



**Report to the Parents  
and the Board of Directors  
June 2009**

**Gerard Flynn  
Head teacher**

## **Introduction**

As I write this report I believe we can look back with pride on another highly successful year. There have been numerous highlights, but one that stands out is the award of The Becta ICT Mark. To be in the first British school in the world outside the United Kingdom to gain this award is an achievement to be justifiably proud of and I will expand on this later in my report. I hope in the not too distant future to be writing to tell you that we have been awarded the ICT Mark of Excellence.

As a school we have tasted success both in the academic and the sporting arenas. Excellent assessment results and record breaking standards in swimming and football have shaped this school year.

September 2008 saw us welcome 119 pupils which accounted for over 30% of our student population. I am absolutely delighted to see how well those children settled into their new lives at MBIS and in most cases their new adventure of living in Egypt.

The successes of those children is a testimony to the high quality of our entire staff.

Nobody can say with any certainty what the next academic year will hold, but I can assure all parents that as a staff we will strive to give your children the best all round education possible.

## **School Roll**

Places at MBIS have been in high demand throughout the year. With the exception Year 6 and the three Year 3s, we have had full classes and unfortunately had to turn a number of children away. The picture for September is not totally clear yet, but the demand has been high with even a larger Year 6s promised. Significant waiting lists have arisen at Foundation 2 and Year 1. As always there will be some unanticipated movement during the summer months.

My plea would be that if your situation changes, let me know immediately on [mbis@mbisegypt.com](mailto:mbis@mbisegypt.com) I check on a daily basis during the summer months.

## **Prize Giving**

The Prize Giving ceremonies will follow the same pattern as last year. The Key Stage 2 presentation will be made on Sunday 28<sup>th</sup> June in the early evening. Our chief guests will be His Excellency The British Ambassador and Mrs. Asquith. The Key Stage 1 Prize Giving will be on Monday 29<sup>th</sup> June and the chief guest will be Mr. Mostafa Sharaf who will be standing down as the Chair of our Board of Directors at the end of this term when his son Mohammed completes Year 6.

## *Year 6 Leavers' Party*

This year's party was one not to be forgotten. The Year 6 pupils traveled to Ain Sukhna and stayed overnight at The Stella Di Mare. A disco was organized and everybody had a thoroughly enjoyable time.

## *Staffing*

I would like to congratulate and thank all the staff for their hardwork, professionalism and talent. As I have said on many occasions they make our school what it is.

As always we have the sad task of saying farewell to a number of staff. Staff turnover is cyclical and often follows the 3 year pattern that many of our families follow. At the end of this year we say a fond farewell and thanks to five teachers and nine teaching assistants. This is a slightly larger exodus than normal and will be reflected, I believe, in less departures next year.

Jonathan Chambers has given excellent service to the school for six years and has decided to seek fresh challenges. He has been appointed to a school in Brazil.

Jamie Harding after five years sterling service will be leaving MBIS for a post at St. Christopher's School Penang in Malaysia.

Angela Maragh who has had four extremely fruitful year as our Early Years Centre Manager will be leaving us for a post in the British School in Amsterdam.

Veena Annies after two highly successful years will be returning to the Far East. She has been appointed to the prestigious Tanglin Trust School in Singapore.

Dawn Brand who has worked in Learning Support and the teaching of English as an Additional Language will be returning home to Scotland. Dawn is in her second period at MBIS and I am sure we will see her frequently as she visits her brother Gary.

All of the above teachers have made an excellent contribution to our school and we wish them the very best.

Katie Hamdy and Kay Tinsley are leaving our Early Years department after being appointed as teachers at The British School of Cairo.

Nadine Morcos, Gemma Korte, Alex Munns, Alisa Amin, Sarah Crawford, Alison Howarth and Ellen Mortimer are all leaving MBIS after doing a great job as Teaching Assistants across the school. Their contribution has been immense.

To all these staff we wish them bon voyage and a heartfelt thank you on behalf of every pupil who benefited from their care and attention, we will miss you. Of course Liza Uprichard and Nadine Bogan will be tackling the Cairo to Cape Town journey and all things being equal with return to MBIS in September 2010.

## *New Teaching Staff*

A crucial part of my role at MBIS is to ensure that we recruit staff of the highest calibre. The school has a very good reputation both for what we achieve with our pupils and as a place to work, which means when we advertise for teaching staff we have a very good response. I normally deal with around 150 applicants. From this large pool I am able to select high quality staff. This year in addition I am recruiting teacher to cover the leave of absence of Liza and Nadine.

The following teachers will be joining us in August.

Philip Carr, is at present teaching in Amman, Jordan. Prior to working in Jordan he has had experience working in British Primary Schools. He will be teaching a Year 5 class.

Howard Garlick has been recruited directly in UK from a primary school in the British Midlands and will be teaching in Year 2.

Fatema Jan has also been recruited directly from the UK. She has been teaching at an inner city primary school in London for the past 5 years. She will be working in a Foundation 1 class in our Early Years.

Sylvia Johnston will be working alongside Ben Pocock in one of our Year 6 classes. Sylvia has taught in Egypt, Portugal and Scotland.

Helen McMillan is teaching in a primary school in Edinburgh and will be working in one of our Year 1 classes.

Julie Morris is a very experienced teacher who is at present teaching at BISC. She will be responsible for a Year 4 class.

Last but not least Ian Taylor will be teaching a Year 3 class. Ian has had wide experience across the UK, Thailand and Egypt.

I am delighted that we have such a talented and experienced group joining our school. We will be holding an induction weekend in Britain during July and the new teachers will be flying out to Egypt in mid August for a further induction period before the start of the new term.

## *Instrument Tuition*

This continues to be very successful and demand is steady for all instruments. Places will arise after the summer vacation as we lose our Year 6 pupils and those who are leaving for other destinations. An informal *Café Noir* musical evening was held in the school auditorium on Tuesday 9<sup>th</sup> June, with a number of pupils performing expertly on their instrument.

