

British Academy School Marrakech

British Schools Overseas Inspection Report

Inspection Dates: 12 to 14 June 2023

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Age Group: 3 to 15

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by two inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered Get Information About Schools (GIAS).

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).

2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. 4. The suitability of the proprietor and staff.
5. 5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school.
9. The quality of provision for boarding,

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

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Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Proportions used in the report

| | |
|---------|--|
| 90–100% | Vast/overwhelming majority or almost all |
| 75–90% | Very large majority, most |
| 65–74% | Large majority |
| 51–64% | Majority |
| 35–49% | Minority |
| 20–34% | Small minority |
| 4–19% | Very small minority, few |
| 0–3% | Almost none/very few |

Information about the school

The British Academy School Marrakech is an independent, not-for-profit day school for boys and girls aged three to 18 years, located in the Targa district of Marrakech. It is part of the British Education Group (BEG), which has a long-standing commitment to high-quality British education in Morocco. The proprietor has set up an advisory board to act as the governing body.

The school opened in September 2019. Its early development was limited by the Covid-19 pandemic but there are now 124 pupils, including 29 pupils in key stages 3 and 4. The school follows the English early years foundation stage (EYFS) curriculum and the English national curriculum. The first Year 11 pupils will complete their IGCSE examinations in 2024. Thereafter, the school will offer A level.

A wide range of nationalities is represented in the school's population, with just over half being of Arab ethnicity. The school has identified eight pupils with special educational needs and/or disabilities (SEND). English is an additional language (EAL) for 107 pupils.

The headteacher has been in post since September 2022. Other senior leaders have been appointed from within the teaching staff. The very large majority of teachers who teach the English national curriculum have qualified-teacher status in the UK.

Summary of the evidence base used by the inspection team

Inspectors visited 28 lessons, with some joint observations with the headteacher. There were 20 meetings with school leaders, teachers, pupils, parents and carers, and the chair of the advisory board. Inspectors scrutinised pupils' work. They analysed a range of documentation provided by the school relating to teaching, learning and assessment; welfare, health and safety; operational policies; and strategic planning. They examined the school's arrangements for safeguarding pupils. They considered the views of pupils, staff and parents.

Evaluation of the school

The British Academy School Marrakech is a good school and provides a good quality of education for pupils from three to 15 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

In **English**, pupils' attainment is satisfactory overall, including for those with SEND. A large majority have English as an additional language (EAL). Internal and external assessments show that a large majority of pupils attain below expected UK and international levels. However, the learning observed by inspectors showed that, for most pupils, attainment is now broadly in line with UK age-related expectations. Progress is satisfactory overall and good in the early years and key stage 1. Some pupils, especially in the Reception Year, have very little English. They make rapid progress in speaking and listening, through a carefully structured phonics programme. Speaking and listening skills are relatively strong throughout the school. In key stage 1, pupils identify rhyming words, respond to questions and hold conversations with adults in different contexts. In key stages 2 and 3, they can express opinions and explain their views. In Year 5, pupils used synonyms to enhance their vocabulary, and Year 6 pupils demonstrated a good awareness of the features of effective oral presentations. In Year 10, pupils explored notions of patriarchy and gender norms when discussing the role of Tudor women.

In key stage 1, pupils learn to read simple and compound sentences, stories and rhymes. Moving up the school, they are increasingly able to read and manipulate texts. Writing skills are less strong. Most-able pupils in key stages 3 and 4 can write convincingly for different audiences and purposes, using appropriate tone and register. However, some find it difficult to write at length with correct spelling, punctuation and grammar.

