

**Maadi British
International School**



Maadi British International School

Highlights of Inspection Reports

April 2000 to 2009

&

End of Key Stage 2 Tests

(2001 to 2009)

Highlights of Inspection Reports April 2000 to 2009

In April 2000 the Primary School was inspected with a view to acquiring accreditation with WES world-wide Education Service accreditation was granted as a result.

WES World-wide Education Service is accredited by the U.K. government body, School Curriculum and Assessment Authority (SCAA) to monitor and inspect schools offering British education overseas.

The full report is available if required, the following comments were taken from the report;

- “The report covers all aspects normally covered in inspections of UK schools undertaken by the government’s Office for Standards in Education (Ofsted) together with an evaluation of each subject covered by the UK National Curriculum and religious education.”
- “During the course of the inspection 66 lessons or part lessons were observed. A total of over 40 hours was spent in the classrooms.”
- “Maadi British International School provides a very good quality British-style education. As a result of positive leadership from the Headteacher, deputy and governors the school has made considerable improvements and progress and now compares favourably with the best of British primary schools. The pupils have very positive attitudes to their work and achieve high academic standards. With its favourable ratio of adults to pupils the school provides a very supportive and caring environment, in which the quality of relationships and standards of behaviour are very good. The ethos of the school is very good indeed. Parents are justifiably pleased with the education their children receive.”
- “On the basis of the observation made members of the inspection team are unanimous in recommending to the directors of WES that Maadi British International School is fully worthy of accreditation as a school that is achieving a high level of success in all areas of its work.”
- “Inspection findings show that standards are above average in all aspects of English, standards in reading are a strength.”
- “The school is achieving good standards in Mathematics.”
- “The standards in Science are well above average.”
- “Behaviour is very good throughout the school and this has a positive impact on attainment and progress.”
- “On the basis of the 1999 National Curriculum tests, pupils achievements at the end of Key Stage 1 were well above average for all schools in England in reading, writing and mathematics. In writing the results were amongst the top five percent of English primary schools. The results at the end of Key Stage 2 were well above average for schools in England in English and science and above average in mathematics.”
- “The school has made remarkable progress over the last five years and developed into a fine school. This has resulted from positive and decisive leadership from the Head teacher, deputy and Governors, the dedication and commitment of the staff and support of parents.”
- “The school has established very good procedures for monitoring curriculum planning, the quality of teaching and standards of pupils work.”

- “The school uses its teaching and support staff well and makes effective use of its accommodation and learning resources.”
- “The pupils have very positive attitudes, they are keen to learn, are attentive in lessons... They enjoy coming to school.”
- “Relationships throughout the school are very good.”
- “.... the harmonious and friendly atmosphere which pervades its daily life.”
- “The school provides a very caring and supportive environment for the pupils.”
- “The partnership with parents is very good.”
- “The overall quality of the leadership and management over the last few years has been very good.”
- “The Head is very clear about the schools role within the community; he wants the school to provide high quality learning opportunities He has been successful in establishing this.”
- “Procedures for the monitoring and support of teacher learning and curriculum development are very good.”
- “The overall quality of the school’s development planning is very good. Clearly thought out plans over the last few years have enabled the school to make significant progress.”
- “The hardwork and dedication of those with leadership and management responsibilities... have led to the re-emergence of a highly effective school which is serving the expatriate community well and providing high quality education. The commitment to improve further augers well for the future.”

MBIS has an annual Evaluative Visit and the following comments are taken from reports in 2001 and 2002. Again full reports are available if required.

Evaluation Visit to the School April 2001. (Brian Page Ofsted Inspector).

- MBIS is a successful school.
- Relationships at all levels are strong and have a positive influence on the life and work of the school.
- The school is led and managed well.
- The school has clear aims and values.
- In each of the lessons observed during the visit the quality of teaching was consistently good and very often very good.
- Assessment information is used effectively and planned work is matched well to pupils previous learning providing reinforcement and challenge.
- Clear routines and well-established rules for conduct result in very high standards of behaviour throughout the school.
- Teachers have a breadth of subject knowledge and expertise.
- The quality of learning is very good.
- Throughout the school, pupils' attitudes to their work, their behaviour and personal development are very good. This aspect is a clear strength of the school.
- Pupils understand and respond well to high expectations.
- Pupils contribute fully to all lessons through active discussion and good quality written work.
- The quality and quantity of work is good and demonstrates a high level of motivation and application.

Evaluation Visit to the School April 2002. (Mike Fitzgerald Ofsted Inspector). The focus of this visit was literacy.

- Pupils have a very good attitude to learning and behave very well.
- Overall the school is to be congratulated on the way in which all pupils are socially included so that the school is such a harmonious international setting.
- The results of National Curriculum tests are particularly strong with significant proportion of pupils achieving above what is expected for pupils of the same age.
- Generally the listening skills of all boys and girls are very good.
- Standards in reading overall are very good.

- Standards in writing are generally very good.
- The school analyses National Curriculum and other test results at an individual level and as a consequence, pupils with special educational needs, for example, are quickly identified.
- The management of pupils is generally very good.
- The curriculum in English is well established overall.
- The school has a very thorough arrangement for assessing pupils' attainment and for establishing a baseline of prior attainment when pupils are admitted to the school.
- The pupils' very positive attitudes to the school contribute to their learning.

Evaluation visit to school May 2003 (Mike Hewlett, Ofsted Inspector) focus of visit was re-accreditation by WES and standards in Mathematics.

- Maadi is a very effective school.
- It is particularly successful at valuing all pupils.
- The majority of pupils reach levels that are well above those expected for children of their age.
- Very good teaching and a rich balanced curriculum are leading pupils to make very good progress.
- High quality teaching ensures that pupils learn well and enjoy their work.
- The very good leadership and management of the headteacher, SMT and Board together with the strong commitment of all staff are ensuring the school continues to build on its high standards.
- Pupils behave very well and have exceptionally positive attitude.
- The school offers an extensive range of extra curricular activities.
- standards in mathematics at both Key Stage 1 and Key Stage 2 were well above those found in UK school. Indeed the outcomes of these tests put the school within the top 5% compared to all UK schools.
- Pupils with Special Educational Needs receive high quality support and take a full part in all aspects of school life. Their individual needs are very well catered for.
- Parents have a very high regard for the school.
- Pupils work very hard and concentrate well.
- Behaviour in and out of classrooms is very good, the majority of pupils show a high level of self-discipline.
- The headteacher well supported by his deputy has successfully introduced performance management and target setting processes that are close to those found in the UK.

- Day to day administration is of a high standard.
- Throughout the visit all staff and Board Members showed a tremendous commitment to the School.

