available to parents as required. A statement of the school's aims and ethos and the safeguarding policy are published on the school's website. Policies and particulars of arrangements for the curriculum, admissions, behaviour and exclusions, preventing bullying, health and safety, first aid, handling complaints and provision for pupils who have SEND or EAL are available on the school's website. In addition to full written reports in the first term, the school provides pastorally focused parents' evenings.

Part 7 – Manner in which complaints are handled

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

2.31 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales for the completion of each stage. The procedures allow for an informal stage, a formal stage and a panel hearing. The panel hearing includes a panel member who is independent of the school. It also allows parents to be accompanied to a panel hearing if they so wish. The procedure allows the panel to make findings and recommendations, which are communicated to

parents and, when appropriate, to the subject of the complaint. Records are appropriately maintained, including allowing for details of any action taken as a result of the complaint.

Part 8 – Quality of leadership in and management of schools

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

2.33 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. At the time of the original inspection, not all regulations relating to obtaining references for all staff were met, and parents were not consulted before the publication of the school's relationships and wellbeing statement and curriculum. On being made aware of these deficiencies, the school has responded rapidly by implementing suitably improved procedures and communicating and monitoring them effectively. This has a positive impact on the well-being of pupils.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Tracy Handford

Reporting inspector

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Team inspector (Former deputy head, HMC school, UK)