Pupils' attainment and progress in **mathematics** are good throughout the school, including for those with SEND. Children join the EYFS with skills and knowledge in mathematics broadly in line with what might be expected for their age. As their language skills and general confidence develop, they make strong progress and are

well prepared to embark on the English national curriculum. By Year 3 pupils show well-developed mental arithmetic skills, and by Year 7 they handle subject-specific terms and concepts with confidence, such as different types of angles, notation and measurements. In Year 9, pupils display good problem-solving skills and relish the chance to consider different variables. They think in mathematical terms, relating time and distance competently, for instance, when calculating average speeds. As they approach IGCSE, pupils manage increasingly complex ideas successfully. They can, for instance, identify the measurements they need to calculate the volume of a sphere, hemisphere, or cylinder. Calculations are neat and accurate. It is clear that the vast majority of pupils take pride and pleasure in their work. There are no external examination results at this stage, but internal and external assessment data, as well as inspection evidence, indicate that pupils make good progress from their starting points.

Pupils' progress and attainment in **science** are good, including for those with SEND. Children's understanding of the world when they enter the EYFS is broadly in line with what is typical for their age. They quickly develop in response to imaginative and effective teaching and are ready to face the challenges of the national curriculum in Year 1 science. They enjoy finding that eggs float in salt water, and exploring the different textures of straw and paper. By Year 4 pupils hypothesise effectively about how sound travels, suggesting, for example, that 'the longer the pull, the more the vibration, and the louder the sound' in relation to stringed instruments. In Year 5, they ask probing questions about the factors that affect how quickly things dissolve, such as the size and type of container, or whether the water is fizzy. They relate their learning to their experience of the real world, knowing that sugar dissolves, and that rice does not. They all understand the concept and purpose of controlled variables. Similarly, they have an excellent awareness of the concerns about reliance on fossil fuels. As they tackle the examination schemes of work, they are confident in their use of technical vocabulary, alkali and acid, and solvent and solute, for example. Pupils' practical skills are strong, and they have improved significantly since being allowed to conduct their own investigations after the pandemic.

Pupils' attainment is satisfactory in **other subjects**. Most pupils, including those with SEND, understand key concepts and can use and explain subject-specific terms at appropriate levels, but a large minority find it difficult to access higher-level or complex material.

Despite issues with English language, most pupils make good progress from their starting points. In French and Arabic, pupils develop oral and writing skills through differentiated teaching. Older pupils in key stages 2 and 3 link what they learn to the wider world, and most show maturity and understanding when considering complex issues. In personal, social and health education (PSHE), one group researched and discussed drug use among young people, for example, and another class explored deforestation and climate change. Pupils develop practical skills well in subjects such as PE, art and music, and displays of their creative work enhance the school environment.

Summary of other judgements against the BSO standards

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is good (see Standard 2 below).
- The welfare, health and safety of the pupils are good (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 8 below).

As a result of this inspection, undertaken during June 2023, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The curriculum of the school is good. The school meets the standards for the quality of the curriculum, except for Standard 2 (2) (d) (ii) relating to the UK Equality Act 2010. This is due to the requirements of the host country. The school follows the English curriculum for the EYFS and the English national curriculum. The curriculum is well structured to promote the acquisition of speaking, listening, literacy and numeracy skills. Furthermore, the curriculum offers pupils effective preparation for the opportunities, responsibilities and experiences of life in British society. The school gives due emphasis to events such as the late Queen's jubilee, and the recent coronation, but attaches still greater importance to the values which underpin life in Britain.

The organisation of Reception and Year 1 facilitates collaboration between teachers and helps as children progress from the early years to key stage 1. Curriculum policy and planning documents are comprehensive and clear, and supported by schemes of work which take account of the needs and aptitudes of all pupils. The school is currently small, but roles and responsibilities are clear. Co-ordinators for key stage 1 and key stage 2 have overall responsibility for the curriculum, while class teachers and subject specialists produce detailed curriculum plans. The director of studies manages key stages 3 and 4.

PSHE ensures that pupils develop a good understanding of modern society and key issues facing young people today. Other subjects reinforce this understanding. The curriculum promotes British values of democracy, the rule of law and individual liberty. It encourages tolerance and respect for others, taking full account of the protected characteristics identified in the Equality Act 2010, other than those which cannot be met due to the laws of the host country. It cannot fully meet the standards relating to the protected characteristics of gender reassignment, civil partnership and sexual orientation.

