

FAME

Assessment Report

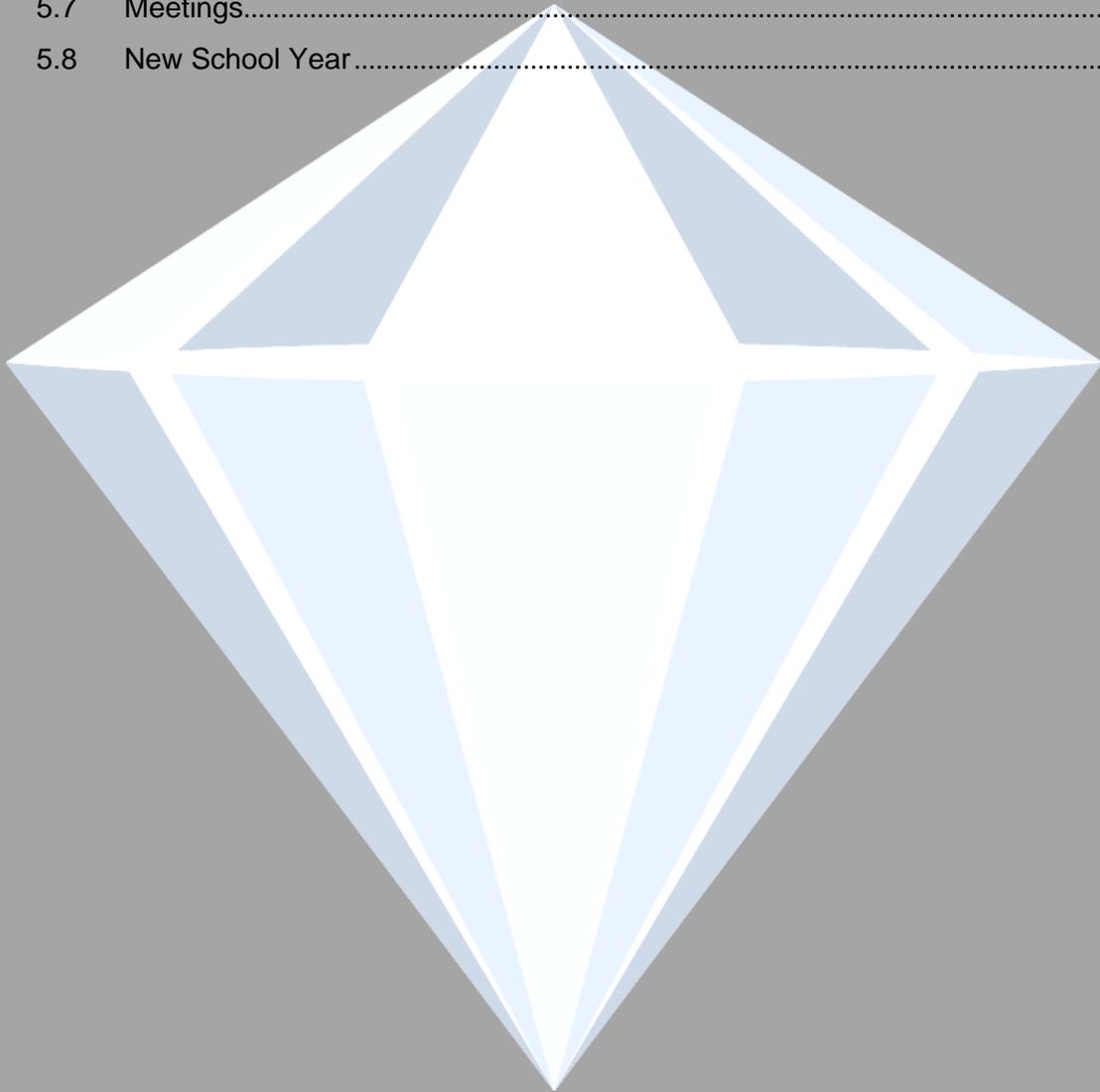


*Via the assessment below, Excellence in Expat Education has designated MBIS Cairo as an **Expat-Parent School of Choice** in Cairo!! If what you're looking for is competitive academics, skilful management, great facilities and a family like environment which cares for your children's wellbeing, you have come to the right place. To find out how we have reached this conclusion, please read the full report below.*

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1 Introduction

| | |
|--------------------------------|--|
| Name | Maadi British International School (MBIS) |
| Curriculum | British |
| Location | Maadi, Cairo, Egypt |
| Address | 4 th District, Zahraa Al Maadi, Cairo, Egypt |
| Website | www.mbisegypt.com |
| Contact | +20 (0)22 517 8288/ 8301/ 8322 |
| Principal | James McDonald |
| Number of students | 332 |
| Age range | 3 to 14 (Nursery to Year 9) |
| Date of FAME assessment | 5 th November 2019 |
| Assessor | Dr Vesna Varunek |

In 1995, MBIS was registered with the Egyptian Ministry of Social Affairs as a non-profit entity with a charter “to educate better children with foreign passports in Egypt”.

The school is situated in Maadi, an attractive, yet quiet area of the city of Cairo. The campus represents a unique blend of modern and Arabic architecture across three main buildings.

At present, MBIS has a total of 335 students, 45 academic staff and 50 admin and supporting staff. MBIS educates students from Nursery (3-4-year-old students) to Year 9 (13-14 years). It closely follows the English National Curriculum.

A ‘whole-child’ approach is found in the school's program of wider learning opportunities such as mastering new skills via an after-school activity, participating in charity fundraising events, learning to play an instrument, and in developing valuable social skills.

Evidence for the present assessment was collected from visiting the premises, and via face-to-face interviews and discussions with the management team and members of staff, as well as parents of students from Reception all the way to Year 9. The assessor visited each classroom and other special teaching units and conducted a series of class observations in order to analyse the teaching methodology and detail it below. Physical documents and permits have been verified and recorded in the table below.



2 Facilities

The school has three (3) buildings on their campus, as well as a synthetic turf playing field, two (2) multi-purpose physical education (PE) courts, and an athletics track.

Dedicated rooms for Art, Design Technology, Food Technology, and Science are all well-equipped, as well as two (2) ICT suites (Apple and Windows), two (2) music rooms with a full range of instruments and Apple computers, individual music instruction rooms, auditorium and a drama studio. All classrooms are equipped with Smart Interactive Boards.

The Library, organized by students' age, includes a dedicated reading corner. The management has plans too for a special library for the teaching staff.

The school has an outdoor cafeteria that serves a wide range of healthy selection of western and Asian food, as well as freshly made wraps, sandwiches and drinks. Children in Years 3 to 9 may use the cafeteria at break and lunch times or bring a packed lunch. The food at the cafeteria is provided by a company called Smart Food catering. The menu is designed by senior staff, students, and parents who meet each term to discuss quality and potential improvements.

