

International School of Morocco

British Schools Overseas Inspection Report

Inspection Dates: 30 January – 1 February 2019

Lead Inspector: Robert Birtwell

Age Group: 3-15 years
Report Published: 1 March 2019
Report Reference Number: 1052



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 one inspector 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 on Edubase.

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.

A policy update was issued by the DfE in October 2018. It 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. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. Manner in which complaints are handled.
8. Leadership and management of the school.

The purposes of the 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.

Key for inspection grades

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 International School of Morocco is a small, fee-paying independent, privately owned, co-educational international school for pupils aged from three to 15 years. The school's mission is 'to prepare pupils to succeed as responsible global citizens in an ever changing, increasingly interdependent world.'

The school is situated in the Oasis quarter of Casablanca, and is housed in a converted residential villa. The school opened in 2011, and there are currently 71 pupils on roll with 14 in the early years, 40 in primary and 17 in secondary. It is much smaller than most other similar international schools. The school attracts pupils from a wide range of backgrounds, with 17 nationalities represented. Around 50% of pupils have Moroccan heritage, with the next largest groups from China, the USA France and Brazil. English is the predominant language of instruction, although all pupils also learn French and Arabic. Approximately 90% of pupils speak English as an additional language. Eight pupils are identified as having special educational needs and/or disabilities.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by one Education Development Trust inspector who spent three days in the school. The inspection dates were agreed with the school with six weeks' notice of the start date of the inspection. The inspector had access to information about the school prior to the inspection. The inspector observed 18 lessons and held 10 meetings during which discussions with staff, pupils, parents and governors took place. The inspector generally observed the school at work. He scrutinised pupils' work and school documents including development plans and policies, as well as the results of a parents' survey.

Evaluation of the school

The International School of Morocco is a good school. It provides a good standard of education for all of its pupils. The school meets the requirements 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 standard of welfare, health and safety of pupils is outstanding. There is a good capacity for further improvement.

The very small numbers of pupils in each year group make analysing results unreliable and it is difficult to identify trends. No pupils have yet taken IGCSE examinations, and there are currently only two pupils in Key Stage 4.

In **English** pupils make good progress across the school. Progress is generally stronger the longer pupils spend in the school. However, some pupils' attainment could be higher.

A very large majority of pupils enter the school with English as an additional language, with some at the very early stages of learning English. In the early years there is a strong focus on basic speaking, reading and writing skills. Pupils make good progress and by the end of the early years a large majority achieve the early learning goals in communication and language.

Progress and attainment in the primary and secondary school are good, with a greater emphasis on developing reading and writing skills than in the early years. Pupils continue to develop and refine their English skills, and use language in more sophisticated ways.

By the end of Year 6 pupils typically achieve standards above those found in UK primary schools. Year 1 and 2 pupils use a good range of vocabulary and expression in discussion, whilst Year 3 and 4 pupils show strong comprehension skills and confidently suggest the next stage when analysing a story. Year 5 and 6 pupils write effective summaries of non-fiction articles.

There is an increasing emphasis on writing as pupils move up the secondary school. Year 7 pupils write effectively about the structure and form of different poems, whilst Year 8 and 9 pupils create a diary about another character from Anne Frank's diary. Creative writing is encouraged by entries into external competitions. By the end of key stage 3 standards are generally above those found in the UK.

In **mathematics** pupils make good progress across the school. Attainment improves steadily and is typically above that found in the UK in all phases. However, standards could be higher still in some areas.

In the early years there is a strong focus on basic skills. Children show confidence in their ability to count forwards and backwards, and use equipment effectively to investigate basic addition and subtraction. By the end of the early years a large majority of children meet or exceed the early learning goals in numeracy and shape, space and measure.

Primary pupils make good progress in developing their mathematical skills and become more confident at using their skills and knowledge to investigate and solve more complex problems. They generally achieve above-average standards by the end of Year 6 when compared with UK primary schools. Year 3 and 4 pupils show good skills in investigating the relationship between area and perimeter, whilst Year 5 and 6 pupils confidently investigate and solve word-based problems involving sharing and dividing.