## *International Week*

The second week in February was the International week at MBIS. We followed the highly successful structure of the previous year's event. Each classroom was turned into a country and children had the opportunity to visit all the countries during the week. On the final day of the week we showed off our International week costumes with a parade. Finally in the afternoon parents had worked really hard to put together a food - tasting extravaganza for the children.

The week was a great success and was really enjoyed by the children. Many thanks to all parents who supported this event, as well as the teachers who put so much effort into

activities for the children in class. A special thanks is extended to Jacqui Garib for her excellent coordination of the event.

### **Mathematics Week**

The week beginning Sunday 19<sup>th</sup> October was designated as Mathematics Week. Teachers explored ways in which Mathematics could cross curricular boundaries. All teachers also stressed the importance of this vital area of the curriculum. A theme throughout was 'Maths is Fun!' Jamie Harding, our subject leader for mathematics coordinated the event.

### **School Council**

The school council was set up, a number of years ago to provide a voice for the student body. It is made up of pupil volunteers from Key Stage Two. At the beginning of each year, pupils who wish to join express an interest by submitting a letter to the Key Stage Two co-ordinator. They are then invited to attend fortnightly meetings in the school library. Members wear a badge to identify themselves to the rest of the school and pupils will often bring issues to their attention. These are then put into a formal agenda and discussed during the meetings. The meetings are minuted by the fantastic and incredibly efficient school council secretaries.

### **Street Children Programme**

In the summer term we have continued our program of Saturday morning activities for local street children. These have including football coaching, art activities, a trip to the Bandar Centre to go bowling, and more recently teaching them to read and write Arabic (at their request). We hope in the new academic year that some of our Year 6 pupils may be interested in participating in this program.

### **Saqqara Girls' School**

This term we have continued to visit the Saqqara Girls School with some of our older pupils. We have organized a variety of lessons and activities which have been well received. In June the girls came to visit us at the school. They had prepared a program of singing and sharing the work they had been doing. Our Year 6 pupils reciprocated with their own presentation of food they had prepared themselves.

### **The PTA Golf Weekend**

The PTA Golf weekend took place on the first weekend in May at the Hilton Dreamland Resort and was a huge success.

Dreamland provided an ideal resort to host three scramble competitions involving men, women and junior golfers. With the golf course in fantastic condition, all three competitions were extremely close, hard fought and played in great spirit, it was clear that the real winner over the weekend was golf!

The prize giving barbeque was set in a beautiful location and dished up some lovely food whilst giving everyone the chance to recount their best shots of the day.

The weekend ended with the Junior/ Adult competition, which highlighted what a talented group of young golfers we have at MBIS.

I would like to thank everyone involved in organizing and sponsoring this great weekend and I look forward to next year's event. A special thanks is extended to both Lynne Walker and Jonny Chambers for their hard work in organizing the event.

### **Mini Olympics**

We played host to a group of year 6 pupils from the International Community School in Amman Jordan. Their four day visit consisted of two days sightseeing and two days competing against our year 6 children in a Mini - Olympics. The trip was a great success particularly from a social point of view. From the first meeting the children mixed superbly well and some great friendships were formed.

### **Residential Trips**

At the present we run four residential trips for our pupils. These have been a great success both socially and academically. It is interesting to read the pupil comments on reports and to see how many children in our older classes say that the highlight of their year was their trip to Alexandria, or Cyprus or El Alamein. Next academic year we are planning the following trips:

- Year 4 Alexandria (Roman era).
- Year 5 Cyprus (Environmental studies).
- Year 6 El Alamein at Alexandria (the Second World War).

The International Schools Theatre Association (ISTA) festival will be held in Portugal next year. This trip which has featured festivals in Rome, Hamburg and London in the past is open to pupils from year 5 and 6. Numbers are however limited.

Please do not hesitate to talk to your child's class teacher early next year about these trips.

### **Deployment of Teaching Staff**

Non class based teachers were deployed as follows this academic year:

Sharon Winterburn: Physical Education Coordinator for PE across the school (Sharon worked a flexible timetable to include weekend activities).

Fiona Razek: Part time Physical Education.

Lynne Cadenhead: Music and the Performing Arts (as with Sharon, Lynne worked a flexible timetable).

Gary Brand: Information and Communication Technology Coordinator (ICT). Further development of ICT throughout the school.

Tertia Morcos: Learning Support Coordinator. Having an overview of all children in school who have Special Educational Needs.

Dawn Brand: Part time supporting children who have English as an additional language (EAL).

Dawn Brand: Part time French.

Carole Hawkins: Learning Support (Part time).

Isabelle Wolfe: Part time French.

Shahira Morshedy: Part time Arabic.

Graham McInroy: Deputy Head Teacher, Early Years Coordinator, Gifted and Talented programme.

Gerard Flynn: Head Teacher and working within able pupil programme.

### *Extra Curricular Activities*

I am always amazed by how many after school activities are offered to our pupils. This term has seen a total of 42 on offer. These are as diverse as Jazz Dancing to Eco Club. My thanks are extended to all those staff and parents who give so generously of their time for the benefit of our pupils.

### *FRONTER*

A recent conversation with a parents described FRONTER as a website. It was made clear that FRONTER is not a website, but a Virtual Learning Environment (VLE) and is being developed to support our pupils' learning. All schools in England must have a VLE in place by the end of 2010. Ours is up and running. Sterling work has been put into familiarizing the system and again congratulations go to our team.

### *Paperless School*

It is very much our aim this year to cut down on the amount of paper we use. This is not quite as simple as it seems as many of our parents still require hard copies of information.