The outdoor area is equipped with wooden benches conveniently located all around the school. Parents usually meet each other in the morning, after drop-off, and then again later in the day at pickup time.

The school playground and yard feature artificial grass and playground equipment (swings, monkey bars and safety flooring) for all ages.

Foundation children have a separate dedicated area located in a separate building. It features a bathroom and playground both designed with foundation children in mind. It is separated by a wooden multi-colour fence from the older students' playground.

There are 16 water stations found both indoors and outdoors.

MBIS has one (1) point of access for wheelchair. It should be noted that toilets, changing rooms and the swimming pool, however, are not wheelchair accessible.

2.1 Safety documents

Policies and documents were created by the previous Head Teachers. All policies have been approved by the Board of Directors, and they are reviewed bi-annually by the Principal and the Board of Directors. The last review took place in September 2019. A full review of all policies is planned for the course of 2020.

Here is a complete list of safety documents of MBIS:

| Number | POLICIES AVAILABLE at MBIS | | |
|--|----------------------------|---|---------------------------|
| <i>Reviewed Policies and Procedures</i> | | | <i>Next Review</i> |
| • | Policy | Anti-Bullying | June 2020 |
| • | Procedure | Anti-Bullying | June 2020 |
| • | Policy | Child Protection | June 2020 |
| • | Procedure | Child Protection | June 2020 |
| • | Policy | English as an Additional Language (EAL) | June 2020 |
| • | Policy | E-Safety | June 2020 |
| • | Policy | Health and Safety | June 2020 |
| • | Policy | Nut Free School | June 2020 |
| • | Policy | Unforeseen School Closure | June 2020 |
| • | Policy & Procedure | Safeguarding | Jan 2020 |
| <i>HR related</i> | | | |
| • | Policy | Capability | June 2020 |
| • | Procedure | Capability | June 2020 |
| • | Policy | Continuing Professional Development (CPD) | June 2020 |
| • | Form | Continuing Professional Development Request | June 2020 |
| • | Policy | Requisitions | June 2020 |
| • | Policy | Grievance | June 2020/Sept 2020 |
| • | Procedure | Grievance | June 2020/Sept 2020 |
| • | Policy | Initial Teacher Training | June 2020 |
| • | Procedure | Internal Appointments | June 2020 |
| • | Policy | Newly Qualified Teacher (NQT) | June 2020 |

| | | | |
|---|----------------------|---|-----------|
| • | Policy | Performance Management: Academic Support Staff | June 2020 |
| • | Policy | Performance Management: Teachers | June 2020 |
| • | Procedure | Performance Management: Teachers | June 2020 |
| • | Policy and Procedure | Performance Related Pay: Academic Staff | June 2020 |
| • | Procedure | Probationary Period: Teachers (Including those in Leadership Roles) | June 2020 |
| • | Procedure | Probationary Period: Teachers Assistants (LSAs) | June 2020 |
| • | Policy | Safer Recruitment: All Staff | June 2020 |
| • | Procedure | Safer Recruitment: All Staff | June 2020 |
| • | Policy | Staff Code of Conduct | June 2020 |
| • | Policy | Staff Disciplinary | June 2020 |
| • | Procedure | Staff Disciplinary | June 2020 |
| <i>Other Related Policies</i> | | | |
| • | Policy and Procedure | Examinations | Feb 2019 |
| • | Policy & Procedure | Hire of School Facilities | June 2020 |
| • | Procedure | Primary Behaviour for Learning: Ain Khaled | June 2020 |
| • | Policy | Pupil Permanent Exclusion | June 2020 |
| • | Procedure | Pupil Permanent Exclusion | June 2020 |
| • | Policy | Ramadan | June 2020 |
| • | Procedure | Ramadan | June 2020 |
| • | Policy and Procedure | Requisition of Resources | June 2020 |
| <i>Health & Safety Related</i> | | | |
| • | Policy | Health and Safety | June 2020 |
| • | Policy | Anaphylaxis | |
| • | Policy and Procedure | Draft Lockdown for MBIS | N/A |

| | | | |
|--------------------------|----------------------|---|-----------|
| • | Procedure | Emergency Evacuation | Sept 2020 |
| • | Procedure | Emergency Evacuation: Administration | Sept 2020 |
| • | Policy | Health | June 2020 |
| • | Policy | First Aid | Sept 2020 |
| • | Procedure | Medical/Accident Emergency | N/A |
| • | Procedure | Reporting to Doctor/Nurse and Being Sent Home through Illness | N/A |
| • | Procedure | Security and Entry Exit at MBIS | N/A |
| • | Action Plan | Swimming Pool Emergency | N/A |
| • | Procedure | Swimming Pool Normal Operation | N/A |
| Primary/Secondary | | | |
| • | Policy | Spiritual, Moral Social and Cultural (SMSC) | N/A |
| • | Policy | Positive Behaviour | Sept 2020 |
| • | Policy | EYFS (Early Years Foundation Stage) | Sept 2020 |
| • | Guide for Parents | Written Method of Mathematical Calculation Taught Throughout the Primary School | N/A |
| • | Guidelines | Displays | N/A |
| • | Guide for TAs | General Guidance | N/A |
| • | Policy | Homework | Jan 2020 |
| • | Policy and Procedure | Learning Environment | N/A |
| • | Policy | Presentation | N/A |
| • | Policy | Primary Literacy | |
| • | Policy | Primary Mathematics | N/A |
| • | Policy | Presentation | |
| • | Policy and Procedure | Assessment | Jan 2020 |
| • | Policy and Procedure | Marking/Learning | Sept 2020 |

| | | | |
|---|----------------------|---|-----------|
| • | Policy and Procedure | PSHE | Sept 2020 |
| • | Policy | Trips & Visits | Oct 2020 |
| • | Procedure | Trips & Visits | |
| <u>Other Policies & Procedures</u> | | | |
| • | Policy | Curriculum | Sept 2020 |
| • | Procedure | Complaints – Internal staff complaints | Sept 2020 |
| • | Policy & Procedure | Admissions | Apr 2020 |
| • | Procedure | Attendance and Lateness | N/A |
| • | Policy | Attendance | N/A |
| • | Letter | Complaints – External complaints | N/A |
| • | Procedure Flowchart | Communication to Parents | N/A |
| • | Policy | Language Learning | |
| • | Policy | Learning and Teaching | Nov 2020 |
| • | Letter | Parent Helpers | N/A |
| • | Policy | Learning Support: Special Educational Needs (SEN) | Jun 2020 |
| • | Policy | Student ICT Acceptable Use | N/A |
| • | Policy | Digital Learning | Nov 2020 |
| • | Policy and procedure | Data Protection | Jan 2020 |
| • | Handbook | Staff handbook | 2020 |
| • | Procedure | Use of Social Media | 2020 |
| | | | |

A Hygiene Certificate is issued by the company providing the food and beverages.