Pupils continue to make good progress in the secondary school. Year 7 pupils successfully add, subtract and compare fractions, whilst Year 8 and 9 pupils apply linear functions when investigating and making predictions about bungee jumping. By the end of key stage 3 standards are typically above those found in UK schools.

Throughout the school there is evidence of pupils applying their mathematical knowledge, understanding and skills to investigate and solve practical problems, and pupils apply and use their mathematical skills in other subjects, especially in science.

In **science** attainment is generally above average compared with the UK and progress is good throughout the school.

In the early and primary years children begin to develop scientific knowledge and skills. Pupils are encouraged to become curious about the world around them, and they develop skills in observing, measuring, recording and drawing conclusions. Attainment is in line with UK standards in the early years, and above average in the primary school.

Year 5 and 6 pupils show great interest when studying greenhouse gases and climate change. They can recognise and summarise points, see and explain relationships and draw basic conclusions.

In the secondary school pupils become more skilled in applying their scientific knowledge, understanding and skills. This is helped by their improving English skills. Standards are typically above those found in UK secondary schools.

Year 8 and 9 pupils recognise links between atomic model theory and practical experimentation when investigating the crystallisation of sugar solution. Year 10 and 11 pupils show good theoretical knowledge and experimental skills when investigating transverse and longitudinal waves.

In other subjects pupils' attainment is above the expected standard for their age and they make good progress. Year 3 and 4 pupils show a remarkable facility to switch between different languages and confidently discuss their work in other subjects when studying French and Arabic. Year 5 and 6 pupils analyse music and are able to draw conclusions about characters and improvise dialogue when studying Robin Hood. Year 8 and 9 pupils show good presentation skills in their study of Hitler's rise to power, whilst secondary pupils effectively analyse a scene from Macbeth in preparation for a recorded presentation.

Information and communication technology (ICT) facilities in the school are relatively limited. However, the school provides devices for pupils from nursery to year 6, and secondary pupils are encouraged to bring their own devices. Pupils become increasingly adept at using ICT to support their learning, and older pupils have experience of coding.

- **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. However, teachers' expectations of what pupil can achieve are sometimes not high enough, and they do not consistently set work that challenges all pupils to make the best possible progress and achieve the highest standards (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 outstanding (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. However, insufficient use is made of assessment information to give a fuller picture of how well the school as a whole is performing (see Standard 8 below).

As a result of this inspection, undertaken during January and February 2019, 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. 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.

Part 1. The quality of education provided

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 school's curriculum is good and enables pupils to make good progress. The language of instruction is English, and the written curriculum policy is backed by appropriate plans and schemes of work. There is a clear progression between all stages, and a strong British focus throughout.

The curriculum is broad, balanced and meets the needs of all pupils, including those who have special educational needs and/or disabilities and those who speak English as an additional language. This happens mostly through individual support in lessons, but may involve more intensive support at times.

The curriculum provides a range of learning opportunities that stimulates pupils' engagement and curiosity. Throughout the school there is a strong focus on creativity, and the promotion of thinking and learning skills. Pupils become effective independent and resilient learners.

The youngest children follow the Early Years Foundation Stage (EYFS) curriculum. The primary school follows the National Curriculum within the framework of the International Baccalaureate Primary Years Programme (PYP). Key stage 3 secondary pupils study the National Curriculum which leads into International General Certificate of Secondary Education (IGCSE) qualifications at key stage 4. Because of the very low numbers in the secondary school, the range of subjects and options is limited. Nevertheless, the curriculum meets the needs of pupils and enables them to make good progress.

There are strong cross-curricular links throughout the curriculum. These are particularly evident in the inquiry-based studies in the primary and lower secondary school. For

example, a visit to a local amusement park was used as a basis for work on writing, mathematics and science.