### *Continuing Professional Development for Teachers (CPD)*

It is important that MBIS is able to offer high quality training opportunities for the staff. To this end we joined a network of four schools to share the costs of bringing a group of 4 trainers from the UK. Last year QTS International Education Consultants launched two CPD network initiatives in Kuwait and in Qatar. Feedback from staff say that these were highly successful and it is the most cost effective way to provide professional development opportunities. It was proposed that this initiative came to Cairo. The following schools were approached to take part:

Modern English School (MES)  
New Cairo British International School (NCBIS)  
The British School of Al Rehab (Al Rehab BIS)  
The British International School Cairo (BISC)  
El Alsson British International School (El Alsson BIS)  
and ourselves

MES, NCBIS, Al Rehab and ourselves accepted the invitation.

The programme ran from Monday 10<sup>th</sup> until Thursday 13<sup>th</sup> November.

Each network school hosted 3 twilight (16.00 - 18.00) workshops.  
Network schools could send up to 10 members of staff to any workshop in any Network school.

The programme included a 4 days middle managers course (details below)\* “Learning from the middle”.

Network schools could send up to 7 members of staff on this university validated leadership course. Each Network school was offered a process consultancy session during school hours (10.30 – 13.30) on 3 of the 4 days.

The consultants were:

*Karen Ardley* leads her own team of educational consultants. Previously she worked closely with schools as a Local Education Authority adviser in three authorities. She is also an Ofsted registered team inspector.

*Nick Sparks* was a senior adviser for Nottingham City Council. He is a successful author in the field of education.

*Patricia Clark* is a Senior Consultant with the London Centre for Leadership at the Institute of Education University of London. Prior to this she was the head teacher of three primary schools in Inner London.

*Andy Tromans* is an independent consultant and trainer working with the Training and Development Agency, British Council, Local Authorities and Schools. He spent 16 years as the headteacher of a primary school in the West Midlands. During this period he won a national award from BECTA for the innovative use of ICT.

### *\*Learning from the Middle*

Was a four day programme led by Karen Ardley for middle managers currently responsible for managing or coordinating a subject or aspect of school provision (SENCO, Assessment, Key Stage Coordinator for example)

The objectives of the course were to:

Deepen middle managers understanding of themselves and their leadership behaviours.  
Extend middle managers knowledge and understanding of leadership.  
Develop leadership skills.

This programme is validated by UK universities and its successful completion counts as a taught unit toward a masters in education.

The SMT at MBIS felt that this is a very exciting and worthwhile opportunity to offer a large number of staff high quality training. A similar series of opportunities will be offered during the next academic year.

### *Curriculum Overview*

Curriculum overviews have been issued to all our parents. These have proved popular in the past as they help to enable parents to support their children’s learning.

### *Independent Association of Preparatory Schools (IAPS)*

I attended the annual conference of IAPS in Liverpool. The membership of IAPS is of great importance to the school and it is an obligation of membership to be represented at conference at least one year in two. The conference was excellent and as usual gave a lot of food for thought as far as the further development of MBIS is concerned. A lot of valuable connections were forged during the week. The most interesting area for development was the creation of an International Schools District with representation on the IAPS Council. The annual dinner was held in the superbly imposing St. George's hall with Roger McGough the Poet and Broadcaster as the after dinner speaker.

### *MA Education Limited Early Years Event at Roehampton University in London September 12<sup>th</sup> & 13<sup>th</sup>, 2008*

Graham McInroy attended this 2 day conference which focused on "sharing visions for early childhood" and the Early Years Foundation stage. Workshops and lectures examined different approaches to Early Years Education in different parts of the UK, and the influences that had shaped regional policy. A strong focus was the practical implementation of the new Early Years Foundation Stage in England.

The conference also contained interesting lectures on 'whole child' development. One of these outlined ways schools could respond to "toxic childhoods" – growing up in an electronic global village fuelled by competitive consumerism – and its effects on mental health, behaviour and capacities to learn. Another explored "Growing up in a risk averse society" – the effect limiting children's freedom and opportunities for challenging interactions is having on future personality and interpersonal skills.

### *Report on Review Visit by Mike Hewlett (Ofsted registered Inspector)*

I have attached the full report from Mike Hewlett's visit.

The visit had three distinct components.

1. An examination of inclusion at MBIS.
2. Staff training on 'Creative Teaching and Learning'.
3. A workshop for the Board of Directors.

Mr. Hewlett set out to answer the question "Does MBIS meet the needs of every individual child?" His remit was to look at our school and to see if any group within the school are disadvantaged.

In simple terms of ability he looked at the higher, the lower and the middle performer. His answer was clear, if I can quote from the report.

"This is an inclusive school where pupils of all abilities make good progress and receive appropriate levels of challenge"

The report also outlines some areas for development. We will look very closely at these and draw up an action plan to address them.

The staff training concerned Creative Teaching and Learning. Mr. Hewlett has been part of a team of Ofsted inspectors who were commissioned by Her Majesty's Inspectorate (of schools) to produce a report on creative learning. The information he gave us was hot off the press as the report has not yet been published. We looked at how children learn and what, very importantly, they retain. A simple example would be that children learn and retain more from being part of a Roman Theme Day than being lectured about the Romans. This will also give more impetus to such things as written explanations. Our training sessions gave us a great deal to consider within our own practice.

Another strong rallying call he made was that children must be allowed to fail if they are to learn at the highest level.

The final component was the Directors workshop which I believe will particularly enable us to use during the induction of new Board members.

### **Inspection 2010**

We have recently joined the Council of British International Schools (COBIS). COBIS is part of the Independent Schools Council (ISC) of the UK and as such has its own inspection service called the Independent Schools' Inspectorate (ISI). Through our membership we can avail ourselves of an ISI inspection and this is scheduled for Summer term 2010. Exact dates will be confirmed as soon as available. This inspection will, we hope, 'kill two birds with one stone' we will become an accredited member of COBIS and we will be amongst the first international schools to be accredited by the British Government.

After many years of discussion and lobbying the UK government has decided to set up a voluntary inspection of school carrying the British name in their title. Although it is voluntary quality schools will welcome this opportunity to have a stamp of recognition.