The school offers a balanced curriculum, ensuring that pupils can study humanities and creative and aesthetic subjects alongside the core subjects of English, mathematics, science, French and Arabic. Provision for the small cohort of Year 10 pupils allows an appropriate range of options and is suitable for their needs and aptitudes. School leaders review and adapt the curriculum regularly. For example, additional IGCSE options have been included for the next academic year. Leaders ensure that the curriculum meets the needs of all groups of pupils, including those with SEND and EAL. They also have in place successful initiatives to enable pupils to engage effectively with the immediate environment and the local community. Pupils' views are influential in deciding, for example, the focus for fundraising efforts: a local hospice, a nearby orphanage, and a village school in the mountains. The school promotes respect for those with protected characteristics by, for instance, partnering with a charity which supports educational opportunities for young women.

Enrichment provision includes sporting activities, house competitions and a junior choir. The enrichment programme is continually expanding as the school grows. Careers guidance is already well developed. Pupils receive guidance and support in making their IGCSE choices. Speakers from BEG higher education institutions come into school to advise pupils. The school's careers officer supports them well as they prepare for the next stage in their education in Morocco, the UK or elsewhere.

The quality of teaching and pupils' learning is good overall. Teachers know their subjects very well and understand how children learn. They plan lessons well to include reinforcement and review of prior knowledge, and activities to engage pupils actively in their learning. Teachers make effective use of resources to enhance learning. For example, visual images in English stimulate discussion and encourage creativity in pupils' writing. Flashcards and mini-whiteboards in science and mathematics enable teachers to gather group responses quickly and involve all pupils.

Most teachers take account of the differing needs of pupils. Those with SEND are identified by the school, including cases in which a few parents are reluctant to accept an official diagnosis. Teachers and teaching assistants support these pupils well in lessons. Some pupils with EAL find it challenging to understand higher-level or complex material. As a result, they do not always achieve as well as they should. Teaching needs to be sharpened in these areas to enable these pupils to achieve the best possible outcomes.

Almost all teachers use questions well to check understanding or to revise and consolidate key concepts. Sometimes, teachers ask open-ended questions to

promote higher-level thinking. For example, in a geometry lesson, the teacher successfully used 'What if?' questions to encourage pupils to hypothesise and predict. In English, pupils considered how to prepare for an oral presentation, suggesting varied and original ideas.

Almost all pupils have positive attitudes to learning. Behaviour is good, and most pupils are well motivated and want to do well. They take responsibility for helping to ensure the smooth running of the classroom. Even the youngest children in key stage 1 have a 'jobs chart' and older pupils have roles as helpers.

Pupils are happy to work in pairs or small groups and enjoy collaborating, contributing to class discussions and sharing their ideas. They support each other's learning well.

The school has used external tests this academic year, to benchmark attainment and progress against UK and international standards. School leaders show a good understanding of these assessments and collate and analyse information gained from assessment in a way which is clear and helpful. The school also has a well-developed internal assessment system, using the data from this to plan interventions as needed. Class teachers and subject teachers take responsibility for reviewing assessment results and formulating intervention plans at individual-class level. However, both these systems are very new, and it is too soon to judge the full impact, or to identify trends in attainment and progress over time.

Most teachers make good use of formative assessment in lessons. They check understanding at key points in the lesson, and most review learning objectives at the end so pupils understand what they have learned. Teachers are creative in devising assessment tasks which take account of, for example, the needs of EAL learners, such as incorporating oral tasks into assessments. Pupils' workbooks all have a cover sheet with topics for the term, so they can monitor their own progress.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The school meets the standards for spiritual, moral, social and cultural development (SMSC) apart from Standard 5 (b) (vi) relating to the UK Equality Act 2010. This is due to requirements of the host country. The school meets this standard in relation to the protected characteristics of age, disability, race, religion or belief, pregnancy and

maternity. However, it cannot meet the standard in relation to sex and sexual orientation, marriage and civil partnership or gender reassignment.