Highlights of Inspection Report 2005
Date of Inspection 22nd – 26th May 2005

In May 2005 the school was inspected by three registered Ofsted Inspectors. These are some highlights from the report.

- The number of pupils at the school has increased significantly since 2000.
- The move to the current premises has been very well managed: accommodation is excellent and this contributes effectively to pupils' learning.
- Overall, pupils' attitudes and behaviour are very good. Their moral, social and cultural development is very good.
- There is a culture of catering for all pupils including those who have special educational needs.
- The excellent relationships between the staff and pupils are one of the major strengths of the school.
- The overall quality of the teaching across the school is good.
- The school provides a very good range of learning experiences for pupils. Extra-curricular provision is excellent.
- The school has very effective procedures to ensure pupils' care, welfare, health and safety.
- Standards at the end of Reception and overall in English, mathematics and science are above age-related expectations. Standards in reading are a significant strength of the school.
- The monitoring of pupils' personal development and their achievement in English and mathematics is very good.
- Links with parents and with other schools are very good.
- The leadership and management of the school are good with some very good aspects.
- On the basis of the findings of the inspection, the inspection team recommends to the directors of WES that the school is re-accredited for the full, five year period.
- Results of national tests in English, mathematics and science at the end of Key Stage 2 are very good, with results in mathematics improving significantly since the previous inspection in 2000. In Key Stage 1 the proportion of pupils achieving the higher levels (level 3) in each subject is above the national trend for the age group.

- In the questionnaires that were completed before the inspection, parents, except for a very small number, indicated that they were happy with the education and care that their children were receiving, and a large proportion of those parents stated that they were very happy with the provision.
- Pupils almost unanimously indicated that they like coming to this school and older pupils in discussion during the inspection stated they would prefer to continue their secondary education in this school.
- Over the last three years, results of the national tests in English at the age of 11 are well above the national trend while the results in mathematics and science are very high – in the top five per cent in England in comparison with the results achieved in all schools. Results in mathematics have improved significantly since the last inspection. Overall, the results in Year 6 are very good indeed.
- Pupils' attitudes and behaviour are very good.
- The school has very high expectations of pupils' conduct, which promotes very good behaviour.
- The strong family atmosphere, which starts in the Pre-Foundation class, permeates the whole school promoting excellent relationships, high self-esteem and confidence.
- Pupils thoroughly enjoy school, work hard and their interest in school life is frequently excellent.
- The very good provision for cultural development enhances racial harmony and helps pupils appreciate and celebrate their own and others' cultural traditions.
- A strong moral code and very good social development ensure that pupils feel valued and that their views and ideas are respected.
- Behaviour is very good and the high standards identified by the previous inspection have been maintained. The school expects pupils to behave very well and pupils respond very positively.
- The nurturing of pupils' personal development is a high priority in the school.
- The quality of education provided by the school is good, with many very good aspects.
- In the very small number of lessons observed in other subjects, teaching was almost always good, with some very good lessons observed.
- The teaching provided for pupils with special educational needs is good.
- Higher attaining and more able pupils are well taught in booster groups.
- The overall arrangements for homework are very good.
- The school provides a very good range of learning experiences for pupils. Provision for pupils' learning outside of the school day and for the development of their interests is excellent.
- Curricular opportunities are very good; extra-curricular opportunities are excellent.
- There are very thorough arrangements throughout the school for monitoring the curriculum.

- The provision made for more able pupils is good.
- There is a culture of catering for all pupils including those who have special needs – the provision for pupils with SEN is very good.
- Preparation for the next stages of education is very good.
- The Pre-Foundation Stage curriculum meets the needs of pupils from the age of two very well.
- In Key Stages 1 and 2, the schools provides a very good broad range of worthwhile learning opportunities which caters very well for the diverse needs of the pupils within the school.
- This is a very inclusive school.
- The school has very good provision for the relatively small number of pupils who have special education needs (SEN).
- The provision made for more able pupils is good and it contributes effectively to their achievement.
- The school provides an excellent selection of extra-curricular clubs and activities which widen pupils' interests and skills.
- The health, safety and security of the pupils are of paramount importance to the school: the school knows its pupils and their families very well and pupils feel very well cared for and happy in school.
- Pupils place high levels of trust in the adults who work in the school and relationships are excellent.
- The very happy, caring and industrious atmosphere in the school is conducive to learning and achievement.
- Arrangements for the induction of the youngest children and for pupils who enter the school at different times in other year groups are very good.
- The very thorough arrangements for tracking pupils' achievements using assessment and performance data in English and mathematics mean that staff knows the learning needs of pupils well.
- The school has a caring ethos that values every pupil.
- Pupils in Key Stage 2 are encouraged to express their opinions very successfully in school council meetings.
- The links with parents are very good. There are very good links with the community and with other schools locally.
- The quantity and quality of school communication with parents is very good.
- Parents have very good access to their children's academic records.

- The school benefits from very good links with other international schools in Cairo.
- The headteacher's high aspirations for pupils' achievements and sense of purpose for the school have resulted in the school having a very positive international atmosphere.
- The care which is taken in promoting relationships, self-esteem and pupils' conduct is very effective and pupils respond very well.
- The headteacher works hard and very successfully at creating effective teamwork in the school. Consultation with staff is very good.
- Performance management arrangements are very well organized.
- The Board and the senior management use a good range of strategies to gauge parental satisfaction with the school.
- The headteacher has high aspirations for pupils' achievements and a very clear vision and sense of purpose for the school which has resulted in the school having a very strong ethos, a very positive atmosphere and a strong international flavour.
- The headteacher together with the deputy headteacher has ensured that very thorough performance management arrangements are in place for all staff using the standard procedures for the management of the performance of teachers in schools in England. Appraisal of teaching assistants is also very thoroughly organized. Very good use is made of the pupil tracking information in the performance management of teachers to set yearly targets for each class teacher.
- The headteacher works hard and very successfully at creating effective teamwork in the school. Consultation is very good.
- School finances are very well managed and audited annually by external auditors.
- Planning for the further development of the school is organized so that staff with leadership responsibilities and other staff are fully consulted in identifying areas for development before they are discussed with the Board's education committee. The school development plan (SDP) that emerges from this process is very comprehensive covering all areas of the provision.
- The overall provision for children under five is good, with several very good features.
- The provision for the children's personal, social and emotional development is very good and as a result the children are happy confident learners within a safe and joyful environment.
- In the areas of personal, social and emotional development, the children achieve very well in each setting because staff provide high levels of support and encouragement
- Since the last inspection, the results of the national tests taken by 7 year old pupils in reading at both the nationally expected level (level 2) and the higher level (level 3) have been consistently above the national results in all maintained schools in England.
- Since the last inspection, the results of the national tests in English at the age of 11 are very good: they are well above the national results in comparison with the results achieved in all

schools. Inspection evidence indicates that by the end of Year 6, standards are above age-related expectations with almost all pupils achieving the nationally expected level and significant proportions of pupils above expectations. Overall, pupils make good progress and, on occasion, very good progress linked with the quality of the teaching.