### **Self Evaluation Form (SEF)**

The SEF is a form that "is primarily designed to:

- Assist schools in their own self evaluation and;
- Be used as a basis of the inspection of the school"

All British Primary Schools must use this form and we at MBIS are following this direction. Our current SEF was made available to Mr. Hewlett and has been passed out to the members of The General Purposes Committee for the comments.

### **The School Development Plan (SDP)**

We have now produces our SDP for the next two years. The initial document has been circulated to members of the General Purposes Committee.

## *MBIS World, Termly Magazine*

The new termly magazine was given a very positive reception. It has replaced the rather staid termly newsletter and will I hope be a much looked forward to publication each term. It is intended to be a voice for all parts of the school, pupils, staff, parents and directors.

## *Assessment (digital testing)*

There are a large variety of assessment materials used in school enabling us to build up a clear picture of each child's progress. This year we added an on line digital reading test to be used with all pupils from Year 2 to Year 6. We are using it biannually so we can build up a comprehensive picture of each pupil's reading development. Most schools in England will map progress using the scores at the end of Key Stage 1 (Year 2) compared to the results from the end of Key Stage 2 (Year 6). This is not particularly practical for us because a fairly small number of children who are in school at Year 2 will remain until Year 6. Last year for example 11 children from Year 6 were in our Year 2.

## *Lost Property*

Lost property and school aged children is one of life's great mysteries alongside the Bermuda Triangle or the Marie Celeste. We get mountains of lost property and much of it is unmarked. The message is please mark all property clearly with your child's name and it will be returned. Lost property is now being kept in a new location near the finance office.

## *Peter and the Wolf*

We are delighted to welcome a significant portion of The Egyptian philharmonic orchestra to school to perform Peter and the Wolf. The children were a very receptive and appreciative audience. The Philharmonic are working on a regular children's programme and we look forward to welcoming them back.

## *Café Noir*

Two evenings of musical entertainment for parents were laid on by a number of our pupils. They were extremely well received by the audience and a very enjoyable evenings were had by all.

## *Pancakes*

Pancake Tuesday (and Wednesday) was again a great success this year. The children were very excited and it was great fun to do. Thank you to staff and parents who provided the batter mix.

## *End of Year Awards*

We have decided to add two individual prizes to be presented at Prize Giving on an annual basis. The individual prizes will be as follows:

European Council of International School Award  
The Fiona and Seema Award  
Council of British International Schools Award  
ICT Mark Award

The ECIS award is given for International Understanding and has been a feature of our Prize Giving since 1998. The Fiona and Seema is to commemorate the tragic death of our two young teacher during a holiday in South Africa.

The Council of British Schools Award is new and we are deciding the criteria that it should be awarded for. The ICT Mark Award will be presented to an individual child who has made exceptional progress in this area of the curriculum.

## *Welcome Meetings*

Just to remind all parents that each year group will hold a Welcome Meeting in September which acts an Introduction to your child's new class and gives an overview of the curriculum to be covered.

## *Golden Book*

When I introduced the Golden Book I thought that its life span would be limited but by popular demand of the children it is still a feature of most of our Sunday morning assemblies. Children are nominated by a member of staff to be presented with an award. The nomination is written in the Golden Book and an individual certificate is prepared, these are presented to the child during assembly. We also use this assembly as a show case of talents and achievements.

Finally the winning House for the week is announced.

## *Cairo Independent British School Association (CIBSA)*

CIBSA is now in its 4<sup>th</sup> year. For those who don't know what CIBSA is it can be described as a 'loose' grouping of 4 similar not for profit schools. New Cairo British International School (NCBIS), British International School of Cairo (BISC), The British School of Alexandria (BSA) and ourselves.

The organization has gone from strength to strength in some area, but the frequent changes in personnel have disrupted some of the ideas for development. The major focuses for this academic year are:

- 1) To continue and further enhance the opportunities for pupils from the four schools to come together in a variety of educational activities.
- 2) To share opportunities for Professional Development for Teachers, Teaching Assistants and Administrative staff.
- 3) To develop specific areas of the curriculum through mutual cooperation. For example the conference for those teachers involved in Special Educational Needs (SEN) which started last year will continue through this academic year.

- 4) A sharing of expertise at every level in the schools for the mutual benefit of the others.

The following CIBSA events took place this year:

- Football Tournaments (2)
- Science and Technology Challenge
- Poetry Challenge
- Mathematics Challenge
- Creativity Festival
- Swimming Gala
- Cricket and Rounders Tournament
- Athletics.

At each event with the exception of the two day Creativity Festival the four member schools were represented. The British International School in Cairo (BISC) The British School of Alexandria (BSA) New Cairo British International School (NCBIS) and ourselves

### **3 Week Interviews**

Since we serve a very mobile population, we have in place a number of procedures to help our pupils and their parents settle quickly and well.

For example, all parents of new children are invited to attend a settling-in interview. These are recorded in writing and forwarded to me. I am pleased to say that the evidence suggests that our new pupils settle very well.

### **Class Assemblies**

Every class presents their own assembly. Next year these will be on a Tuesday at 13.45 for Key Stage 2 and on a Wednesday at 13.45 for Key Stage 1. All parents are invited to attend. The class teacher will notify you in good time. Coffee and tea will be served after each assembly and parents can take their children directly from the assembly.

### **Assessment of New Children**

All new children from year 2 upwards are formally assessed during their first month in school. The results from these assessments are used in a variety of ways. One is to give a baseline on which meaningful progress can be measured. We have a tracking system for each child in school and our initial assessment allied with performance data from your child's previous school are used as our starting point. Parents who would like to talk to me about our assessment system are more than welcome to contact me.