The curriculum is modified and adapted to take advantage of the school's location, context and culture. All pupils study French and Arabic, and local references and links to Casablanca and Morocco are evident throughout.

There is a clear commitment to personal, social and health education (PSHE) across the curriculum. This is integrated into other subjects and inquiries and makes a strong contribution to pupils' good spiritual, moral, social and cultural development. It includes appropriate age-related careers education for secondary pupils, as well as sex and relationships education.

The curriculum is enhanced by a range of enrichment activities covering sport, cultural and creative options. These are well-attended and much appreciated by pupils. For example, pupils were very enthusiastic about a cooking activity, and showed great interest in knitting. In addition, there are various trips and visits. In recent years these have included the museum of Judaism, Maroc telecom, an architecture tour and theatre and forestry visits.

The curriculum includes clear a focus on the values of internationalism, democracy and environmental issues. These make a strong contribution to pupils' knowledge and understanding of the British values of democracy, the rule of law, individual liberty, and tolerance and mutual respect for all. There is a positive and successful commitment to equalities. Pupils are taught in an age-appropriate and sensitive way about protected characteristics such as age, disability, race and sexual orientation. This is reflected in their good spiritual, moral, social and cultural development.

The school celebrates key British, international and local festivals and occasions. For example, pupils recently celebrated the centenary of the end of the first world war, including the wearing of poppies. Pupils can explain the relevance of this to their own lives and relate it to current conflicts.

The quality of teaching, learning and assessment is good. This enables pupils to make good progress in acquiring knowledge, increasing understanding and developing skills across the curriculum.

The styles of teaching, learning and assessment take account of those commonly used in schools in the UK and equip pupils with the knowledge and skills to enter or re-enter the UK educational system at an appropriate level.

In early years, teachers create an inclusive and supportive environment. This helps children settle into school well and develops children's confidence. Teachers demonstrate good understanding of how children learn and develop. They provide opportunities for children to learn through active play and exploration. This promotes

independent learning skills and improves their knowledge of the world around them. As a result, children make good progress overall in achieving the early learning goals and a most achieve a good level of development.

Relationships between pupils and teachers are positive and respectful, Pupils are attentive, well-motivated and enthusiastic, and are keen to participate actively in their learning. They enjoy opportunities to work collaboratively and learn through discussions with their peers. They feel confident in seeking clarification or help if they are having difficulty. As a result, the learning environment in lessons is very productive and pupils say that they enjoy lessons.

Teachers are well qualified and have good subject knowledge. Learning activities are managed well and teachers plan tasks and activities that engage and motivate pupils. Teachers use questioning skilfully to check pupils' understanding and to extend and deepen their learning. In the secondary school teachers show great versatility in teaching non-specialist subjects.

Teachers use a range of resources effectively to motivate and engage pupils in their learning. Classrooms environments are positive, and there is a good standard of display material to stimulate learning and celebrate pupils' achievements.

Pupils use technologies routinely, confidently and effectively to support their learning. Pupils are encouraged to find things out for themselves across the school.

Teachers know pupils very well as individuals and have a good knowledge of their strengths and weaknesses. There is evidence of work being personalised to meet the individual needs of pupils. Teachers assess pupils' work effectively and there are robust systems to track pupils' attainment and progress. Teachers give pupils regular and constructive feedback, either verbally or written. Consequently, pupils say that they have a very clear idea of what they need to do to improve their work.

Teachers often have high expectations and set challenging work that is closely matched to pupils' needs and abilities. This includes tasks that encourage pupils to think about their learning rather than just absorbing knowledge. This encourages them to become more independent and resilient learners, and effectively promotes their good progress.

However, although teaching overall is good, expectations of what pupils can achieve are sometimes not high enough. This means that the work set does not consistently challenge pupils to make the best possible progress or enable them to achieve the highest standards.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The spiritual, moral, social and cultural development of pupils is good.