2.2 Safety of premises

The school is enclosed by a tall stone wall and features a specialized security alarm. MBIS hires nine (9) full-time security guards, with guards on-duty at all times. They are all Egyptian nationals, vetted and selected by the school in accordance with the local law requirements. There are security cameras that cover the school premises externally and internally, as well as the parking lot outside of the school walls.

As part of their security plan, only persons with an ID issued by the school can enter the school premises. The parents of students can request a badge for their nanny, driver or any other designated person who might be picking up the children from school. All entrants must show their school badge and are always required to wear it while on school premises. This rule is valid for all school personnel as well. All visitors must be announced ahead of time. Visitors are required to leave a picture identification (ID) at the school entrance and obtain a Visitors' Pass (orange) which must always be visibly displayed while on school premises.

MBIS is operating under the guidelines of their own outdoor air quality mitigation plan. The air quality is measured daily. If the air quality index is high (dangerous levels of pollutants in the air), the students do not go out for recess or activities.

Health and Safety Inspections, as well as Fire Safety Inspections, are conducted annually by a qualified external agency.

2.3 Cleaning

The school gives an overall tidy, cared-for and clean appearance. The walls are nicely painted, and doors, windows and furniture all look good. The interior walls of the school are decorated with an impressive range of students' creative work.

2.4 Parking

MBIS has a dedicated parking area in front of the school wall. It is situated off a two-way unpaved road. There are guards and one police officer on duty every school day. The pedestrian access path is clearly marked and protected by stone blocks. The parking is under video surveillance. A large number of parents report that they are satisfied with the number of available parking spots.

2.5 School buses

The school does not operate its own motor pool. They contract with a local company to run their school bus service. This company has been used by MBIS for several years now. All the bus drivers have been trained and both the drivers and the bus monitors have passed intensive security checks completed by the Egyptian police.

The fleet features new 14-seater buses, that currently service the neighbourhoods of Maadi, Heliopolis, Zamalek and New Cairo. The buses are clean and equipped with seat belts. They pick-up and drop-off students at their home and have a schedule designed to cover a variety of school activities.

The school buses are not equipped with a tracker system for continuous real-time location (GPS). All bus journeys are tracked, and open lines of communication are maintained via phones and WhatsApp used by bus monitors.

Bus monitors are present on each school bus. They ensure all children are on board and using their seat belts for safety. The bus monitors use WhatsApp to communicate with both the parents and the school.

Travel on the bus is subject to a separate charge. Further details on these arrangements are provided to parents by the school Transport Coordinator.

2.6 First Aid Point

There is a clearly marked First Aid Point/ Medical Room on school premises. It features an examination room, and an additional room with two beds for students and washing facilities.

A general practitioner doctor works on-site on a full-time basis. The doctor provides first aid when needed, and also advises parents about specialist doctors in the area when families need such services.

In addition, about 60% of staff at MBIS have professional training in first aid and CPR. Every class and department have at least one (1) dedicated first aider. Internationally recognized, certified CPR and First Aid training is provided annually by the school for all staff members. Health and Safety Inspection is conducted annually by an external agency.

Parents have the opportunity to request that no medication is given to their children. Certain vaccinations are not mandatory for students.

2.7 Fire Drills

Fire drills are conducted on a regular basis at a minimum of every eight (8) weeks. All students and staff are required to take part, and the school records the

effectiveness of each drill, including the time it takes to completely evacuate the premises. Evacuation plans are prominently displayed in all rooms.

2.8 Playground

There are two (2) playgrounds that feature play equipment and grass. The playground for younger children features swings, and for older children there are monkey bars.

The students are allowed to use the playgrounds before classes start in the morning, during recess, after class and during weekends.

Teachers are assigned playground supervisory duty for specific days of the week. Seven (7) playground supervisors are present daily.

2.9 Pool

MBIS has an indoor heated pool. It is 25 m long, 12 m wide and 2 m deep. It can be used by all children and parents every day after class, and on weekends. During classes, the pool is supervised by a full-time lifeguard and two (2) teachers, plus one (1) swimming instructor.

The pool looks very clean, as does the area around the pool, including changing rooms and showers. The wide paths around the pool are designed to prevent students from slipping and falling.

The pool is used only by MBIS and is not rented out to any other sports team or school.

2.10 Toilets and washing/changing facilities

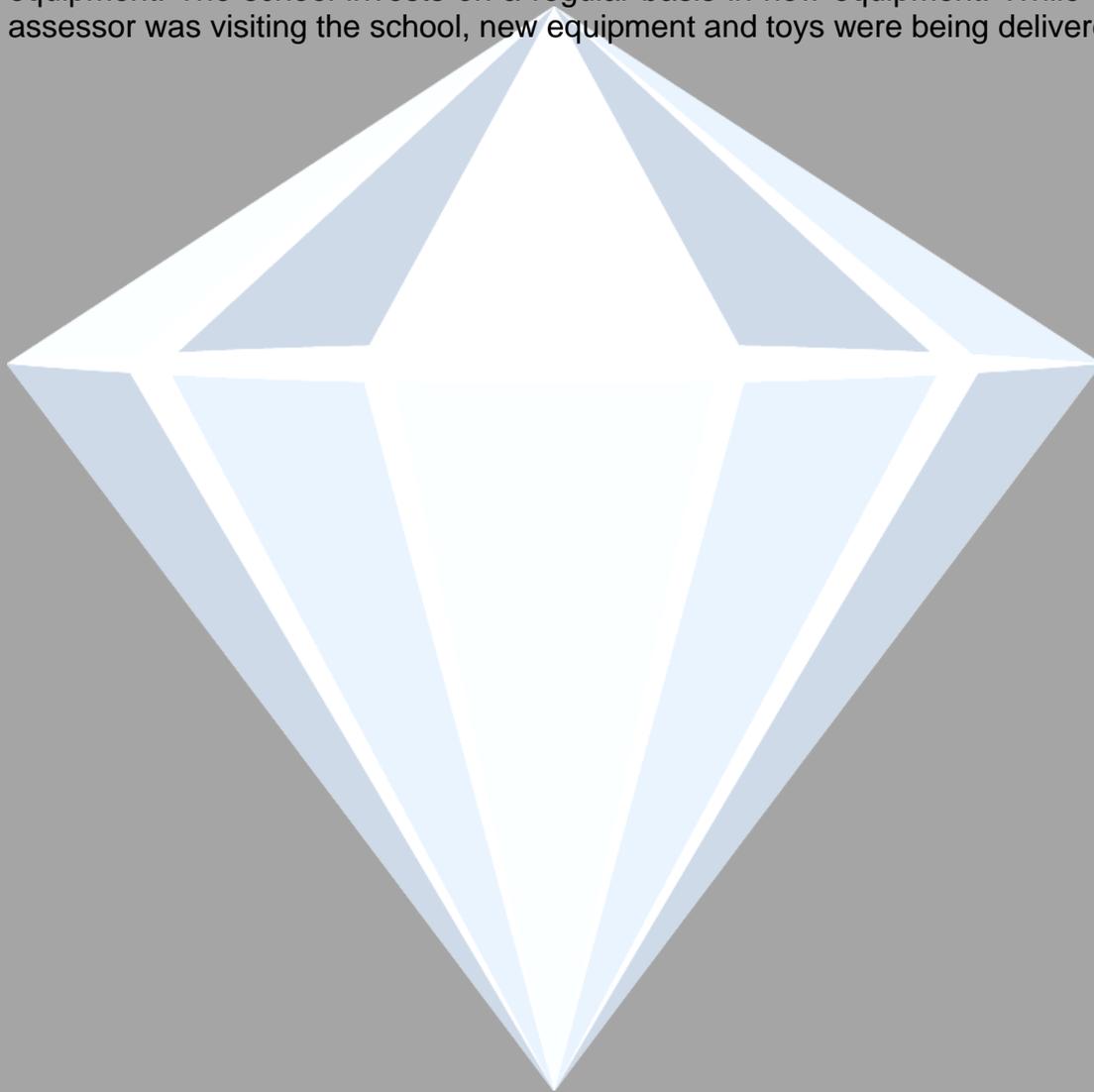
There are separate men's / women's locker rooms as well as toilets. On-duty teachers supervise this area during classes.