- Pupils' attitudes to learning in English lessons in Key Stage 2 are very good and frequently excellent.
- Standards in reading are a significant strength of the school, with the vast majority of pupils at least in line with or above expectation.
- Teaching provision for pupils with SEN is good.
- Results of the national tests at the end of Year 6 have been consistently very high while more recently significant proportions of pupils have also attained the even higher Level 6 in optional tests.
- Assessment arrangements in mathematics are very thorough and targets are set.
- Science standards are above national expectations at the end of both key stages.
- At the age of 11, the results of the national tests are very high in comparison with the results obtained in all schools.
- The quality of teaching in the lessons observed was good throughout the school.
- Standards in science are overall are above expectations

Areas for development:

- Prioritise whole-school improvements in the school development plan.
- Further develop the arrangements for the assessment of pupils' progress in subjects other than English and Mathematics particularly in Science and ICT.
- Ensure that the full programme of study in ICT is provided.
- Communication between the specialist ICT teacher and class teachers should be further developed.
- Ensure that investigative/experimental work in science is further developed in all Key Stage 2 classes.
- Ensure more consistency in presentation of pupils' work in science.
- Use the National Benchmark Tables to analyse results at Key Stages 1 and 2.
- The quality of teaching in Key Stage 1 is not as high as in Key Stage 2.
- There is a lack of expertise in the teaching of English as an additional language (EAL)

ICT Progress Review October 2006 (Graham Dring, Dring Consulting)

The school has made rapid progress, responding very positively to the challenge to improve learning & teaching through ICT. Key features of this response are:

The provision of an efficient and effective, well maintained wireless infrastructure, which increases the potential for pupils and teachers to use ICT more effectively to enhance learning and teaching.

Pupils are able to demonstrate a high degree of competence in the use of available hardware and software under the guidance of the ICT coordinator.

Teaching staff are enthusiastic about ICT use. They demonstrated, whilst undergoing training, a willingness to explore how ICT can enrich the learning of pupils and give a new dimension to teaching.

The school leadership is committed to developing the school further in the strategic implementation of ICT.

These key features indicate that the school has the necessary 'drivers' in place to assure continued progress in the provision and appropriate use of ICT. There is now the potential for the school to compare very favourably with its UK counterparts

ICT Progress Review October 2007 (Graham Dring, Dring Consulting)

RESPONSE TO RECOMMENDATIONS

Leadership and Management

There is a clearer strategic vision for the future of ICT. This links well with the budget to ensure school-wide resource provision. Extensive hardware purchase includes:

- Interactive Whiteboards
- Visualisers
- Digi-Blue video cameras
- Digital cameras
- New ICT Suite
- Updated provision in existing ICT suite
- Alpha Smarts
- Mobile Laptops and storage trolleys

The inflow of hardware has allowed the relocation of older equipment to classrooms and specialist rooms. ICT now pervades the school.

Elements of the Becta Self-Review framework add detail to the vision - staff share plans, working hard to integrate ICT when and where it judged to enhance teaching and learning.

Constructive dialogue between staff and with pupils is developing an e-confident school. Analysis of 'Smart Learning' records provides information to the coordinator about the developing e-confidence of individual pupils.

The dual responsibilities of the coordinator for music and ICT have been rationalised. There is now a single remit for ICT. This increases the potential to monitor for the embedded use of ICT and deepen the impact on learning and teaching.

The appointment of a teaching assistant with specialist ICT knowledge assists the embedding process.

The involvement of technicians in training days allows them to understand the important part they play in supporting learning and teaching.

The reviewed security of the schools Management Information Systems assures greater probity of sensitive information.

Learning & Teaching

Extended use of ICT in general lessons and class assemblies enhances learning and teaching.

Coordinator reorganisation and the use of Smart Learning units to identify possible uses of ICT in the broader curriculum have potential beneficial effect.

Classes in the upper years have more opportunity to use ICT for problem solving and independent learning. The provision of laptops with 'charging trolleys' ensure this work continues uninterrupted beyond the ICT suites. All pupils use this equipment responsibly.

There is evidence of ICT use to provide opportunities for research, long term, in-depth projects and communication with real audiences. Peer group presentations provide significant opportunities for public speaking, building of self-esteem and self-confidence in the use of ICT.

The benefits to learning offered by ICT through 'visual literacy' (e.g. digital video, digital images and animation) are now evident in the school through the use of photographic displays, assemblies, lesson planning, a school Yearbook and the easy access to moving and still images provided by the Smart Boards and visualisers.

WHAT THE SCHOOL SHOULD DO NEXT:

Embed the new technology

1. Embed ICT hardware use into practice by providing sustained training for all staff.
2. Deploy the ICT teaching assistant in training other TAs school-wide in the use of current hardware and its application to learning and teaching.
3. Create opportunities for teaching staff to deepen their understanding of the impact of ICT by providing opportunities to engage in ongoing dialogue about how, when and where ICT enhances teaching and learning.
4. Sustain training until planned monitoring procedures evidence embedded use.
5. Continue to use subcommittees to assure strategic direction is maintained

The ICTmark

1. Make full use of the Becta Self Review Framework as a tool for monitoring school-wide progress.
2. Use the SRF to add detailed direction to current practice and give clear indication on when to apply for the ICTmark.
3. Attain the ICTmark to secure the school's aim to equal or exceed the majority of UK schools in the use of ICT to enhance learning/teaching and leadership/management.

Learning Platform

1. 'Scan the market' for a suitable Learning Platform product (purchased commercially or through 'open source').
2. Create a strategy to manage a future platform so that it is 'populated' incrementally between now and 2010. Ensure the following questions are addressed:
 - Are all staff secure in the concept of a learning platform?
 - Are there sufficiently capable and competent personnel to service the platform?
What are their defined roles (e.g. content manager)?
 - Who will lead it in the platform?
 - What training is required for staff?

Conclusion:

Congratulations are due to the school in responding positively to the recommendations made in the previous report. Progress has been rapid and the capacity for the school to improve is high because there is:

- A clarified leadership vision for ICT in education
- A continued commitment by senior management and Board of Directors to provide new hardware across the whole school
- A continued and escalating enthusiasm of all staff to embed and sustain ICT in the craft of teaching

MAADI BRITISH INTERNATIONAL SCHOOL

CAIRO

EGYPT

EVALUATION VISIT

FEBRUARY 9 – 12, 2008

Undertaken by Linda Smith & John Shutt

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1. Purpose of the visit

To provide an educational “MOT” for Maadi British International School, offering advice and support where appropriate. The purpose was to:

- Recognise, acknowledge and value the achievements and experiences of the pupils, staff and Directors.
- On the basis of extensive classroom observations, interviews with staff, the scrutiny of documentation, identify potential areas for improvement.
- Offer CPD opportunities, particularly within the Foundation Stage.
- Share knowledge, expertise and wider protocols with senior colleagues.