### **The Quality of Teaching and Learning**

I have mentioned elsewhere the assessments we use to measure children's progress. We also have a very detailed system of appraisal of performance. We are constantly monitoring the quality of teaching and learning. Our appraisal model is based on the procedures used by The Office for Standards in Education (Ofsted). During the first term

Graham and I observe every teacher in their classroom for a teaching session. These observations are written up in line with Ofsted recommendations. The written and verbal feedback takes place within 3 working days and copies are signed by appraiser and appraisee. To ensure a consensus the first appraisal of new teachers are undertaken jointly by Graham and myself. During this term the first appraisal of teachers assistants is undertaken by their direct line manager who also feeds back to them. Subject coordinators are involved in observation during the second and third terms. Work samples are also collected to ensure consistency of judgments. At the end of an academic year teachers and teaching assistants have a significant dossier of data on their performance all of which is graded from excellent to unsatisfactory. Overall judgments and trends are presented to the Board of Directors. Of course we also have external monitors who visit school from time to time. As a footnote the responsibility for my appraisal of performance lies with the Board of Directors. If you would like to know more, as you know, I always have an open door.

### **Pupil/Teacher Ratio**

I would like to take this opportunity to reiterate our policy on pupil teacher ratios. In each primary class we have one teaching assistant and one teacher. Our class size is 24 but this can be increased to 25 in certain circumstances. This would happen in the case of a sibling whose brother and sister was also applying to admission and it would depend on a child leaving from the class in the near future (i.e. by the end of that term) It should also be noted that we have 7 teachers and 8 teaching assistants who are non-class based and work in the primary classes. Therefore across the primary school the adult / pupil ratio is slightly less than 1:7. With the ratio in Foundation 1 of 1 adult to 8 children and in Pre-Foundation 1 adult to 5 children I believe that even at capacity we have very favourable ratios.

### **Maadi Egyptian British Cultural Society MEBCS**

MEBCS is the legal vehicle by which the school operates and as such is an essential part of the school. Any parent in the school is welcome to join and once they have been members for six months they become what is described as an active member which means they are eligible to vote and to stand in elections for the Board of Directors. I would like to draw everybody's attention to our present board members. They are as follows:

#### **Board of Directors:**

Mr. Mostafa Sharaf – Chairman  
Mr. Charlie Cappetti – Vice Chair  
Mr. George Elombi – Treasurer  
Mrs. Jeannie Naguib – Secretary  
Mr. Nick Dancer – Member  
Mr. Richard Fielder HMC – Invited Director

#### **Executive Directors:**

Mr. Gerard Flynn – Headteacher  
Mr. Graham McInroy – Deputy Head  
Mrs. Barbara Flynn – Bursar / Clerk to Board of Directors  
Miss Lucy Churchill – Teacher Rep

#### **Administration Committee:**

Mr. Mostafa Sharaf – Chair/Board Rep  
Mr. George Elombi  
Mr. Alan Clare  
Mr. John Morrison  
Mr. Omar Hussien  
Mrs. Kerry Dearden

**General Purposes Committee:**

Mrs. Jeannie Naguib – Chair/Board Rep  
Mr. Charlie Cappetti  
Mr. Nick Dancer  
Mrs Lynne Walker  
Mrs. Alison Dilworth

I would like to thank all of the above for their hard work on behalf of our school. Unfortunately at the end of this year a number will be moving on.

I would like to make a special mention of Mostafa Sharaf who has held the post of Chairman this year. Mostafa has given exemplary leadership since taking over from Mike Kidd last June and previously he had been a very active Board Member as we built the present school. Unfortunately he will stand down this year as his son Mohammed has completed his Year 6. Our thanks and gratitude are extended to him

**Remembrance Service**

Again this year MBIS was represented by pupil and staff at the Annual Service of remembrance at The Commonwealth War Graves Commission Cemetery in Heliopolis at 11.00 on Sunday 9<sup>th</sup> November. Our Brownies pack was also in attendance

**Parent Teacher Association**

The MBIS PTA never ceases to amaze me. They work so tirelessly for the school and its community and the end product of their work is excellent. There are so many events and activities that, as I have said on other occasions, makes MBIS the envy of all others international schools. Many of the ideas pioneered by our PTA have been copied by other but as they say “imitation is the sincerest form of flattery” well done and thank you to the PTA.

I would like to make a special thank you to Lynn Walker who as chair has done an outstanding job. Some of the specific events organized by the PTA are mentioned elsewhere in this report.

**School Uniform**

Daily school uniform is compulsory for all pupils. Twice weekly pupils participate in PE, requiring a change of clothing/PE kit.

**Boys**

- Navy blue trousers or shorts.
- Plain white shirt.

- Grey, white, or navy blue socks.
- Navy blue or black leather shoes / sandals (with covered toes).
- School sweatshirt.

**Girls:**

- Navy blue Skirt (or trousers in winter).
- Plain white shirt (no blouses, round neck, lace or appliques).
- White socks.
- Navy blue or black leather shoes / sandals (with covered toes).
- School sweatshirt.

In summer – short sleeved narrow striped blue and white cotton dress with a collar.

**P.E Kit:**

Blue shorts, white MBIS school tee shirt and sports shoes.

**Girls' PE Kit for Swimming:**

One-piece swimming costume, bathing cap, towel and goggles, if desired.

**Boys' PE Kit for Swimming:**

Swimming trunks, no shorts, towel and goggles, if desired.

**School uniform may be purchased locally from "On Safari" 20, Sherifa Dina St. Maadi.**

**Second hand uniforms are available for purchase from the school office.**

**PLEASE LABEL / NAME ALL CLOTHING AND EQUIPMENT BROUGHT TO SCHOOL**

Children with long hair should tie back their hair or use a plain hair band.

Necklaces, bracelets or dangling earrings must not be worn – plain studs only for girls. These should be removed during games and P.E. for safety reasons.

**Year 6EU 2008-2009 (by Elizabeth Uprichard)**

Although we have been said to see two children leave during the academic year, Y6EU has had a strong core of children who have been at MBIS for several years. With longevity comes confidence, and this has rubbed off on the class' newer members who were very quick to settle into life at our school.

As a group, I have been impressed with their enthusiasm, creativity and ability to apply themselves. They are able to work well, both as individuals and with others and these skills stand them in good stead for the future.