The school successfully aims to prepare pupils to become responsible global citizens by focusing on the key themes of inspire, nurture, cultivate, create and collaborate. This enables pupils to develop personal and academic qualities that will support them throughout life.

Pupils have a clear understanding of right and wrong and treat one another with courtesy and respect. This is evident in their good behaviour in lessons and around the school. Pupils' positive attitudes to learning have a strong impact on their academic and personal development.

Relationships between pupils, and between pupils and staff, are positive and respectful, adding to the school's calm and productive learning environment. Pupils routinely show high levels of self-discipline and a willingness to cooperate with staff and their peers. Throughout the school, there is a strong sense of friendship and camaraderie. Pupils say that 'everyone knows and gets on with everybody else.' They are very supportive of each other and examples of collaboration are commonplace in all age groups. Pupils are proud of their school and say they look forward to it every day.

Pupils are encouraged to use their initiative and show responsibility, taking leadership roles that help the school to run more efficiently. An elected student council has some influence on the running of the school, as well as raising money for local charities. Pupils also take leadership responsibility in the school's house system.

The school has a strong commitment to developing pupils' social responsibility. Pupils are successfully encouraged to think about those less fortunate than themselves. This is seen in fundraising and charity collections for disadvantaged people as well as for local schools. Pupils also show great concern and care for the welfare of the school tortoises in the playground.

This focus on developing pupils' social responsibility extends to considerations of liberty, democracy, justice, rights and responsibilities, tolerance and the law and order. These themes appear across the curriculum and make a strong contribution to pupils' understanding of British values, as well as leading to a deeper understanding of themselves as citizens of a global community. Extreme views and discrimination are not tolerated.

The diversity of pupils and staff are actively celebrated. Pupils say that they enjoy learning about one another's cultures and respect the beliefs and values of others. This gives them in-depth knowledge about cultures they may not have previously experienced and adds to their sense of tolerance and understanding. Festivals and celebrations from around the world are highlighted and brought to pupils' attention. As a result, pupils have a good knowledge and understanding of other cultures and religions, as well as those of Britain and Morocco.

The spiritual, moral social and cultural provision in the school produces well-informed and well-rounded individuals who have a strong awareness of the world and the diversity of its cultures.

Part 3. Welfare, health and safety of pupils

The school meets the requirements of the standard. The school's arrangements to promote the welfare, health and safety of all pupils are outstanding.

Pupils enjoy coming to school and attendance is above average compared with UK primary and secondary schools. Pupils are punctual to school in the mornings and move promptly and sensibly to lessons.

Pupils say that behaviour is good and that they feel extremely safe in school, and their parents agree. Pupils report that bullying is very rare and that if it happens, it is dealt with quickly, appropriately and sensitively.

Pupils say that they are taught how to keep themselves safe in school. Older pupils especially have a very good knowledge of issues related to keeping themselves safe online.

The school places a great deal of attention on ensuring that pupils are safe. There are very clear policies for safeguarding and protecting pupils which are applied rigorously. They conform fully to UK practices as well as meeting local requirements. They are well known by pupils, staff and parents and all are aware of their role in keeping children safe. There is a written risk assessment policy and well-established systems ensure that the school is a safe place for learning. Any concerns are swiftly addressed. Entry and exit procedures are robust. Visitors are signed in, and the site is suitably monitored by surveillance cameras. There is a well-rehearsed lockdown procedure in case of emergency. Fire safety arrangements are at least as stringent as those in the UK and there are regular fire drills.

The school is very inclusive, and relationships between pupils and adults are very strong and productive. New pupils are made to feel very welcome, and settle quickly in a highly supportive and friendly atmosphere.

Strong support is provided for pupils with special educational needs and/or disabilities, those who speak English as an additional language and any pupils facing problems or difficulties. Pupils say that they are very well looked after in school, and their parents agree.