2. Principles

- Honesty, clarity, consistency and objectivity in the framing and communication of judgements
- Concern for accuracy and respect for evidence
- Respect for the confidentiality of information received and the integrity of all those involved
- Courtesy and fairness
- Sensitivity to the circumstances of the school and the impact of judgements on others
- To provide a forum to discuss professional developments with the Senior Management Team

3. Evidence base

During the three-day evaluation visit :

- Observed 21 lessons, providing the maximum feedback within the tight schedule
- Read and reflected on extensive and detailed school documentation
- Scrutinised a representative sample of pupils’ work
- Spoke to the School Council
- Engaged in In-Service work with Foundation Stage colleagues
- Worked closely with senior colleagues in a number of focused meetings

4. Summary strengths and Overall Effectiveness

The visit has affirmed the significant strengths noted in both the 2003 evaluation visit, as well as the 2005 accreditation inspection. Strong evidence indicates that the headteacher’s vision to further build on these strengths, supported by all colleagues, is an accurate and realistic way forward. This visit is part of that strategy to ensure an unbiased evaluation of current work, progress made and agree future requirements

- Maadi school provides a rich, varied and relevant curriculum to all its pupils within a first-class, enabling and well-resourced building. The headteacher, senior staff and other colleagues place teaching and learning at the heart of the school’s work, and have established effective procedures to ensure its high quality and continued development.
- There is a very rich, varied and exciting curriculum, greatly enhanced by extra-curricular activities.
- Pre-Foundation and Foundation Stage are good overall. Staff work hard to provide a quality learning environment.

- There is a carefully recruited, well-qualified and motivated staff which delivers good teaching throughout. They are well-served by an important group of classroom assistants.
- Extensive, whole-school planning systems ensure curriculum coverage, quality, rigour, differentiation and accountability. It accurately reflects the UK National Curriculum
- Very effective, extensively used ICT resources offer great potential within curriculum on offer
- There is good evidence of a strong commitment to the Every Child Matters agenda throughout the school's provision
- The school is very effectively led and managed.

Good overall effectiveness is reflected in the strong performance across all aspects of the school's work, in all departments. The National Curriculum Assessment tests for 2007 were outstanding, and reached an all-time high. Those students scoring the maximum achievement (Level 5) are very significantly above the UK average. There is therefore clear evidence that learners make good and often very good progress. The school also makes very good provision for all aspects of Every Child Matters. The very detailed "*Response to the Inspection Report of May 2005*" indicates a strong capacity and determination to further improve the provision at all levels. Good evidence of effective self-evaluation procedures are seen in the rigorous monitoring and data analysis. Sharing the use of the Self Evaluation Form (SEF) may be an appropriate tool for further devolving self-evaluation skills throughout the school. The Foundation Stage is good, and is led and managed with great skill, professionalism and energy. The school is very well led and managed by the Headteacher, with very effective support from the Deputy Headteacher.

5. Achievement and Standards

Standards

Learners achieve excellent standards, gaining knowledge, skills and understanding at a good rate across all key stages. Key Stage 2 data reflects improvements, year-on-year since 2004. In 2007, almost every child attained Level 4, with over three-quarters achieving Level 5. A group of 13 pupils followed the Level 6 maths curriculum, most gaining a good Level 6. Girls outscored boys in English and Mathematics, but not Science.

How good are the overall personal development, well-being and behaviour of the learners?

Learners' personal development is outstanding as is their behaviour. These are clear strengths the school. The session with the *School Council* provided convincing evidence that children are learning to understand their feelings ("We learn to face our fears...."), and enjoying school immensely ("We make friends easily...."). Their behaviour is excellent, and children reflect very positive attitudes. Adults and children respect each other, communicate eloquently and with humour. The evidence available indicates that the Every Child Matters agenda is already well-embedded in the school's ethos and protocols. Children are safe and are encouraged to adopt healthy lifestyles, for example, a very effective oral-hygiene lesson was observed. Pupils develop a commitment to racial equality ("We respect and appreciate all nationalities and religions...."). Observations indicate that pupils make very good progress overall in developing those personal qualities which will enable them to contribute very effectively to the community, and eventually transfer these skills to their working lives

6. Quality of provision

Quality of teaching and curriculum

Twenty-one complete lessons were observed during the three day visit, with verbal feedback offered. The observations involved every class, including the specialist provision for music and swimming. This provided a sound evidence base to evaluate the teaching and learning provision. The overall quality of teaching was good throughout the school. None of it was less than satisfactory.

At least good provision was reflected throughout the school. There was no unsatisfactory teaching.

Factors that contribute to the high quality teaching and learning include:

- Appropriately qualified, well-motivated staff.
- Excellent adult-pupil ratio
- Effective support offered by Learning Assistants
- Specialist teaching provision (eg music, swimming)
- Excellent facilities, including an indoor swimming pool, theatre, extensive structured outdoor facilities, outstandingly equipped learning areas, specialist rooms (eg science, art/design, music, drama)
- Outstanding ICT provision in all learning areas
- Appropriate, detailed and accurate planning throughout
- Robust, well-planned and shared monitoring arrangements, including a well-embedded Performance Management cycle.
- Very extensive outreach learning, which includes off-site visits and residential. Also planned in-house enrichment projects (eg artists in residence, Egypt Philharmonic, theatre productions). This is one of the school's many distinctive strengths. Such provision allows Maadi to provide the rich, varied and exciting curriculum" noted elsewhere.
- "Booster" and small-group provision offering personalised and additional tuition; this applies also to "gifted and talented" pupils (eg Level 6 mathematics for Year 6)

In summary, pupils make rapid progress and demonstrate very positive attitudes to their work as a result of effective teaching and an engaging and varied curriculum. Specialist provision ensures that pupils also thrive in those areas, making good or exceptional progress. Though only a single example was observed, the quality of swimming provision was exemplary and reflected exceptional progress for swimmers. Planning demonstrates progress in knowledge, skills and understanding. Very effective use is made of Interactive Whiteboards and their peripherals, with references noted in planning (eg coxhoe.co.uk). Pupils are on task, well-mannered and focused; these factors effectively underpin independent work (Very effective "pair-share" and group-work was observed). Planning exemplified differentiation, augmented by group withdrawals (of all abilities). Teaching assistants are a valuable resource, and are thoughtfully deployed to support learning. The curriculum is rich, varied and relevant, fostering the good progress of pupils; it is inclusive, and serves the abilities and particular needs of all groups and individuals. During the visit children were observed contributing to, and taking on responsibilities, in school; the members of the School Council spoke eloquently of this. The width and richness of the curriculum offer a very good basis for their future economic well-being. Because of the nature of Maadi's international dimension, pupils spoke enthusiastically of their 'planned career opportunities', reflecting the often entrepreneurial nature of their parents' careers. First-hand observations affirmed the strong personal, social and health strands of the curriculum. Enrichment opportunities abound, and are a particularly strong feature of the school. As a result of all these elements, pupils enjoy school and thrive in a secure and caring environment.