**Year 6BP 2008-2009 (By Ben Pocock)**

This has been a super class to teach and I have thoroughly enjoyed working with them. This year sees the most pupils ever to complete all their primary education at M.B.I.S. Max North, Mohammed Sharaf, Faris Al Nahdi, Edoardo Innaro, Zach Curran and Sonia Loum

all joined us in or before reception with the majority of the rest of the class having spent all their Key Stage Two education with us. They have been a credit to the school and have developed into independent, responsible, caring individuals who share a very close bond. They will be sorely missed by all of us at the school and I am sure they will remain good friends for many years to come.

### **Class Placements 2009-2010**

<b>Class</b>	<b>Teacher</b>	<b>Previous Class</b>
Pre-F	TBC	All new entrants
F1LT	Lynne Troupe	Pre-F + New
F1FJ	Fatema Jan	Pre-F + New
F2JO	Jo Ibrahim	F1LT
F2JA	Jacky Ibrahim	F1AM
Y1HM	Helen McMillan	F2JO
Y1AR	Amanda Robert	F2JA
Y2KMc	Kirsty McInroy	Y1AR
Y2HG	Howard Garlick	Y1KMc
Y3LC	Lucy Churchill	Y2JC
Y3IT	Ian Taylor	Y2JG
Y4MC	Michelle Connolly	Y3MS
Y4MS	Mike Speirs	Y3LC
Y4JM	Julie Morris	Y3NB
Y5PC	Phil Carr	Y4LS
Y5LS	Lucy Scott	Y4MC
Y6BP	Ben Pocock	Y5VA
Y6SJ	Sylvia Johnston	Y5JH

## Specialist Posts

<b>Teacher</b>	<b>Post</b>
Gerard Flynn	Head Teacher
Graham McInroy	Deputy Head
Gary Brand	ICT
Tertia Morcos	Learning Support
Lynne Cadenhead	Music & Performing Arts
Sharon Winterburn	Physical Education
Fiona Razek	Physical Education (PT)
Carol Hawkins	School Support (PT)
Jacqui Garib	EAL + CACHE + Community Projects
Shahira Morshedy	Arabic (PT)
Isabelle Wolfe	French (PT)

### Saturday Activities

The Saturday activities have very quickly become a real fixture in our school life. An enthusiastic group of children have turned up a Saturday for a variety of sporting, musical and performing arts' activities. Our thanks go to Mrs. Cadenhead, Mrs. Winterburn and a special thank you to Mrs. Girgis.

### Sports' Day and Sunshine Sports

These events were once again a great success. I was particularly pleased to see the support our Year 6 pupils gave to our younger pupils in the Sunshine Sports. Again well done to our PE department.

### MBIS Awarded the Becta ICT Mark

Over the past three years we have worked extremely hard to upgrade our provision in all aspects of Information and Communication Technology (ICT.) As a school we recognise the importance of this 'life changing' subject.

When the English National Curriculum was introduced to schools ICT was promoted not only as a discrete subject but as one that would impact every other subject our schools taught. In the introduction to the subject guidance the following comments are made:

**"ICT has enormous potential not just for a National Curriculum. It will change the way we learn as well as the way we work"**

Chris Yap, ICL Fellow for Lifelong Learning.

**"Increasingly ICT will be vital for our individual prospects and for our economy's future."**

Lord Dennis Stevenson, Prime Minister's Adviser on ICT and Education.

**"ICT expands horizons by shrinking worlds."**

David Brown, Chairman, Motorola Ltd.

**"This is a new age of discovery and ICT is the gateway."**

Douglas Adams, Author.

These powerful statements have been taken on board at MBIS. As a school we wanted to have our progress assessed and hopefully recognised by an external agency. BECTA which is The British Educational Communication and Technology Agency proved to be the ideal body. Through a process of thorough evaluation and assessment they will award an ICT Mark to schools that meet their stringent criteria. All schools in Britain must have at the very least made an application to start the process of assessment leading to this award by 2012. At present approximately 4% of schools have reached the required standard and have been awarded the mark.

We were delighted that Eamonn Horton our ICT Mark Assessor wrote in his letter of congratulation " ... you are the first International School in the world to have achieved the ICT Mark through completing all elements of the Self Review Framework and undertaking a full ICT Mark Assessment. What a fantastic achievement. Well done."

The Mark has also enabled us to make an application to be included on the ICT Register. I am really pleased to tell you that this application has been accepted. Information about the Register can be found at

<http://www.ict-register.net/>

What is next? BECTA also offers an award of excellence and this now has become a target.

Finally I would like to thank the Board of Directors for their support of the application which had fairly significant financial implications and to Gary Brand and his ICT team for their hard work in helping us to realise our aspirations.

The assessment report is included as an addendum to this report.

### **Calendar 2009**

I would like to congratulate those parents who produced the very attractive calendar for 2009. It is I am sure gracing homes across the globe.

### **Swimming Galas**

We have had a number of highly successful swimming galas. With, for the first time, a trip outside of Egypt to Amman in Jordan. The standard of swimming across the school has been outstanding. An obvious highlight was the CIBSA gala where MBIS came first by a significant margin. It was a real pleasure to see a group of our swimmers joining together to

bolster a very weak British School in Alexandria team. This to be gave as much pleasure as the win as I believe this is true sportsmanship and also underlines the true spirit of CIBSA events. Congratulations to Mrs. Winterburn and our PE staff.

### *Cairo to Cape Town*

In September two of our teachers Liza Uprichard and Nadine Bogan will be embarking on an educational adventure from Cairo to Cape Town promoting global citizenship. Their route will lead them through ten African cities where they will link up with international schools and through them a local community school or project, this may be one that the international school already has a link with or it may be one that they identify and through the project forge links with. As a result each school and community group will become part of an international network developing effective, collaborative and sustainable child centred community links. Liza and Nadine have been fundraising over the last year to fund part of the cost and primarily to be able to establish a charity fund for each of the participating community groups to purchase an agreed resource that will enable them to continue their working partnership after Liza and Nadine move on.