The small size of the school means that all pupils are known extremely well as individuals, and this reinforces and develops pupils' self-esteem, maturity and sense of personal worth. Staff maintain a close watching brief and are alert to any pupil who might be facing difficulty, either academic or personal. Any issues are quickly identified and addressed. Support is provided effectively through the work of school staff and outside agencies when appropriate and necessary. Pupils are confident that they will be listened to sympathetically if they are having difficulty or facing problems and that any issues will be quickly sorted out.

Pupils and parents say that the school is very friendly, open and harmonious. Parents especially appreciate its positive, supportive and nurturing environment. Comments from parents include that the school provides a 'relaxed and informal atmosphere' in which 'pupils feel like they are at home and can thrive'.

Part 4. Suitability of staff, supply staff and proprietors

The school meets the requirements of the standard. Procedures to ensure the suitability of all staff and the proprietors are of a high standard. Recruitment processes ensure the suitability of staff to work with children. All required checks are in place and confirm that employed staff are not barred from regulated activity relating to children, in accordance with the Safeguarding Vulnerable Groups Act 2006. Checks relating to identity, qualifications, medical fitness and the right to work in Morocco are carried out before confirming an appointment. A record of these checks is kept centrally and securely. Locally-recruited staff are similarly thoroughly police checked. Thorough checks are also in place for the proprietors and board of directors in order to meet local laws and requirements and ensure that they are fit and proper persons to manage a school.

Part 5. Premises of and accommodation at school

The school meets the requirements of the standard. The school operates in a converted residential villa and despite limited space the building has been adapted well to ensure that it provides an appropriate and positive environment in which pupils can learn effectively and safely.

Teaching spaces are bright and suitably equipped. Good quality display in classrooms and around the school promotes and celebrates learning. There are specialist rooms for Arabic and French language, art and music, and a newly created science laboratory. The school library is small but well stocked with a good range of fiction and non-fiction texts, including many British authors. ICT resources across the school are relatively limited, and most classrooms do not have facilities such as interactive whiteboard

displays or projectors. However, this is overcome by pupils using their own devices to research tasks and present work.

There is a small canteen and dining area which allows the hygienic preparation and consumption of food. The dining area also acts as a multi-purpose space and is used for various activities. The school has a small but suitably equipped playground which is well used by pupils during breaktimes, including the playing of simple games. The school makes use of a nearby centre for more specialist physical education and sports facilities.

The school is cleaned and maintained to a high standard to ensure that it provides a safe and secure place to learn. Pupils take pride in their school environment, treat it with respect and look after it well.

Part 6. Provision of information

The school meets the requirements of the standard. The provision of information for parents, carers and others is good. A range of communication systems keep parents fully informed about their child's education and all that is happening in the school. These include newsletters, emails, a secure parental portal on the school's virtual learning environment and regular parent-teacher meetings.

The school's website is informative and provides a range of easily accessible information concerning all aspects of school life. This includes contact details and information about the school's organisation, curriculum, policies and admissions for prospective and current parents. A comprehensive parent handbook includes information and policies on behaviour, health and safety, and the complaints procedure.

Parents receive regular and detailed reports as well as formal and informal updates about their child's academic and personal progress. Formal reports are sent to parents termly and are followed up by parent-teacher meetings. In both cases, targets to help pupils make their next steps in their learning are shared and discussed. This allows parents, teachers and pupils to work together and enable further improvement. Parents have readily available access to teachers and can arrange additional meetings to discuss their child as needed. In addition, the school runs regular parent workshops on topics and initiatives such as the PYP and developments in the teaching of science, technology, engineering and mathematics (STEM). Parents say that they find these workshops useful and informative.

Parents feel they are well informed about all that is happening in the school, and the progress their children are making, without being overburdened with information. They report that the school and staff are open, very accessible and that the school responds quickly and effectively to all reasonable requests for information and any concerns they may have. They say that they are listened to and that their views are taken into account. As a result, they feel part of the school community and say that the school works very well in partnership with parents to help their child's education.