Provision for pupils' spiritual, moral, social and cultural development

This is an important part of the school's overall mission, and a real strength of the school. Observations, access to documentation and discussions indicate that this is an area that is exemplary in significant elements. Classroom observations saw positive attitudes, from the youngest to the oldest. The meeting with *School Council* members demonstrated courtesy for others, a strong desire to participate, pride in

their school and their contribution to its life. There is a respect and appreciation for all nationalities and religions. The varied and extensive curriculum, as well as vibrant extra-curricular activities, ensure each pupil is offered opportunities to find something they can excel at. This contributes to growing self-confidence, a willingness to use their initiative and to take on additional responsibilities.

7. Leadership and Management

Major inspections in 2000 and 2005, with smaller scale visits in 2001, 2002 and 2003, all “identified the school as offering high quality provision.” The thirty-six page action-plan following the 2005 inspection demonstrates the Headteacher’s determination to consolidate and build further on these strengths.

The timetable for the visit allowed us adequate opportunities to participate in and evaluate the key areas of school life. The high number of classroom observations enabled a robust evaluation of “outputs”. Alongside this, both consultants were involved in extensive dialogue with the Senior Management Team. Half of this was linked to current Leadership and Management themes within the school and UK; this allowed for a very productive peer evaluation, with a particular focus on school self-evaluation. Additional discussions allowed for reflection on emerging issues, as well as sharing thoughts about further improvements, and how such improvements might be put into practice.

Scrutiny of the extensive evidence-base confirms that the leadership and management of Maadi has many strengths. The following comments exemplify and expand on this judgment.

- The headteacher, deputy head and staff are tackling the right priorities and they are successfully focussing on raising standards and achievement. End of Key Stage 2 results are higher than any year since 2004, and well-above the UK average. There is real success at the highest levels of achievement, with over three-quarters of pupils gaining Level 5 (and a cadre of pupils achieving success at Level 6). The school has been unable to access comparative UK RaiseONLINE data, despite every effort. It is therefore not possible to accurately and numerically identify a “value-added” index. It is possible, however, to state that pupils achieve to a very high level and make good progress during their time at Maadi
- The headteacher and senior colleagues very effectively ensure outstanding levels of personal development and well-being for learners. There is a common sense of purpose among staff.
- There is a good understanding of the school’s strengths and weaknesses through effective self-evaluation (detailed Performance Management file conducted by HT and DH indicated a robust and effective cycle), taking into account the views of all major stakeholders. This has been validated by regular, structured external audits; these have provided an impartial evaluation of the school’s development. These judgements are reflected in suitable action plans for further developments. A good example of this is the considerable progress made in ICT provision since the last inspection, which was identified as an area for improvement.
- The Head and senior team ensure Maadi school is fully inclusive. Extensive differentiation of work, personalised learning and enrichment activities were all observed. Well structured SEN management was referred to in discussion with staff, as was observations of children who had additional needs. They appear to be well supported although it was not part of the remit to report in any depth about this aspect of the school’s provision in this area.
- Extensive resources are effectively deployed and used for core teaching and learning. ICT infrastructure is state-of-the-art, and was in constant use throughout observations. The ICT suite has specialist staffing, offering great potential for future learning. The very extensive site offers specialist learning areas, including music, drama, swimming, gym and first-class outdoor facilities (including astro-turf soccer field). These specialist resources offer wide opportunities for

differing gifted and talented pupils, and provided the potential for outstanding and wide-ranging excellence.

- Wide-ranging links exist with parents and the wider community. At the day-to day level, newsletters, a noticeboard and varied events offer parents close contact with the school. Parents are strongly supportive of the school. The patronage of H. M. Ambassador is significant evidence of the widest of links; it is also symbolic of Maadi's deservedly good reputation. Our work also made us aware of contacts with, and visits to, those multi-national petroleum organisations which offer students a first-hand view of the world of work. Our widest work also provided very robust evidence that the leadership team are motivated by development and improved provision; regular, incremental external audit (including the current process) is one of the checks and balances within this work. The senior team are committed to external scrutiny and this openness and honesty has allowed the school to flourish and improve in the way it has. This same evidence also affirms the school's very good capacity to extend current strengths and consolidate identified areas for improvement.

8. Foundation Stage

Teaching in both pre-Foundation and Foundation Stage is good. The Foundation Stage is well-led and managed and relationships are excellent. The youngest children are well supported by caring and sensitive adults, which ensures they make good progress in their social and emotional development. During the visit, children observed appeared confident and articulate. Opportunities to learn through play both inside and outside are enhanced by good quality resources and effective planning, which reflects the current Foundation Stage in England. The Foundation Stage Profile is well used to track pupil progress, with children's individual assessment folders being used to enhance the more formal assessments. The staff are now well-placed to introduce the revised *Early Years' Foundation Stage Curriculum* from September 2008. This places greater emphasis on planning for the individual needs of the child; this presents additional challenges, which need to be responded to by planning and maintaining an effective professional development programme for all staff.

9. Emerging Agenda

Against the background of a successful and constantly improving school which knows itself very well, the following areas for improvement are worth considering:

1. Extend the school self evaluation (SEF) so that all colleagues, Board members and other stakeholders can contribute to it.
2. Improve teaching and learning still further by increasing the number of good and outstanding lessons.
3. Further refine the evaluation of pupil progress within the Assessment for Learning agenda (AFL), including children's own involvement in the process.

ICT Mark assessment report – school feedback form

Commentary on assessment:

1) Vision, leadership and organisational management

Maadi British International School has nearly 400 pupils on roll from Pre Foundation to Year 6. The school is owned by the parents. There is no selection admissions process though children do tend to be more able. Class sizes do not exceed 25 pupils. MBIS follows the National Curriculum in all subjects.