SMSC education is good overall, with some outstanding features. The school actively promotes core British values in practical ways. The school is organised along traditional British lines, with a house system and school uniform. The school conducts regular surveys of pupils and runs an effective school council. The election of school-council members and 'kindness champions' is a good example of democracy in action. Specific curricular programmes, including English, history, PSHE, assembly and tutorial activities, reinforce the principles of individual liberty, respect for the rule of law, caring for others and mutual tolerance. For example, a recent secondary assembly highlighted World Diabetes Day and an English class saw pupils comparing aspects of modern society with Elizabethan times.

The idea of belonging to a community is central to the ethos of the school. The school's code of conduct requires pupils to show respect and consideration to all school staff, not just teachers, and they invariably do. They speak warmly of the care and support they receive from adults in school who, they feel, treat them with respect. The school develops self-esteem and confidence through the pastoral programme. A new initiative is the creation of 'kindness champions' for each year group from Years 2 to 10 in response to a perceived issue of bullying following the return to school after the pandemic. Incidents of bullying have declined sharply, but there are still a few isolated instances. Pupils say that these are handled successfully by staff. There is a Google classroom specifically for the kindness champions to use, and 'whisper boxes' where pupils can report issues anonymously. This leads to early resolution of any problems and ensures pupils are confident their voices will be heard.

Reinforcement of good behaviour is a feature of the school. Star charts, special assemblies and positive messages to parents recognise and celebrate positive behaviour. Reports to parents include information on social and personal development, and parent-teacher meetings focus on discussion of social and emotional growth as well as academic progress. Pupils are generally self-regulating, and respond well to rewards and incentives. However, staff use effective procedures to deal with infringements of the code of conduct through sanctions when needed. These are coupled with a reflective approach such as restorative conversations with teachers and peers.

In accordance with its vision, the school enables pupils to contribute to the lives of others. Within school, for example, pupils help keep the building clean, run a recycling

scheme, and support younger pupils with reading. In the wider community, often prompted by pupils themselves, initiatives have included winter shoe-box appeals, the donation of books and crayons, and fundraising. The school takes every opportunity to raise and sustain awareness of global issues, such as mental health and the UN World Children's Day.

Pupils develop knowledge and appreciation of British life and culture through specific curriculum content, and by celebrating key aspects of British life and events. Recently, the coronation of King Charles III provided a focus for activities. The school celebrates festivals such as Eid, Christmas, and Moroccan Independence Day to extend pupils' knowledge and understanding of other countries and cultures.

Standard 3. The welfare, health and safety of the pupils

The welfare, health and safety of the pupils are good.

Pupils and parents in the inspection survey and in discussion confirm that they think the school is a safe place. School leaders have developed a suitable child protection policy and ensure that it is implemented successfully. The adult members of the community are vigilant about keeping children safe from neglect, and from emotional and physical harm. Pupils confirm that they settle quickly and well when they first join the school, and that teachers and others support them in surmounting any initial difficulties that may arise. In addition, there is a listening culture which encourages pupils to share any concerns they may have. Especially in the primary school, pupils show concern for the well-being of their classmates through whisper boxes, as well as for themselves. Systems for reporting and recording concerns are effective.

Across the curriculum, including in PSHE lessons and assemblies, staff teach pupils how to keep themselves healthy and safe, including online. Recent topics have included anxiety caused by examinations, and dietary choices.

The designated safeguarding lead has a team of four, all of whom are enabled to make this role their priority. All have appropriate training and ensure that all staff are suitably trained in turn. The quality of relationships in the school means that communication between pupils and staff, and among staff, is frequent and open. The safeguarding team has a well-developed understanding of which pupils are the most vulnerable. Oversight of safeguarding at board level is highly effective. As a result,

leaders ensure that the school's safeguarding policy and the associated procedures meet UK standards while acknowledging the requirements of the host country.