There are no pool lockers. Students leave their belongings in the changing rooms that are locked and always under supervision of staff when in use. Posters displayed inside and outside of the changing rooms remind students that IT devices and cameras are not permitted in this area. Showers are kept warm.

2.11 Physical Education Hall / Theatre

The Physical Education Hall is large, airy, well-lit and very clean. It is a multi-functional hall that can easily be converted into a theatre with a stage for special events and assemblies. It has a long balcony that covers the width of the hall for the audience.

There is a dedicated room for storing PE equipment. The current principal, Mr. James McDonald, is very satisfied with the quality and variety of the school equipment. The school invests on a regular basis in new equipment. While the assessor was visiting the school, new equipment and toys were being delivered.



3 Academics

The academic school year begins in August and ends in June.

As MBIS is a British school overseas, their curriculum is firmly based on the ENC (English National Curriculum) and fully reflects recent changes made by the UK government.

The curriculum is a learning program for the 21st century, tailored to meet the needs of global students. In other words, while the ENC directs what to teach, the curriculum methodology provides a unique vehicle of delivery (the 'how to' teach). As a result, teachers teach according to prepared plans which are adapted according to the needs of the students in the class.

Students who are more gifted and talented are kept academically challenged within their classes by support from their teacher or the school's Learning Support Assistant. MBIS has a Learning Support Co-Ordinator, who decides, via the Assistant Head (Primary) when to engage the Learning Support Assistant, the English as a Second Language Teacher, and/or other supporting staff.

Lower Primary (KS1) includes children in the Nursery (3-4 years), Reception (4-5 years), Year 1 (5-6 years) and Year 2 (6-7 years).

At MBIS, children in Nursery and Reception follow the Early Years Foundation Stage (EYFS) Curriculum for England. It's focus is play-based exploratory learning that gives children an earlier opportunity to develop a broad range of knowledge and skills that provide a strong foundation for continued progress through both school and life. This carefully structured teaching provides strong connections between the Early Years Foundation Stage and the first years of Primary education in order to facilitate a smoother transition.

Upper Primary (KS2) includes children in Year 3 (7-8 years), Year 4 (8-9 years), Year 5 (9-10 years), and Year 6 (10-11 years). Year 3 to Year 6 children follow the Key Stage 2 English National Curriculum. This mid-phase builds upon the knowledge, skills and understanding the children have already acquired, with a progressively more challenging curriculum.

This child-centred approach maintains the established principles of effective learning with exciting, engaging lessons wherein children are encouraged to explore, discuss, question, reflect and report in both individual and collaborative learning contexts across a wide range of subject areas. Different learning styles are catered to and an individualized approach is supported by high expectations ensuring all children are working to their fullest potential in all aspects of their development.

Secondary School (KS3) includes children in Year 7 (11-12 years), Year 8 (12-13 years), Year 9 (13-14 years), Year 10 (14-15 years) and Year 11 (in 2021-2022). Students of these ages follow the Key Stage 3 English National

Curriculum, and GCSE syllabi by working with specialist teachers in each subject studied. In keeping with a British school philosophy, this earlier experience of different teachers for different aspects of the curriculum – within a known, secure environment – is designed to fully prepare the children for success with the demands of secondary schooling.

All lessons are delivered by specialist teachers. Subjects taught include English, Maths, Science, Geography, History, PE, Art, Music, Computing, Languages, and Modern Foreign Languages (French, Spanish and Arabic). In Secondary all teachers are secondary trained.

Building upon specialist art lessons as part of the curriculum, a wide range of drawing, painting, modelling, ceramics, crafts, video, and photography clubs are offered. Special theme days see the children work together on visual arts projects. As a result of these activities, the walls of the school are decorated with an impressive range of the children's creative work.

Food Technology is a class that exposes students from the age of 5 to the art of food safety and preparation. The large kitchen for Food Technology class is also used by parents through their organization 'Helping Hands.'

All children are involved in full-scale musical productions each term. Drama and dance clubs are also offered each term.

A specialist teacher teaches music as part of the curriculum. Lessons are delivered by a team of visiting teachers and take place throughout the school day in purpose-built, soundproofed practice rooms. Individual instrumental instruction is provided for children at the school at an additional cost. The school currently offers lessons for guitar, piano, saxophone, clarinet, violin, cello, drums and singing.

There are also opportunities for children to join group music programs: the Brass Band - where children are taught and perform together as a large ensemble, the School Choir - who perform at events such as the annual 'Celebration of Success' and The British Embassy Carol Concert, and/or the School Rock Band - who have performed at a Red Sea Hotel and won prizes at the annual inter-school 'Battle of the Bands' competition.

MBIS has permanent football, swimming, rugby, basketball and athletics clubs. They compete in local tournaments. Through partnerships with the British Schools in the Middle East (BSME), the teams also participate in international competitions.