There is an exciting and vibrant feel to the school where all staff and children feel valued. The school has a clear vision for the use of ICT which has been formulated through discussions between all the key stakeholders within the school community. This vision is consistent with the school's wider aims and was evidenced in practice during the tour of the school and through talking to staff. There is a strong focus on the development of ICT to support both personalised and independent learning.

There is outstanding leadership and management of ICT which underpins all aspects of the school's ICT development.

All staff including those who do not have direct responsibility for managing ICT work very closely together as a team and this has had a significant impact on the development of the subject.

The involvement and commitment of the parents in sharing this vision, yet providing appropriate checks and balances was clearly evident during the course of this assessment.

There are appropriate policies and the school effectively addresses all aspects of e-safety.

2) Provision of ICT; quality and range

There are a range of ICT resources available for use by pupils and staff. Every classroom has networked PCs, an interactive whiteboard and a Visualiser. There are two ICT suites, each with sufficient PCs for a whole class. One of these suites uses wireless laptops. There are also laptops, cameras, programmable robots and other peripherals. These resources are used enthusiastically and creatively by teachers and pupils, when appropriate. The pupil computer ratio is approximately 1:1.5. There is wireless technology available throughout the school.

There is outstanding technical support provided by two very capable technicians who ensure the network runs efficiently and smoothly. This allows the teaching and support staff to focus on using ICT to support learning and teaching.

ICT is used to improve communication with parents and the school is carefully developing its Learning Platform to produce a tool which truly meets their needs.

3) Demonstrating impact on learning and teaching

It is clear teaching is enhanced by the informed use of ICT by developing both staff awareness and confidence. ICT is firmly embedded into all aspects of learning and teaching and in all subjects. There are a wide variety of opportunities for children to use ICT and it is clear that all lessons have appropriate differentiation opportunities.

The school is committed to the development of both personalised and independent learning. A greater range and flexibility of hardware will further facilitate this.

The ICT Co-ordinator has responsibility for delivering discreet ICT lessons. All teachers have responsibility for delivering cross curricular applications of ICT which also includes the development of ICT skills.

The development of the school's web site and Learning Platform will ensure greater access to, 'Anytime Anywhere Learning.'

All staff are encouraged to identify innovative approaches to using and developing ICT, to support both learning and teaching, without fear of failure.

The school measures and constantly evaluates the impact ICT has on all aspects of learning and teaching and this information is used to develop new approaches to using ICT.

The learning environment is enhanced by interesting and vibrant displays valuing every child's work and pupils are given a voice in their own learning and become confident learners with positive attitudes.

Areas of strength/outstanding practice within the self-review framework:

- The strategic and operational leadership and management at all levels are outstanding. This has underpinned the whole of the school's ICT development. The head teacher has empowered all staff and children to make decisions which support both personal and school developments.
- There is a clear vision for the development of ICT which is shared by all stakeholders.
- ICT is firmly embedded into all aspects of learning and teaching.
- All staff are highly skilled and have a thorough understanding of how ICT can support both learning and teaching
- There is a very strong focus to develop personalised, independent learning.
- There is outstanding technical support.
- The professional development opportunities available for staff to ensure they are at the leading edge of ICT developments are outstanding.
- The school very effectively addresses all aspects of e-safety

Areas for development and further progression within the self-review framework:

- The school should consider purchasing a wider range of computer to even further enhance the curriculum and learning and teaching opportunities. This could be used initially in music and design
- In order to further develop the school's approach to using ICT to support personalised and independent learning consideration should be given to further developing the assessment and target setting strategies for ICT.
- The school should consider updating the ICT scheme of work on an annual basis as staff and children's skills develop.
- Additional opportunities should be provided for children to choose when and how to use ICT.
- Parents may benefit from the high quality advice given to all children on e-safety. This could be through courses or presentations.

Assessor recommendation:

threshold reached

REPORT

REPORT ON REVIEW VISIT

Maadi British International School

Cairo, Egypt

By Mike Hewlett

Headteacher : Mr Gerard Flynn

Lead inspector: Mr Mike Hewlett

Dates of review visit : Monday 16th February – Friday 20th February 2009

INTRODUCTION

Purposes of the CONSULTANCY visit

1. The specific purpose of the visit was to:
 - review the educational provision of the school with particular reference to its approaches to inclusion of pupils with differing needs
2. The general purposes of the inspection were to:
 - recognise, acknowledge and value the achievements and experiences of the pupils, the staff and the school;
 - identify areas for future development through specific recommendations, which will enhance both the quality of learning and the standards of achievement;
 - enhance the working partnership between consultant and the school.
3. The report covers all aspects agreed between the school and the visiting consultant. It looks in more detail at the 'inclusive' nature of the school whilst also commenting on other key aspects normally covered in inspections of English schools undertaken by the government's Office for Standards in Education. (2008 schedule)

Principles of the VISIT

The following principles underpin the consultancy visit carried out at Maadi British International School:

- honesty, clarity, consistency and objectivity in the framing and communication of judgements;
- concern for accuracy and respect for evidence;
- respect for the confidentiality of information received and the integrity of all those involved;
- courtesy and fairness in all dealings with staff, parents and pupils;
- sensitivity to the circumstances of the school and the impact of judgements on others.

Process of the CONSULTANCY VISIT

The school has been regularly visited by UK consultants who have looked aspects of the school identified as priorities. Following visits from the consultants, the school has worked successfully to address the issues that were raised.

The visit was carried out by one consultant who spent four days in the school, gathering first hand evidence and interviewing staff and pupils and observing lessons. Additional time was spent looking at the school's documentation.

During the course of the visit, eight lessons or part lessons were observed predominately covering work in the area of inclusion where pupils with additional need and the gifted and talented were being supported. Discussions were held with the headteacher, the senior leadership team and teachers with particular responsibilities. Teachers' planning documents and the records kept on individual pupils were examined.

In addition, on the fifth day the consultant met with the Board of Directors, providing feedback on the visit and offering guidance on what makes an effective Board. He met with the leadership team to provide an update on developments in the UK and spent two afternoons leading in service training for all teachers and learning assistants. The focus of professional development was creative learning and how it could be applied in Maadi school.

INFORMATION ABOUT THE SCHOOL

Characteristics of the school

MBIS is a large Primary school with almost 400 pupils made up of 42 nationalities (one half are British or American). It serves a largely expatriate community and incorporates an Early Years Centre for 2-4 year olds where most pupils start their 'Maadi career'. Attainment levels on entry are high and the school follows the English National Curriculum with pupils taking the external assessments in Y2 and Y6 (SAT's). End of year assessments are undertaken in all other year groups. Eight per cent of pupils are identified as having additional needs, eleven per cent are learning English as an Additional Language (EAL), some of whom only require minimal support, whilst twenty per cent are included on the more able register. MBIS is a non profit making school, first established in 1995, overseen by a Board of Directors elected from the parent body. It relocated to purpose built premises in 2004. The school provides an extensive range of extra curricular activities and supports numerous community activities. In January 2009 it received the BECTA ICT mark.