Staff and pupils agree that the school environment is maintained to a standard which promotes the health and safety of all who work there. They confirm that any hazards notified will be dealt with promptly and efficiently. Staff are proactive in identifying areas of risk, such as the ongoing building works adjacent to the school site. Staff carry out effective risk assessments for any activities including those which take place off-site. Suitable measures are put in place to mitigate risks identified. Leaders deploy staff effectively to ensure that pupils are supervised during lunch and break times. They are supported by a well-managed CCTV system. The nurse, a member of the safeguarding team, is fully qualified. She also trains the staff in first aid, including paediatric first aid for all primary staff and senior managers.

External agencies monitor all aspects of health and safety, including fire precautions, to supplement the excellent work of the security team, which patrols the premises and reports systematically each day.

Parents, staff and pupils who spoke to the inspectors said that bullying is rare. When it happens, leaders deal with it quickly and effectively. Pupils are almost all punctual in getting to school and their lessons. Pupils' attendance is in line with UK averages.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the standard.

The school's leaders have effective arrangements in place to ensure that all staff working at the school are suitable to work with children. A member of the administrative staff is responsible for carrying out all required checks on current and new staff. No employee may start work until these checks have been completed satisfactorily. Senior leaders involved in the appointment of staff have appropriate training in safer recruitment. Members of the advisory board scrutinise the process regularly and provide effective support. They have a clear understanding that this is an essential part of keeping children safe in the school. A meticulous and comprehensive single central record of all checks is maintained, including information about visas and work permits required by the Moroccan authorities.

Visitors to the school have their identity checked and are issued with badges on each visit. If necessary, as in the case of a contractor in school for maintenance purposes, the school ensures that visitors are escorted while in school.

The very large majority of teachers have British teaching qualifications. They benefit additionally from a range of training opportunities and professional development provided by the school. The school has responded effectively to the difficulties in retaining and recruiting staff during the pandemic.

Standard 5. The premises and accommodation

The requirements of the standard are met.

Inspectors were able to view all the documentation which shows that the school meets the requirements of local and national authorities.

The building is purpose built and offers a fresh and welcoming environment for learning. It has a capacity significantly greater, for the time being, than is needed for the current numbers. Space in classrooms and common areas is therefore ample, and the school is uncluttered.

The accommodation includes a well-used artificial playing area. The first-aid room has a suitable space for the treatment of ill or injured students, with a bed, and adjacent toilet and washing facilities. Office space and meeting rooms are plentiful. The EYFS setting is housed in a separate wing, with suitable outdoor space and play area adjoining the classrooms. Premises have suitable lighting, acoustics, water supply, washrooms, toilets and space for art, practical science, music and information technology. Furniture and wall displays are well chosen and attractive. Interactive white boards are available in all classrooms. There is a library, a student success room, and good space for outdoor play and PE. Maintenance and cleanliness are of the highest order throughout.

The premises are safe and offer a high-quality learning environment. Leaders ensure the efficient use of the resources available. The overall impact on pupils' learning is therefore highly positive, and this makes a strong contribution to them reaching their full academic and social potential.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of the standard.

Parents say they feel very well informed about events at school and about their own child's progress in academic and general terms. They are unanimous that the school's leaders and other staff are readily available to respond to any concerns they may have, or to supply any information they may need. Staff ensure that they are outside in the school grounds when children are being dropped off in the morning. This creates a welcoming environment day by day and supports the school's vision of a community underpinned by the quality of relationships and communication. Parents attach a high value to the head's open-door policy. Likewise, they speak enthusiastically about a helpful series of meetings over coffee earlier in the year. This enabled them to get to know the head soon after her arrival. It also enabled the head to understand their priorities. This process of consultation has continued with opportunities for parents to express views formally about aspects of the school's development. In the pre-inspection survey and in their meetings with inspectors, parents expressed confidence that the school would take any concerns they had seriously, and that it would take prompt and effective action where necessary.