Occasionally, the school holds a special evening event (called 'Café Noir') wherein students and school ensembles showcase their musical talents to parents.

Every year, the school takes part in a Creativity Day with other international schools. Activities include drama, dance, music, and art.

3.1 Assessment Framework

As part of the admissions process, students are assessed using a range of different tools including interviews, cognitive ability tests, age-appropriate assessments (PTM & PTE), and small group sessions (EYFS). When a child is offered a place at the school, key information is passed on to the Class Teacher. MBIS uses a student management system called 'Engage,' which allows each teacher to electronically access their students' information. In this way, teachers are kept informed of the different learning styles and needs of the students, so they can plan and support the students accordingly.

During the school year, teachers apply UK Standardized Assessments, as well as assessments on a weekly basis. The focus is on the progress, not on attainment. All data is recorded in the 'Target Tracker System' in Primary and 'Progress Tracker System' in Secondary. Teachers use the assessment to build upon what has been learned, while students use it to understand how far they have come in learning. This type of assessment plays an important part in helping parents, teachers and the school to recognize each child's progress, understand their needs, and to plan activities and necessary support. This systematic quality control also ensures that progress is constantly monitored, and that steps are taken immediately if students are not meeting their established targets and age-related expectations.

Student work is graded against differentiated learning objectives, which is shared with all the students. Students are given the opportunity to assess their own understanding against these learning objectives and any next steps or gaps in understanding are highlighted by teachers. Peer review of schoolwork has been highlighted in recent inspections as a strength, particularly with the older students, and is used in a mature and respectful manner. Students respond well to the constructive feedback which they receive on their written work, generally adding their own further thoughts or clarifications during dedicated marking review time.

Class and individual learning targets are determined and tracked via summative assessment data. Teachers build clear pictures of students' attainment and progress across the school.

Assessment strategies are applied consistently across age groups and subject areas, and rigorous vertical and horizontal moderation activities are in place. There is clear responsibility and accountability for student achievement.

Quality control checks around assessment means that data used is meaningful and robust. All teachers receive in-house training on the use of school data and a lot of work is done in supporting middle leaders to use this information effectively. All short-term planning documents identify children of different abilities and recommended provisions for them. The school tracking systems provide effective methods of formative assessment that teachers can utilize easily. In the Upper School, tutors discuss academic targets with tutees at regular intervals.

To celebrate achievements and encourage growth, MBIS has weekly Principal's Awards. These go beyond the academics and are aimed at celebrating good values and charity work. Nominations are made by staff and forwarded to a panel of teachers who discuss each nomination and choose a winner. Students from Reception to Year 9 can be awarded this award medal.

To celebrate academic achievement at a class level, the Primary School has established a practice of selecting one student per class as Star of the Week and Writer of the Week. In Secondary School, teachers award merits to promote high standards.

The school also awards special prizes to celebrate excellence in academics, sporting, attendance, and behaviour.

3.2 Lesson Plans

Teachers stick firmly to the curricula, but if the great majority of the students are not mastering the new topic, they can dedicate more time to it. Teachers are allowed small modifications of the curricula.

Teachers provide long-term plans (Year plans) medium-term plans (Termly) and short-term plans (Weekly). The short- and medium-term plans are adapted regularly to meet the learning needs of the class. Teachers plan collaboratively with other teachers in their year group. There is vertical and horizontal moderation of plans to ensure year on year progression is present. All plans are reviewed by peers and the School Leadership Team.

Year groups and subject departments meet regularly to share best practices and effective strategies.

As for the sharing of information with parents, the school uses e-mail and 'Tapestry,' a school-parent messaging service for Early Year Foundation Stage. MBIS is currently working on introducing 'DoJo' a communication system for the Primary school. In addition, parents are invited to the Keeping Up with The Kids Workshops, wherein each session focuses on a specific topic, with the aim of giving parents full understanding of the procedures and tools used by the school.

Both the Primary and the Secondary school at MBIS use the same assessment language, which ensures smooth transition and clarity for parents.

3.3 Teachers' Qualifications

Teachers at MBIS are UK trained and qualified and have extensive international experience. A large team of well-prepared British teachers, as well as English-

speaking Teaching Assistants support daily learning across the year groups at MBIS.

Each teacher must have a BA, BSC, B.Ed. in Teaching, or Post Graduate Qualifications, and at least three (3) years of work experience teaching the English National Curriculum. Assistant teachers or Learning Support Assistants are trained to the standards expected in the UK. The EAL teacher is trained as a teacher in the UK and is a native English speaker.

All teachers at MBIS must be native English speakers. The exception is for some language teachers and teaching assistants. Teachers are all UK nationals and UK-trained professionals who bring a depth of international knowledge with them, but who are also aware of the learning needs of international students.

Each classroom in the Primary school has a teacher and an assistant. If there is a special needs student in the class as well, depending on the individual needs, there might be also a shadow teacher there. On average, there are 20 students per class.

3.4 EAL support

As an international school, MBIS receives some children for whom English is a second language. MBIS recruits EAL specialist teachers who are tasked with helping students through EAL (English as a Second Language) classes. With the support of an EAL team, teachers structure learning activities to support linguistic development to the level where the children can access the curriculum independently.

Students who do not speak English (well or at all) are enrolled in their age-appropriate grade level but must attend EAL classes as well for additional support. They participate in all the classes with their classmates but go to an EAL class when the rest of the classes studies English (as in the school curriculum). Teachers start by assessing a student's level of English and then adapt the activities accordingly. EAL classes are conducted individually or in small groups, depending on the number of EAL students enrolled in each particular grade.

The EAL classroom is well-equipped. There is a magnetic whiteboard, and a desk for interactive learning, connected to the sound system and laptops. There is a variety of books designed to assess each reading and comprehension level.

The parents and students have stated that the EAL classes were good and necessary. They said that everyone was very helpful, and they never felt stressed or under pressure. At times when the students found it hard to understand the teacher, their classmates would provide help.

3.5 SEN support / Learning difficulties

The school enrolls students with special needs. MBIS is, however, a mainstream school and therefore not equipped to deal with more challenging learning difficulties. The Learning Support Department is equipped to cater for a limited number of children with mild learning difficulties. Prospective students are screened to ensure that the MBIS curriculum is appropriate for their individual needs.

At the moment, there are three (3) students on the spectrum (Autism) in the Primary school. Each class in the Primary school has a teacher and assistant teacher present in class at all times. An additional teacher assistant or shadow teacher is present when needed. Shadow teachers are provided by parents, through negotiations with the school.