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Maadi British International School is a good school with some outstanding features.

It takes very good care of its pupils and provides an environment in which they can thrive and achieve well. The quality of the teaching and the curriculum the children receive is good. The school is successful in meeting the individual needs of all its pupils regardless of their starting points and provides a high quality English curriculum. The headteacher, bursar and leadership team show very skilled and committed leadership, successfully guiding the school through a period of change and development

The school's main strengths and weaknesses are:

- Standards of achievement are good overall;
- Very effective provision for personal development and some excellent enrichment opportunities contribute to children's very positive attitudes and outstanding behaviour;
- Relationships are excellent at all levels;
- Effective teaching meets pupils' need;
- This an inclusive school where pupils of all abilities make good progress and receive appropriate levels of challenge;
- The headteacher, leadership team and staff work well together to meet the challenges the school faces;
- Care for pupils and links with parents are very good;
- Assessment of pupils and tracking their progress are good but more systematic recording of their EAL stages of development would improve the provision further;
- The pace of the learning in some withdrawal groups is slow and this makes it harder for pupils to readjust in their mainstream lesson;
- Pupils have excellent computer skills;

It is clear that the school has responded positively to the advice given following previous consultancy visits. There is a strong capacity to ensure further improvement.

STANDARDS ACHIEVED

Pupils throughout the school achieve well

Most pupils arrive in school with skills that are above average. Because of the good teaching they receive and the exciting curriculum opportunities they have, most make good progress. The results they achieve in external tests are a particularly strong feature. By the end of Key Stage 1 pupils consistently exceed the standards reached by pupils in the UK with 53% at the highest level in reading, 30% in writing

and 30% in maths. (2008 results) The picture is repeated in Key Stage 2 where 37% achieved level 5 in English, 40% in maths and 60% in science.

Pupils' attitudes, values and other personal qualities

Main strengths and weaknesses

- Pupils' attitudes to school and to learning are very good
- Relationships between pupils and staff are excellent
- The friendly ethos of the school helps pupils to develop a strong sense of belonging to the school community;
- A variety of curriculum opportunities contribute positively to pupils' personal development

Pupils' attitudes to the school and their learning are very positive and behaviour in and around the school is exemplary. They are polite, enjoy working and older pupils demonstrate very good levels of responsibility. Pupils are responsive in class and participate well during discussions when questioned. The older pupils show high levels of responsibility to their work and to school life. They talked enthusiastically about aspects of the school that they enjoyed and made thoughtful comments about what could be done to improve the school further.

There are excellent relationships between pupils and staff. The majority of pupils are from the UK and America, however pupils from other countries, forty two in total, are totally accepted within the school community. Pupils commented there were no incidents of racial harassment and they enjoyed being with friends from other cultures. The school is effective in the education of pupils with English as a second language. Teachers are developing a good range of strategies for the support of such pupils within lessons as well as in the withdrawal groups, which in no way disadvantages 'mainstream' pupils.

Pupils' personal development is good. The quality of relationships with adults around the school helps to provide a valuable environment for their personal development. Pupils are also encouraged to participate in the local community and the school supports a charity helping schools in challenging circumstances. Opportunities through educational visits broaden the pupils' horizons such as visits to Cyprus and Alexandria. After school activities are well organised and offer pupils excellent opportunities to extend their skills in a variety of sporting and non-physical activities. All of the above provide very good opportunities for spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The quality of education provided by the school is good;

- Teaching is good overall with some of it outstanding;
- The school provides an excellent range of curriculum enrichment opportunities;

- Successful strategies are in place to improve children's language skills;
- There is good provision for those pupils with additional learning needs, EAL and those identified as being more able;
- Enhance the tracking of progress levels of EAL pupils and increase the pace of learning in some of the withdrawal groups for pupils with additional needs;
- Extending the booster group provision for the more able to include literacy would be beneficial.

Pupils achieve and learn exceptionally well because of the good teaching they receive and the outstanding attitudes they bring to their learning. Most lessons are characterised by a brisk pace, excellent relationships and clear expectations. There is a high degree of challenge in the tasks teachers set. In the lessons observed, pupils were enthusiastic about their work and, in many instances, took responsibility for their own learning. Pupils' successes were also celebrated in the well planned plenary sessions at the end of lessons where achievements were shared and the next stages in their learning were discussed. The quality of the pupils' learning is greatly enhanced by the good level of support offered by learning assistants.

CARE AND SUPPORT OF PUPILS AND LINKS WITH PARENTS

- Good levels of care are evident;
- Links with parents are good with feedback from questionnaires suggesting there are high levels of satisfaction;
- Pupils receive good feedback on their performance.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. He has successfully steered the school through a time of significant change and established a school to be proud of. Working very closely with the Deputy Headteacher and Bursar, he has drawn up an accurate self evaluation of the school and has established a clear vision for the future. The Directors are knowledgeable about the school and its priorities and offer very good levels of support.

- The school has a clear understanding of what it needs to do to continue to improve and how it will tackle the priorities;
- There is a very positive ethos that promotes a very good atmosphere for learning. All staff, including those involved in administration and support, work very effectively as a team;
- Begin to measure the impact of decisions made by leaders on standards and the quality of education provided;
- Ensure colleagues responsible for the creative and sporting areas screen for Gifted and Talented, record the information and then arrange tasks and challenges that are suitable.

The school's contribution towards community cohesion is very good. Through its developing links with other schools and charity projects, pupils are recognising and valuing the diversity of people's background and circumstances. The leadership team offers excellent support in ensuring that standards do not slip and checking that all

groups of learners have equal opportunity to take part in the outstanding provision on offer.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Evidence from past questionnaires suggests that parental confidence in the school remains strong. The overwhelming majority feel that the Headteacher and staff are friendly and approachable. Most pupils enjoy coming to school and are keen to take on the responsibilities they are offered

IMPROVEMENTS SUGGESTED

The most important things the school should do to build on the high quality provision are:

- Accept pauses and silences within lessons so that pupils have time to reflect on and internalize the task as well as time to give a considered answer;
- Pace of learning in some withdrawal groups is often slow making it more difficult for pupils to cope when they return to mainstream class;
- Provide booster group support for the more able in areas other than mathematics (eg writing;)
- Ensure colleagues responsible for the creative and sporting areas screen for G and T, formally record the information and then arrange tasks and challenges that are suitable.

Is Maadi an inclusive school ?