The information available on the school website includes documentation relating to safeguarding procedures, welfare, admissions and education policy, and curriculum information. Pupils undergo induction and transition programmes at appropriate stages. The head sends out regular formal newsletters to all parents as well as electronic updates as necessary.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of the standard.

The school website contains a policy which sets out the process for parents who wish to make a complaint about any aspect of the school's provision. The associated procedures indicate how the school would deal with a complaint and the timescales it would follow. The process is clear and follows three stages. The first of these seeks informal resolution, and parents in discussion confirmed that this is everyone's

preferred method. There are two further stages for a complaint to be taken forward formally, but in practice teachers and school leaders prefer to intervene before this is necessary. Records indicate that no complaint has reached stage 2 of the formal procedure.

Standard 8. Leadership and management of the school

The school meets the requirements of the standard. Leaders ensure that the BSO standards are consistently met, and they take all practicable steps to promote the well-being of the pupils.

Leadership and management of this rapidly improving school is good overall, with some outstanding features. Although the school is four years old, the pandemic has limited pupil recruitment and affected the stability of staff. It has just completed its first full academic year. It has emerged with its philanthropic purpose restated with clarity, and with a refined sense of its strategic direction. This has been shaped by wide consultation with all stakeholders. Greater emphasis has been given to the promotion of values and soft skills such as leadership and creativity, alongside academic attainment and progress. Parents confirm that their priority at this stage has been the reestablishment of normal routines and behavioural expectations. Leaders have established a more stable staff and growing confidence in pupil recruitment. The school has sufficiently strong leadership capacity to fulfil the promise and vision of the founder. This is embodied in the evolving school vision, which invites pupils to belong to a caring community that will encourage them to believe in themselves so that they achieve more than they thought was possible and become internationally minded global citizens, ready to embrace all the world has to offer. Leaders and managers at all levels promote equality and address any discrimination, and they ensure that safeguarding procedures are effective.

The leadership team is developing strongly. The headteacher is completing her first year at the school, and the deputy, director of studies and two key stage leaders have been appointed from within. The team has high expectations, and it is eager to continue to improve the provision and the outcomes for pupils. Work is moving forward, for example, to make the best possible use of record keeping to enhance pastoral care, and to use an expanding bank of academic assessment data to inform decision making on teaching and curriculum. Similarly, a peer-observation programme for

teachers is taking shape to complement the strong professional development systems already in place. Next year sees the first cohort of IGCSE candidates, and final planning for the sixth-form curriculum. The personnel and the processes are operating effectively to ensure a secure foundation.

In accordance with their vision, the school's leaders have enabled staff in all roles to have a sense of belonging. Staff speak warmly of feeling part of a team, and of how their professional induction is complemented by care over practical matters and their well-being, accommodation and transport, for example. Morale is strong, and incoming staff appointed as the school grows will be coming into a committed and supportive environment. Most of the staff are from the UK and, along with their counterparts from elsewhere, are well qualified, dedicated and versatile.

The school's self-evaluation form offers an accurate picture of the school's strengths, and a clear recognition of areas for development. The school's leaders have a strong, evidence-based awareness of what they are seeking to achieve. Individuals take responsibility for establishing success criteria and for overseeing progress.

The advisory board of six members brings together a highly effective range of skills and experience, including expertise in EYFS provision, SEND, and safeguarding. The board is continuing to expand to meet the growing needs of the school, and is seeking to appoint, for example, a medical professional to advise on pupils' mental-health issues. This is characteristic of the school's continuing drive for improvement. It also recognises the role of governance in trusting the executive to fulfil its responsibilities, while verifying and supporting the work it does. School leaders value highly the sources of advice available on the advisory board. Above all, though, the board is unwavering in its philanthropic vision to expand access to education to as many as possible in Marrakech, regardless of their ability to pay.