Grading of students with special needs is completed according to the individualized curriculum that is created for each child separately. Their progress is noted daily. Students with special needs receive descriptive grades at the end of each school year. The end of the year descriptive grade explains their achievements according to the individualized curriculum.

MBIS integrates children with special needs, meaning that each student with special needs is part of a regular classroom, but has some classes away from his/her classmates to work with a SEN professional. This is typical for integration, but not inclusion.

The school recommends a shadow teacher when the team from SEN concludes that a particular student requires more attention than is normally given to them during class. This depends on the type and degree of the developmental issue of each student with special needs.

The shadow teacher is specially trained in SEN. They are familiar with the individualized curriculum, and they know each child, observe them, and figure out ways for more assistance, when needed. They thrive to enable the child with special needs to achieve individual satisfaction and reach their maximum potential. A shadow teacher is selected and hired by the school but paid for by the child's parents.

Children with special needs have a team of three (3) teachers working with them, and they also have a dedicated space for them.

3.6 Professional Development for Teachers and Other Staff

There is a clearly defined process and expectation for all staff to engage with relevant professional development to support improvements identified within the MBIS development plan and performance management. The school has CPD

sessions required for all staff once per week. Every few weeks, the school offers teaching and learning meetings conducted by teaching staff.

Staff have regular training on curriculum developments (both internal and external) and as a school, MBIS is fully engaged with changes to the English Curriculum.

Staff has available opportunities to acquire external qualifications such NPQH, NPQSL, MA in Educational Leadership and to be part of the Outstanding Teaching Program.

Staff can attend CPD online, in Egypt, and in the UK. All staff who undergo training must share it with the school through feedback sessions.

All staff, including security and administration, receive training related to their specific jobs.

The Principal is well supported by the Directors of the school and receives training from peers and external agencies that support him with the leadership of the school.

3.7 Outdoor activities

Every year, the school takes part in Creativity Day with other Cairo based international schools. Activities include drama, dance, music and art.

The school House Team System promotes effective teamwork and friendly competition. Upon entry to the school, children are welcomed to one of four colour House Teams: Blue - Water House; Red - Fire House; Green - Earth House; and Yellow - Air House. The children are placed in the same house as their siblings and remain with this team throughout their time at MBIS. Each House has a Student Team Leader. Across the year, the House Teams compete in friendly sporting and academic competitions to secure house points and win the annual House Team Cup.

From Year 3 upwards, children are offered opportunities to take part in residential trips. Some of these are based in Egypt, and some involve travel outside Egypt. Parents of participating children are asked to cover the costs of these residential visits.

3.8 Classroom management

The school has different learning stations. While the assessor was visiting, most students were busy working in groups. They were discussing topics, then writing up their thoughts and presenting them in front of the class.

In the IT lab they were working individually. At MBIS, each student gets to use the computers in the IT lab from reception.

3.9 Textbooks and curriculum

MBIS is a British School and as such implements fully the English National Curriculum. It stays abreast of the updates and changes to the curricula and adapts its work accordingly.

The school is subject to inspections from the Independent Schools Inspectorate (ISI), a body approved by the British Government for the purpose of inspecting independent schools in the UK and overseas in membership of the Associations of the Independent Schools Council (ISC).

A team of Independent Schools Inspectorate inspectors visited MBIS from Sunday 5th to Wednesday 8th June 2016. The inspectors observed lessons, conducted formal interviews with children and examined samples of their work. They held discussions with staff, observed extra-curricular activities, conducted a full assessment of the school's policies systems and procedures and analysed the responses of parents and children to pre-inspection questionnaires.

The inspection report gave a clear judgement on each aspect of the school's work. These judgements are based on a four-point descriptor scale ranging from 'unsatisfactory' to 'excellent'. After collating and analysing evidence in each of the eight domains, the inspection team found MBIS to be 'excellent' in every area: quality of academic and other achievements, quality of the pupils' achievements and their learning, attitudes and skills, contribution of curricular and extra-curricular provision, contribution of teaching and assessment, quality of pupils' achievements and their learning, attitudes and skills, spiritual, moral, social and cultural development of the pupils, contribution of arrangements for welfare, health and safety, effectiveness of governance, leadership and management, quality of governance, quality of leadership and management, quality of links with parents, careers and others.

Textbooks are used in all lessons in secondary and students have access to digital copies.

3.10 Learning and Technology

Technology is actively integrated in the curricula. Students learn to use computers starting from Reception and can work on computers with online access under their teacher's supervision. They work on small projects, mostly in groups, and then print their final projects for other students and parents to see. The students are not assigned their own laptop computer. There is a planned programme for the introduction of B.Y.O.D for 2021 onwards.

Students learn IT fluency and how to protect themselves online. They are allowed to get online only under close supervision of the teacher, and only within the IT lab.

3.11 Classroom resources

Classrooms are equipped with mobile furniture. Walls are full of wonderful displays of students' creative work. Each classroom has a whiteboard and a smart board.

The school management is currently working on creating a resource library for teachers. They assured the assessor that teachers are given all the support and additional teaching tools they deem necessary. MBIS has a room for storing teaching tools with a full-time staff member managing it. This room is large and well-lit, and filled with diverse teaching tools and equipment.

3.12 Student-centred lessons

The school is student-centred. The teachers said: "That it's one of the most effective ways to help students develop the skills required for independent problem-solving and lifelong learning".

The teacher in the IT lab allows students to use free web tools to present, giving students an opportunity to integrate exciting web tools and technology into their learning process. This fosters an environment wherein they become eager participants in just about any learning activity.

I observed an English class where the teacher had students working in groups. They were to choose one of two stories, and then discuss and question the ethical basis for the actions of the main characters. "Such activities communicate to students that what they say matters, and that you, as an adult, as a teacher, trust and value their input", explained the teacher.

In Year 5, students were reading an introduction to a story, and were then asked to work in groups and finish the story, write it down and present their ideas to their peers. Teachers try to adapt their teaching methods to different learning styles.

3.13 Career and university guidance

MBIS does not have any service that would link the school to universities or provide guidance beyond elementary and middle school ages. However, career guidance and academic pathways/ options to GCSE is part of the curriculum in Year 9. This will be something the school develops as it grows to open a 6th form/ part of the school (16-18 years) in 2022.

3.14 Teacher satisfaction with teaching and learning

Teachers are satisfied with the working atmosphere at MBIS, and their own living standard. In their words, the best thing about working at MBIS is the atmosphere and the relationships among colleagues, the understanding they get from the principal, and the good level of professional cooperation. If they could change anything, it would be allowing for more time to talk with parents.

The teachers generally feel they are understood and supported by the school management, which is very important to them. Also, they pointed out that the principal truly respects their opinions.