In parallel to this pupils at MBIS will be able to monitor their journey. Liza and Nadine will be maintaining links, via the internet, with MBIS sharing their experiences with the pupils and teachers while they link into lessons that are taking place during the year.

### *Summer upgrades*

Summer sees MBIS upgrading and refurbishing the school premises and facilities. This summer is no exception we are replacing the running track, retiling the terrace and developing the landscaping as well as repairing general wear and tear.

A new and exciting development will take place in the Design and Technology Room – we are replacing all of the furniture with specifically designed pieces, we are introducing some specialist equipment, including computer programmable sewing machines, cutters and finishing machines. These initiatives will contribute towards the school working towards achieving the D&T Mark for primary schools.

### *Auditorium*

Over a year ago as part of the school strategic plan we embarked on a project to refurbish and improve the facilities in the Performing Arts Department – in order to ensure the highest quality we hired a consultant from UK familiar with the design and use of school facilities. The current physical design of the auditorium limited the options available to us but still allowed us to make significant improvements to the auditorium for both performers and audience alike. The sound and lighting have been significantly improved new curtains and masking drapes have given the stage new life and potential. A new control room has huge possibilities extending dimming, backstage paging and projection opportunities. Staff have been practising with the new control room since the start of this term identifying areas that need to be tweaked the Yr 5& 6 production will be the first major performance and we hope that parents will enjoy the new improvements. The consultant will be visiting us early next term to iron out any of the remaining issues that we have identified. In addition to front of house improvements we have also upgraded the music practice rooms so Rock Band no longer impacts on a piano lesson in the next room!

This investment in the performing arts gives all pupils an opportunity to develop their creative talents.

### **Introduction of Years 7 & 8**

Following the conclusion of our feasibility study the Board has approved the introduction of Years 7 and 8. The first year 7 class will start in September 2010 and Year 8 in 2011.

The feasibility study was completed in two halves the initial stage was a visit by Mrs Barbara Ingram, Director of Education of the Independent Association of Prep Schools. For the purposes of her study she met with the Board, SMT and focus groups from Staff, Keys Stage 1 parents and Key Stage 2 parents.

As part of the second stage of the study we canvassed all of the year 5 parents about their plans for 2010 and their interest in Yr 7& 8 – the response was overwhelmingly positive. As a result of this endorsement the SMT compiled a theoretical model of how the project will work including the impact of Yrs 7 & 8 on remainder of the school it was felt that it would be advantageous to all of the school particularly to Key Stage 2.

The model we envisage will be comparable to a British based Prep School - Year 7 and 8 will follow the English National Curriculum for Key Stage 3, with reference to the Common Entrance requirements. This involves study of the same subjects currently covered in Key Stage 2 at MBIS. A wider choice of Modern Foreign Languages (MFL) will be introduced and Science will consist of separate Chemistry, Physics and Biology lessons. Citizenship education will become a component of PHSE. All classes will be registered by a form tutor who will play a key role in pastoral care. All subjects will be timetabled discretely and taught by specialist teachers. School will be split into upper, middle and lower schools and break times will reflect those divisions

The original architect of the school has been consulted re the minor physical modifications that will be required to offer this provision this will predominately be in West Wing 2 an area currently underutilised.

### **HINI Arrangements for next academic year**

As the vast majority of the school population will be traveling over the summer holidays and to minimize the possibility of infection occurring in school any child reentering the country must be symptom free for 7 days prior to returning to school. Passports will be required to confirm this. The seven days will start from the hour of arrival in Egypt.

In order to facilitate the smooth start to the term parents who will have satisfied this criteria are requested to email a copy of the passport and entry visa prior to the start of term. Please email to: [passportcopies@mbisegypt.com](mailto:passportcopies@mbisegypt.com)

The school's aim is to ensure that the school is as safe an environment as possible for your children and we look forward to your support and cooperation on this matter.

We will continue to monitor the situation throughout the holidays and revise the advice accordingly.

### **Conclusion**

June is a sad month in International Schools worldwide. As I mentioned at the start of my report, we welcomed over 100 new pupils last September, this statistic however also means that we said goodbye to a similar number of pupils. "One More Step" has become a school

anthem and I hope all our former pupils see their time at MBIS as being a significant and successful step along the road of learning and social development. Many of our pupils of today will be our leaders of tomorrow. My hope is that their experiences at MBIS will play some part in shaping this leadership role.

To all our families I say thank you for your support and to the leavers I wish you the very best for future happiness and success.

I will conclude my 2008-2009 report by quoting from an email I recently received from Mr. Daniel Ndzi who wrote to tell me that his son Nkwizire had passed his Common Entrance Examination with flying colours. He wrote "All of the above grades could not have been achieved without the hard work at the base i.e. the foundation that MBIS laid."

"Nkwizere left MBIS just two years ago and in those two years he has been to two schools due to the nature of my job. However we are happy that he has brought back these results and this could not have been possible without the solid two years he spent at MBIS" D. Ndzi, June 2009.

Have a wonderful and safe summer.

Gerard Flynn  
Head Teacher

# Appendix 1



**Results of National Curriculum**  
**Standard Assessments 2009**  
**Key Stage 1**

This is a summary of the results of the 2009 Key Stage 1 National Curriculum Assessments for 7 year olds. It also contains details of the results achieved by 7 year olds in England in 2008 (the 2009 results are not yet available) This information enables us to compare the achievements of our pupils against the performance of all pupils in England and is helpful in settling targets for our own school.

**Key Stage One**

**What the levels mean**

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

- A typical 7 year old is expected to achieve level 2B
- pupils who achieve level 2A or 3 are performing better than a typical 7 year old;

**An Overview**

Total Number of Pupils: 46

The target for pupils of this age is Level 2B

Teacher assessments are supported by external tests in Reading, Writing and Mathematics. Science is assessed by teacher assessment and school tests.