Support for pupils with additional needs, EAL and for the more able

Around eight per cent of pupils are identified by the school as having additional need. The school has set in place a comprehensive system to support all children who display concerns related to these needs. There are clear procedures in place to monitor and track these children from the time they arrive. In addition, staff are aware of the guide lines explaining how to identify children for support, and once registered, effective strategies are put in place to ensure that all needs of the child are addressed and monitored. This is carried out via the IEP (Individual Education Plan) drawn up by the class teacher and teacher with responsibility for pupils with additional needs. A real strength is the involvement of pupils and their parents in producing these plans, ensuring a real sense of ownership. All IEP's are checked regularly and any new targets are sensibly shared with everyone who teaches that child. Evidence from classroom observations confirms that staff are aware of the pupils' needs and that tasks set for them are generally at the right level.

Support is organised in a variety of ways. In most instances, pupils are supported in class by the teacher or learning assistant following a structured approach to learning often centred around pupils' understanding of phonics. At other times, groups are withdrawn to specialist teaching rooms where they receive intensive support by suitably qualified staff who are enthusiastic and encouraging. Both these approaches work successfully and records show clear evidence of good progress made by the majority of children who receive support.

Occasionally, the pace of the activities for the small groups that are withdrawn is too slow.

This makes it more difficult for the pupils to re integrate with the full class where the pace of the learning is even faster.

There are approximately eleven per cent of pupils who are learning English as an Additional Language. A much higher proportion arrive from families where English is not the first language. Support for all these pupils is equally good with similar identification systems in place as those described above. Building pupils confidence and self esteem is given a high priority and the success is evident in the excellent relationships evident during the lessons. Pupils demonstrate a thirst for learning and make rapid progress with their reading skills generally exceeding their ability to write competently. Pupils with EAL often have strengths and talents in other curriculum areas and complement and enrich the life experiences of their classmates. It would be helpful if screening for pupils with EAL incorporated the different stages of language acquisition and linked more closely to the other ongoing assessments that

the pupils experience. This would help staff working with these pupils to accurately gauge the right time for these pupils to have their additional support withdrawn.

A large number of pupils, around twenty per cent, are identified as being more able. The school chooses a score of 120+ in core subject tests as the indicator it will use. In addition, younger children, who do not take these standardized tests, are identified by class teachers from Foundation Stage 2 onwards. Most of these pupils are supported in class with challenging extension activities. In addition, groups are withdrawn, especially in maths, where there are booster groups taught by skilled practitioners. Great demands are made of these groups and the pupils respond enthusiastically. They love the work they are offered and are very competitive. Excellent features of this approach is the way in which they are set tasks that are almost too hard for them, they work collaboratively, get things wrong and learn strategies to cope with what some perceive as 'failures'. This is something that these higher attainers rarely experience and so the comment in one class, 'it's great to get something wrong, to fail because that's how we learn', sums up why pupils thrive during these challenges. At present withdrawal for these groups tend to be focusing on maths. It would be beneficial for other areas, such as writing, to be supported in this way.

Records of pupils with gifts and talents in other areas, such as sport and music, are not always formally retained and it would be appropriate for staff with responsibility in these areas to make certain that suitable screening, task setting and evaluating the impact are in place.

The school's mission to provide an inclusive education for all is demonstrated by the additional staffing and resources allocated to pupils who need to be supported. Withdrawal groups are taught in specialist, well equipped rooms by staff who are invariably skilled and enthusiastic. They make good use of ICT as an effective tool for learning, incorporating the use of interactive whiteboards in most of the teaching rooms. Tracking systems are rigorous for pupils with additional needs. They are less detailed for the more able and for EAL pupils. Nevertheless, classroom visits and observations confirm levels of progress for the majority are good. There is no stigma attached to being withdrawn from class or supported in class for whatever reason. Pupils take it in their stride and regard learning support as a natural part of the school day. One feature that the school is already exploring is the pace of learning within withdrawal groups which tends to be slower than in mainstream class where there is often a greater sense of urgency.

Maadi British International School

End of Key Stage 2 Tests (2001 to 2008) Including a Comparison from all Reporting Schools in England

Key Stage Two

Children in our Years 3, 4, 5 and 6 are designated as being Key Stage 2 pupils. In England all children in Year 6 within the state sector of education are assessed in English, Mathematics and Science. These tests are externally marked. MBIS follows this procedure.

The results from these assessments show achievement against the levels on the English National Curriculum scale. The scale is designed so that a typical pupil will move up one level every two years.

- A typical 11 year old is expected to achieve level 4.
- A pupil who achieves level 5 is performing better than a typical 11 year old.
- A pupil at level 3 or below is performing at a lower level than expected.

The maximum level achievable in the testing is a level 5.

**1:1 The percentage of pupils achieving a level 4 or above in the End of Key Stage 2 Tests 2001 to 2008.
The right hand column is a comparison with the results from all English Schools.**

	2001		2002		2003		2004		2005		2006		2007		2008	
	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land
English	75	75	92	75	100	75	95	75	95	77	100	79	100	79	100	80
Mathematics	83	70	100	73	90	73	89	74	89	75	85	76	96	78	91	78
Science	100	87	100	87	100	87	100	86	89	87	96	87	100	87	100	88

1:2 Percentage of pupils achieving a level 5 in the End of Key Stage 2 tests from 2001 to 2008.

The right hand column gives a comparison with all English Schools.

	2001		2002		2003		2004		2005		2006		2007		2008	
	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land	MBIS	Eng-land
English	75	29	58	29	47	27	67	27	47	27	59	32	85	33	37	29
Mathematics	50	25	58	27	58	29	67	31	53	31	59	33	51	33	40	31
Science	54	34	67	38	58	41	67	47	47	47	63	46	74	46	60	44

Level 6 Mathematics (Year 6)

Up to 2003 The End of Key Stage 2 tests could award a level 6. This was discontinued as so few children were gaining this level, it was statistically insignificant (less than 1%) and extremely expensive to offer.

The highest level achievable through testing became level 5 although teacher assessment allowed a child to be placed at level 6. At MBIS each year a group of more able pupils from Year 6 (Standardised Scores in Mathematics Tests of 120+) follow the level 6 Mathematics curriculum. Their attainment is assessed using the optional Mathematics Test prepared for Year 7. The table below shows the results of these tests from 2004 to 2008.

1:3 Results from Year 6 pupils assessed using the Y7 optional Mathematics Tests.

	2004	2005	2006	2007	2008
Total no. of Pupils Tested	13	7	9	13	11
6A	5	4	6	5	4
6B	7	3	3	7	4
6C	1	0	0	0	2
5A	0	0	0	1	0
5B	0	0	0	0	1
5C	0	0	0	0	0
Below Level 5	0	0	0	0	0

Total number of pupils: 53
 Percentage obtaining level 6: 96%