In case of a larger problem, the principal's doors are always open to them. For example, if they needed a book, or a teaching tool, they could just talk to the principal and the school would immediately place the order to purchase the requested item. In case of a problem with a child, the principal is always there to help.

Generally speaking, teachers reported that they do not have much time to talk to parents "face to face" about the students, or to discuss certain topics with a group of parents. They are open to individual meetings, when and if the parents feel, there is a need for it. "We have very cordial relationships with the parents" one teacher has stated during the assessment, adding that they mostly communicate with parents via e-mail.

Teachers at MBIS are not familiar with the concept of developing partnerships with the parents. Some parents stated that they would love to be more heard by the school and have opportunities to give their opinion or a suggestion. The communication between school and home is done through the class parent, who uses WhatsApp groups to relay information to the rest of the parents in their class. "In case of a problem with a particular child, we go and talk to the principal", said the parents. The principal highlighted the school's policy to reinforce positive behaviour, when he said: "We do not punish the students. We celebrate the good in them, and their achievements".

Teachers are respected at MBIS, and their success is celebrated on a weekly basis. Excellence in teaching and learning is promoted in the weekly newsletter

and in the weekly staff meetings. Teachers also receive a weekly reward for excellence, along with letters of thanks from the Principal.

3.15 Parent Satisfaction with teaching and learning

Parents at MBIS are very satisfied with the teachers and the school in general. They base this satisfaction on their children's mood, explaining: "If my child is happy at school and loves going to school, I am satisfied". One parent said: "I have two children at MBIS. They are both satisfied, joyful, and happy. I was afraid at the beginning that they might lag behind due to poor English skills, but my children had no problems, this adjustment was really quick, and they didn't have one single moment when they would be sad or seem down in spirits. They go to school gladly and are excited to meet their friends there".

The best thing about MBIS, as the parents explained, is the general atmosphere. The parents spend a lot of time together outside of the school; they meet at cafes, go shopping together, attend birthday parties. The children and the parents know each other rather well and enjoy spending time together.

Students at MBIS learn about people being different, and they learn to respect diversity. They also learn to present themselves in the best way, and to speak publicly. They are taught not to fear authority, but to show respect. They feel free to speak out and share their opinions.

Asked what could make the school better, the parents said they wish they would have more time to talk one-on-one with the teachers. "It's something that could be useful to all of us", one parent explained. "At times, I lack some knowledge about parenting, kids grow and change, and I wonder at times if I'm doing a good thing or not. It would be nice to discuss this with a group of parents. We know each other quite well, we are open, I think we would need just a bit of initiative from the school to really have a two-way communication" said a parent of a younger student, while some other parents who heard this observation wholeheartedly agreed.

If problems arise, everyone feels involved in the professional advice giving to parents and students. "In case of a problem, we organise and create a team for professional help" the parents said.

There are no services provided for parents struggling with their children's behaviour. Parents can always email the principal. "If the meeting does not take place the same day, the problem fades away, and the dissatisfaction rises, which is not good" one parent said.

MBIS does not have a Parent-Teacher Association or Organization. Teachers and parents meet three (3) times a year in structured 10-minute individual meetings where student performance, achievements and behaviour are

discussed. Otherwise, all communication goes through the class parent, via WhatsApp or e-mail.



4 Management

Every staff member of the school, from teachers to janitors and security, are all valued, respected and focused on putting the children first in all that they do.

All teachers – except for some language teachers and teacher assistants – are UK nationals and UK trained professionals who bring a depth of international knowledge with them, but who are also flexible, fun and acutely aware of the learning needs of international students.

The principal explains: “We are fortunate to have a highly skilled, committed and friendly staff who will give their very best efforts for our children.”

The school vision is “Learning for Life”. It dedicates special attention to strengthening social skills, teaching empathy, compassion, and developing a positive climate. MBIS, according to their management, wishes to develop a partnership between children, parents and school. Social skills are cherished through relationships at school, in each subject taught, through literature and interactions with teachers and friends.

4.1 School Board

The Board of Directors of the Society are parents at MBIS, who are elected by the active membership of the MBIS society.

The Board manages the society ensuring that the best interests of the children are met by maintaining official accounts, establishing budgets and entering into leases on behalf of the school. All these decisions are presented to the Ministry of Social Solidarity for official endorsement.

The MBIS encourages all parents to join the Society and, when you become eligible to vote, you can attend the Annual General Meeting (AGM), which is held at the end of the Autumn Term. Any parent who has been a member of the Society for more than six (6) months can run for a seat on the Board of Directors. The elections take place at the AGM every two (2) years.

The School is an evolving organization, which draws upon the experience and support of both parents and professional staff to achieve its vision. The Board of Directors is subject to frequent changes due to the very nature of the expatriate lifestyle of the membership.

Turnover of staff at MBIS is below the average for the international schools, and hovers between 5 and 12%. According to the Principal, staff are satisfied at MBIS, as a result the school is able to attract and retain great teachers. Teachers receive a good salary, have a transparent pay structure, and are offered a good benefits package (including Gold International Health Insurance, annual bonuses

and airfares, shipping allowances and high-quality accommodation) as well as opportunities for professional growth and development.

4.2 Admissions

The process of admissions is outlined here:

1. Interested parents contact the School Admissions Manager, who arranges a visit to the school. This includes a meeting with the Head Teacher, a tour of the site and the handover of key documentation including an application package.

For some families, a pre-visit is not possible - especially for those who are re-locating to Cairo. In such cases, the Admissions Manager will answer any questions via e-mail, and the parents can download the registration forms from the website.

The Registration forms can be turned in by fax, e-mail or in person.

2. Upon receipt of the completed application forms and previous school report, an entrance interview is scheduled. MBIS is not an academically selective school, but assessments are delivered to ensure that the curriculum is appropriate to the children's needs. Here are the assessments that are mandatory for each age:

- Foundation & Reception age children - a classroom-based observation; short phonics assessment (90 minutes)
- Year 1 & Year 2 age children - a classroom-based observation; short reading and writing assessments (90 minutes)
- Year 3 to Year 9 age children - an age appropriate online assessment in reading and general mathematics; short writing task (90 minutes)
- If your child is new to English - short assessments in speaking, writing and reading; short non-language-based mathematics task (90 minutes)

3. An official offer of a place is made to parents, subject to availability. Parents are then invited to confirm the children's enrolment, after which the registration fee is requested.

4. Once the registration fee is paid, the place is secured, and the student is enrolled.

There are no deadlines for applying, as MBIS accepts enrolment applications throughout the year.

Children from all nationalities, as well as Egyptians on foreign passports are welcome to apply. MBIS is not linked with the Egyptian Ministry of Education, and does not offer Arabic, Social or Religious Studies (obligatory subjects for Egyptian students), which is why this school is not permitted to enrol Egyptian children.