A) The percentages of pupils achieving each level in these assessments were as follows:-

Tests	Level W	Level 1	Level 2c	Level 2b	Level 2a	Level 3
Reading	0	4%	4%	13%	33%	46%
Writing	0	2%	22%	30%	20%	26%
Maths	0	0	4%	33%	20%	43%

Tests	Level W	Level 1	Level 2	Level 3
Science	0	0	59%	41%

W Represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

Level 2 in Science is not subdivided.

B) The percentage of pupils achieving level 2 or more in these subjects, as assessed through testing, is as follows:-

	MBIS 2006	MBIS 2007	MBIS 2008	MBIS 2009	Nationally (England) 2008
Reading	100%	94%	100%	96%	84%
Writing	94%	96%	91%	98%	80%
Mathematics	100%	98%	91%	100%	90%

C) The following percentage of pupils at MBIS exceeded UK norms (level 2A or above).

	MBIS 2006	MBIS 2007	MBIS 2008	MBIS 2009
Reading	84%	69%	76%	79%
Writing	60%	65%	41%	46%
Mathematics	80%	72%	56%	53%

D) The following table compares the percentage of pupils at MBIS in 2009 who achieved the target of 2B or above compared to the National results from 2008.

	<b>MBIS (2009)</b>	<b>National Results (2008)</b>
<b>Reading</b>	91%	71%
<b>Writing</b>	76%	58%
<b>Mathematics</b>	96%	74%

NB. Percentages may not add up to 100 due to rounding

## 2008 KEY STAGE 1 NATIONAL RESULTS (England)

This table shows the percentage of eligible children achieving each level at the end of key stage 1 in 2007.

Figures may not total 100 per cent because of rounding.

<b>RESULTS OF TEACHER ASSESSMENT 2008</b>									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	2	11	65				22	0	0
Reading	3	13		13	22	24	25	0	0
Writing	5	15		22	27	19	12	0	0
Mathematics	2	8		16	24	27	21	0	0
Science	2	9	67				22	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

## MBIS KEY STAGE 1 Assessment Results 2009

<b>RESULTS OF TEACHER ASSESSMENT 2009</b>									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	0	2	54				43	0	0
Reading	0	4		4	13	33	46	0	0
Writing	0	2		22	30	20	26	0	0
Mathematics	0	0		4	33	20	43	0	0
Science	0	0	63				37	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

## Level 6 Mathematics (Year 6)

A group of 14 children from Year 6 studied the Level 6 curriculum in Mathematics. These children were selected, because they had standardized scores of 120+ in previous mathematics tests. Their attainment has been assessed using the Key Stage 3 Optional Tests in Mathematics which are designed to be used in Year 7 classes.

The children undertook tests on June 22<sup>nd</sup> and 23<sup>rd</sup> and since these tests are marked at school the results are now available. These tests record attainment at Below Level 4, Level 4, Level 5 and Level 6. The levels are subdivided into Level A, B and C with Level A being the highest. The results were as follows:

<b>Year 7 Optional Mathematics Test</b>	
Number of pupils: 14	
<b>6A</b>	2
<b>6B</b>	10
<b>6C</b>	2
<b>Below Level 6</b>	0

### Results from the end of Key Stage (Year 6)

The results from the end of Key Stage 2 assessments are not available until September due to the external marking of test scripts.

Below we have shown the end of Key Stage Teacher Assessments and compared these to the National results recorded in England in 2008. Again the National results will not be available until September.

**Table A. End of Key Stage 2 Test Results 2009**

	Percentage at each level		
	Level 3 and below	Level 4	Level 5
English (Overall)	19	52	29
Reading	14	38	48
Writing	33	47	20
Mathematics	22	47	31
Science	12	44	44

**Table B. Teacher Assessment from Year 6 2009**

Results of Teacher Assessments at Key Stage 2 2009				
Percentage at each level				
	Below 3	Level 3	Level 4	Level 5
English (Overall)	0	4	44	52
Reading	0	4	40	56
Writing	0	20	28	52
Mathematics	0	4	32	64
Science	0	4	20	76

Please note that the target level for Year 6 is Level 4.

The maximum level achievable through testing is Level 5.

# Appendix 2

## **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 16<sup>th</sup> February – Friday 20<sup>th</sup> 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.

## Directors' Workshop

The members of the Board of Directors met with the consultant during Friday morning. The purpose of the workshop was to clarify the role of the Directors and explore the factors that contribute to an effective Board of Directors. A summary of the workshop findings is set out below. A full copy of the workshop materials has been left with the school's leadership team.

### KEY FACTORS THAT CONTRIBUTE TO A BOARD'S EFFECTIVENESS

- directors are clear about the aims of the school, and the values they wish to promote
- the board and all its committees, have clear understanding of the need for confidentiality
- directors bring a wide range of expertise and experience, and attend meetings regularly
- relationships between the directors and the staff are open and honest
- directors have rigorous systems to review the monitoring and evaluation of the school's work ( eg feedback from inspectors)
- they accept corporate responsibility
- they are advocates of the school and support it in the face of criticism whilst alerting senior leaders to any concerns (not try to solve them themselves or make unrealistic promises)
- meetings are well led and organized, strategic plans and school data is scrutinized and protocols for school visits are agreed in advance.

The consultant closed the meeting by congratulating the Board on the school's achievements. Its encouragement and support has enabled the leadership team to deliver the school's Mission Statement, benefiting everyone associated with Maadi. By adhering to the protocols set out above it has freed up the leaders and staff to get on with the important business of running the school successfully on a day to day basis.

The issue of succession planning was briefly considered and is worthy of a more detailed discussion at a future date. Schools in the UK and internationally are investing time and effort as they attempt to sustain success, building on what works well as they look to the future. Advice and support in this area will be available if it is required.

# Appendix 3

### **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 provide 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**