Part 7. Manner in which complaints are handled

The school meets the requirements of the standard. The complaints' policy is available on the school's website within the parent handbook. It sets out clearly the lines of contact and procedures that will be followed in different instances. Parents report that they are aware of its existence.

Parents say that most issues are relatively minor and are handled informally, quickly and to the satisfaction of the relevant parties. Parents feel that they are listened to and say that they are very happy with the school's response to matters of concern. There have been no formal complaints.

Part 8. Quality of leadership in and management of schools

The school meets the requirements of the standard. The leadership and management of the school, including the early years, are good overall. There is a clear desire and commitment to improve in all areas and the school has a good capacity for improvement.

Leaders have been successful in creating a school that promotes and enables pupils to make good progress, that places a high priority on the welfare, health and safety of pupils, and promotes their strong spiritual, moral, social and cultural development. The board of directors has a clear vision and values which are widely shared and well understood by staff, pupils, and parents. They ensure that the school meets the standards required of British Schools Overseas except those that would be in breach of the host country laws.

The board of directors, including the head of school, set the strategic vision for the school. All have clear roles within the school. The responsibilities of the board and the head of school are well understood and work effectively. There is a clear distinction between strategic leadership and the day to day management and running of the school. The board works in cooperation with and oversees the work of the head of school.

School leaders operate with the best interests of the pupils central to their decision making. The board has a good grasp of the strengths and weaknesses of the school. It has clear financial policies. The board ensures that the school operates legally and that safeguarding procedures are effective. It helps the school to operate with equality and without discrimination.

Leaders have ensured that the school is suitably staffed and resourced to successfully deliver its vision and values. Skilled and capable staff are familiar with and experienced in delivering the British national curriculum and the school's pastoral aims. All staff work together to create a stimulating and positive learning environment. Effective systems are in place to ensure the smooth day to day running of the school. Policies are known, understood, and followed by staff and pupils.

The school's self-evaluation is clear and accurate and informs whole-school improvement planning. This includes the identification of professional development needs for staff. Directors are very aware of the limitations imposed by the school size and site, and have ambitious but realistic plans for a new building and expansion on an additional site.

There are robust systems to assess the attainment and progress of pupils. School leaders have a very clear view of how well individual pupils are performing. However, they do not routinely use or analyse this information to give a fuller picture of how well the school as a whole is doing and more effectively inform their plans for further improvement.

The school actively seeks the views of pupils and parents. Pupils routinely say that they enjoy coming to school. During discussions and in response to a recent survey, parents express a very high degree of satisfaction with the school and its leadership. Almost all say that they are happy with the quality of education provided and that their children make good progress. They say that their children are very safe and happy and enjoy school.

Compliance with regulatory requirements

International School of Morocco meets all of the 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) encourages 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 points for development:

1. Improve leadership and management by ensuring that:
 - more use is made of assessment information to provide a fuller picture of how well the school is performing.
2. Improve the quality of teaching and learning by making sure that:
 - expectations of what pupils can achieve are consistently high
 - teachers set work that meets the needs of all pupils and consistently challenges them to make the best possible progress and achieve the highest standards.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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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	✓			
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Leadership and management

Overall effectiveness of leadership and management		✓		
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School details

Name of school	International School of Morocco
Type of school	Independent, privately owned, co-educational
Date school opened	October 2011
Age range of pupils	3-15 years
Gender of pupils	mixed
Number on roll (full-time pupils)	71
Number on roll (part-time pupils)	0
Annual fees (day pupils)	MAD 55,000 – 105,000
Annual fees (boarders)	n/a
Address of school	3 Impasse Jules Grosse Quartier Oasis Casablanca 20150 Morocco
Telephone number	+212 (0)5 22 99 39 87
Email address	tmoniz@ism-c.ma
Headteacher	Mr Tony Moniz
Proprietor	Mr Mohamed Younes Mellouki, Mr Mustapha Achlim, Mr Mohammed Reda Kadiri

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 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.

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