4.3 Crisis management plan

The school is not-for-profit organization and an absolutely independent school. MBIS is financially secure and well-managed according to the Principal and has plans to expand its scope to include a High School. With this expansion comes a need for larger premises requiring a move to a new location.

4.4 Hiring teachers and staff

The school completes background checks for all employees. This includes police checks in the country of origin, confirmation of identity, previous employment and recommendations, medical clearance and legal right to work in Egypt. Also, all local employment requirements, must be met: all staff have to have their qualifications attested by local government in their home country and by the Egyptian Embassy to ensure all documents presented for the purpose of work are legitimate.

Additionally, all the teaching staff must be qualified to teach in the UK and must obtain an ICPC (international Child Protection Certificate). MBIS follows safe recruitment checks as listed on the International Child Protection Task Force report. These procedures are rigorous and well- publicised ensuring that recruitment of new staff contributes to safeguarding students at school.

5 Expat- support

The parents can be sure of the current accreditation of MBIS, as all the relevant accreditation documents are on the school's website.

MBIS is subject to inspections by the Independent Schools Inspectorate (ISI), a body approved by the British Government for the purpose of inspecting independent schools in the UK and overseas in membership of the Associations of the Independent Schools Council (ISC). The member schools are ranked among the best in the world and educate more than half a million children in 1,200 schools.

MBIS is a member of the Association of British Schools Overseas (AOBSO). AOBSO is a not-for-profit membership organization of British Schools Overseas, which strives to connect the best in educational thinking and practices in British Schools Overseas around the world.

MBIS is officially recognised by the Department for Education (DfE) in the UK, bearing a unique reference number on Edubase – the national school reference system. In order to be recognised by the DfE, an overseas British School must have an inspection report showing that its performance against all standards is at least satisfactory. MBIS has been awarded 'excellent' in all areas. The Principal is the vice chair and director of the AOBSO.

Maadi Egyptian British Cultural Society (MEBCS) is the vehicle by which Maadi British International School exists in Law within Cairo. It is governed by the legislation relating to Non-Governmental Organizations (NGOs) established under the Ministry of Social Solidarity.

5.1 Communication

During one school year, parents meet the teacher three (3) times during individual meetings. This is when the parents get to learn about the curriculum, the additional activities, and the humanitarian actions planned for that particular school year.

During these meetings, parents also get information about the ways they can get involved: humanitarian actions collecting donations for the poor children in Egypt, care of animals, preparing food, making costumes for some performances, or by paying for trips.

In Early Years and KS1, parents receive a weekly newsletter from their class teacher explaining the learning and activities for the week ahead. There is regular communication between parents and teachers through emails, notes and letters, telephone conversations, and face to face meetings. All class teachers are available to meet after school, if a parent requested.

Open Door Day is the opportunity for parents to come and see the children's work, as well as talk to their teachers and other parents.

5.2 Links with Other Schools

MBIS works with other British International schools in the region to bring in educational professionals to lead whole school CPD. For example, during school year 2019/20, 8 different international CPD sessions are taking place at MBIS and are open to other British International Schools.

MBIS is partnered with over 90 schools across Africa and the Middle East as part of the British Schools in the Middle East (BSME) and 50 schools world-wide as part of the Association of British Schools Overseas (Asia, Europe, North/South America and Australia). These are collaborative professional groups that promote quality British education.

Locally, the school supports education of underprivileged children in Cairo through donations and plans to expand this support to providing support for the local teachers too.

In order to broaden the possibilities for professional development, MBIS has made connections with Maputo International School in Mozambique and plans to start exchanging teaching staff.

5.3 College Advice Service

MBIS does not provide guidance regarding pathways to higher education. Currently, there are no links between MBIS and universities.

5.4 Welcoming Board or a system to integrate new families

The school does not have a Welcoming Board or a system to integrate new families. Instead, at the beginning of each school year, the school management organize a Welcome Coffee Morning with all the parents and welcome the new families to MBIS. At this time, parents ask questions and receive information from the other parents. Parents mention this morning coffee as a valuable event that helped them because they got to meet other parents.

Another event that helps with integration is their International Day. It is an annual event organized by the school, where parents showcase their home country by providing local food, drinks, pictures, music or anything else that is traditional and symbolizes their culture of origin. Parents, children and staff exchange experiences, stories, and learn about different cultures.

The parents have their own group they call 'Helping Hands'. This is a group of parents who help when the need arises. It is through this group that parental involvement (in humanitarian actions or providing assistance in school

performances or events) is realised. 'Helping Hands' is also active in organising Halloween celebrations and the International Day.

5.5 Community

With over 50 nationalities represented in student body, MBIS is an international school in Cairo. The school families come from all parts of the globe, with many working for embassies and international agencies and organisations. As previously explained, only Egyptian children with a foreign passport are permitted to enrol at MBIS.

The international environment that MBIS provides the setting for the development of a truly global mindset in young people - an attribute now widely recognised as a key requisite for happiness and success in an increasingly connected world. At MBIS, difference in nationality, colour, religion and lifestyle is fully recognised, understood, respected and celebrated.

Parents are encouraged to help organise a variety of fund-raising projects and social events, to be active members of the school community. They can help out in the class, help with the school trips, or join the Helping Hands.

Each academic year, the School Council chooses charities to support. These have included the Egyptian Society for Mercy to Animals (ESMA); Equine Aid; Trap, Neuter Return (TNR); the Children's Cancer Hospital; The Shoe That Grows. Equally, the children have organised the gathering of food bags to give to the poor. Working with Omar Samra's team, the school has become involved in the Marwa Fayed Toy Run initiative – collecting, wrapping and delivering toys to local orphanages. Other projects include a charity fun run and a litter sweep in the local desert.

5.6 Website

The school website is well organised and offers plenty of information that parents might find useful. They can find out how to enrol their children, which sports are played at MBIS, which special classes are offered, and what skills are taught.

The website talks of inclusion of children with special needs, yet, what is practised at MBIS is integration.

5.7 Meetings

Parents and teachers meet three (3) times per year for 10 minutes each time to discuss student progress and achievements, as well as behaviour. Parents meet

with the management only when there are problems with the students' behaviour. There are no formal (school-initiated) parents -only meetings.

5.8 New School Year

Each school year, classes are rearranged for a better welcoming and integration of the newcomers. Each child, however, is being asked during the school year to choose five best friends and the teacher takes those preferences into account. When the new school year starts, children will find some familiar faces in their new class. Classroom Teachers do change each year, while teachers for specific subjects such as PE, Arts, Music, IT and languages, the teachers stay the same.