EYFS provision

The school currently has children in the Reception Year, and a Nursery class is due to open in the next academic year. The English EYFS curriculum has been fully implemented, and children are supported in the development of the seven areas of learning identified within the EYFS. A large majority of children have English as an additional language. They are assessed on entry and their progress from this baseline is closely monitored. A majority make good progress from their starting points.

The teacher and teaching assistants work closely together to provide a secure and stimulating learning environment. The classroom is spacious and well organised. Displays such as images and objects stimulate curiosity, and key concepts are reinforced by, for example, alphabet charts, number lines and illustrations from storybooks. A covered outdoor area helps children exercise and master gross motor skills and agility.

Collaborative working by the Reception and Year 1 teachers facilitates the transition to key stage 1. Children develop social and personal skills well, following a period when they were unable to interact fully with others during the pandemic. They listen to the teacher, take turns in speaking and share equipment. They are increasingly able to take responsibility for small tasks in the classroom. There are opportunities for child-led activities, although children mostly work closely directed by the teacher or teaching assistants.

A well-focused approach to phonics teaching means most children make good progress in recognising and forming letters. They appreciate rhyming words and recall the events of a story. Most can give reasons for their responses to the teacher's questions. For example, when choosing an appropriate verb for a sentence about a frog, one child explained it could not be 'writing' because frogs do not have hands. Letter formation and orientation need further development.

Most children can count to 10 and perceive patterns within numbers. Children are developing their understanding of the world well. They talk about their own lives outside school and can express likes, dislikes and preferences. Through topic work, they are beginning to learn about new concepts, such as ocean life and what plants need to grow.

Leadership of the setting is highly effective in ensuring positive outcomes for all groups of children, including those with EAL. Children develop suitable skills and knowledge in a safe environment, and communication with parents enables them to support their children's progress effectively.

Compliance with regulatory requirements

The British Academy School meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii): encourage respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010.

5(b)(vi): encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

Some pupils with EAL find it challenging to understand higher-level or complex material. As a result, they do not achieve as well as they should. Leaders should ensure that teaching enables these pupils to achieve the best possible outcomes.

Summary of inspection judgements

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|-------------|------|--------------|------------|
| Outstanding | Good | Satisfactory | Inadequate |
|-------------|------|--------------|------------|

The quality of education

| | | | | |
|---|--|---|--|--|
| Overall quality of education | | / | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | / | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | | / | | |
| How well pupils make progress in their learning | | / | | |

Pupils' spiritual, moral, social and cultural development

| | | | | |
|---|--|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | | / | | |
| The behaviour of pupils | | / | | |

Welfare, health and safety of pupils

| | | | | |
|---|--|---|--|--|
| The overall welfare, health and safety of pupils | | / | | |
|---|--|---|--|--|

Leadership and management

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|---|--|---|--|--|
| Overall effectiveness of leadership and management | | / | | |
|---|--|---|--|--|

The quality of provision for boarding

| | | | | |
|------------|--|--|--|--|
| N/A | | | | |
|------------|--|--|--|--|

School details

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| Name of school | The British Academy School, Marrakech |
| Type of school | Private |
| Date school opened | September 2019 |
| Age range of pupils | 3 to 15 |
| Gender of pupils | Mixed |
| Number on roll (full-time pupils) | 124 |
| Number on roll (part-time pupils) | n/a |
| Annual fees (day pupils) | 49,000–89,000 Dhs |
| Annual fees (boarders) | n/a |
| Address of school | Campus Britannique Quartier Masmoudi Targa 4000 Marrakech Morocco |
| Telephone number | +212 524 344 433 |
| | |
| Email address | info@basm.uk |
| Headteacher | Mrs Nicola Bussetil |
| Proprietor | Professor Tariq Obaid |

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

1. The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
2. The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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