

London Academy Casablanca

British Schools Overseas Inspection Report

Inspection dates: 20 – 22 May 2019

Lead Inspector: Stephen Fletcher

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Age group: 3–14 years

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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 in England and 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 (BSO) 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 (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 for parents, carers and others.
7. The school's procedures for handling complaints.

8. The quality of provision for boarding.
9. 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

London Academy Casablanca opened in September 2017 and is located in the Bouskoura district of Casablanca, Morocco. It caters for pupils from age three years to age 18 years. The BSO inspection focused on the foundation stage 1 to Year 9 age ranges. The school has reviewed the curriculum at the end of its first year (2017-18) and has moved from the International Baccalaureate Primary Years Programme to Cambridge International curriculum. From Year 1 to Year 9, they are approved by Cambridge International Assessment Education to use the Cambridge curriculum for English, mathematics, science, Global Perspectives and English as a foreign language. For the remainder of the subjects they use the national curriculum for England. In their early years they follow the Early Years Foundation Stage standards. Provisions are being made to offer International

General Certificate of Secondary Education (IGCSE) from September 2019. The Year 10 to Year 13 age range currently study via an American online blended learning platform and were not inspected. The school's total roll was 231 with 173 from foundation stage 1 up to Year 9. The pupil body is predominantly Moroccan with a minority of other nationalities. For example, there are also pupils from Syria, Jordan, Turkey and Libya. At present, the school is smaller than most other similar international schools.

London Academy Casablanca is a trilingual school and licenced by the Moroccan Ministry of Education to operate as a school. English is the language of instruction apart for the Arabic and French classes. The school has previously been inspected by the Moroccan Ministry of Education in June 2018 and Cambridge Assessment International Education who approved the primary and lower secondary curriculum in April 2018.

A large majority of pupils enter the school with English as an additional language, with some at the very early stages of learning English. The school's enrolment policy is not solely based on English ability, but pupils must commit to English Language Learning (ELL) and after-school classes. The school sets out to meet all pupils' needs if possible; fourteen pupils are identified with special educational needs and/or disabilities (SEND).

Summary of the evidence base used by the inspection team

This BSO inspection was carried out over three days by two Education Development Trust inspectors. The BSO registration and self-review documents were completed in February 2019, and the inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to information about the school prior to the inspection. Inspectors visited 34 lessons; six of these lessons were jointly observed by an inspector with a senior member of staff. Eighteen meetings took place with staff, pupils, parents and the school's owner. Inspectors scrutinised pupils' work, and documents including the school's strategic plan, current assessment systems and safeguarding policies. They observed the school at work and followed up on any issues raised.

Evaluation of the school

London Academy Casablanca is a satisfactory school. It provides a satisfactory education for pupils from foundation stage 1 (three to four years) to Year 9 (13-14 years). It meets the Standards for British School Overseas (2017) 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. The challenging vision is enthusiastically promoted and exemplified by the owner, Board of Advisors and the recent positive steps taken to enhance the capacity of the leadership team. The drive for improvement is shared by a large majority of class teachers and gives the school the capacity to develop further.

In English pupils' attainment is broadly average. Progress is satisfactory overall; most pupils having attended the school for more than one academic year make good progress. A majority of pupils enter the school with English as an additional language, with some at the very early stages of learning English. These pupils make at least satisfactory progress with almost all achieving standards in line with world averages in English as a Second Language by the end key stage 3. In the early years there is a strong focus on basic speaking, listening, reading and writing skills. This continues and becomes more developed in the key stages 1 and 2. Pupils demonstrate a joy of reading and a broadening vocabulary. They are keen to discuss their books, most of which are matched to their needs. In the lower primary school pupils apply simple grammatical rules to their writing and demonstrate a developing understanding of new meanings to known vocabulary during comprehension activities. Year 4 ELL pupils collaborated on analysing short text samples; most-able pupils discussed the use of idioms with the teacher. In the upper primary school, a majority of pupils develop and apply more complex sentence structures and grammatical features to their writing. By the time they leave Year 6, most of those pupils having attended the school for more than one academic year achieve standards in English that are broadly in line with those found in UK primary schools in speaking, listening, and reading and make good progress. Pupils worked in pairs and groups studying texts to differentiate between fact and opinion. Writing is less developed in almost all ages. In the key stage 3 pupils continue to develop and refine their English skills and use language in more sophisticated ways, for example debating 20th-century fiction in Year 7.

Pupils' attainment in mathematics is broadly average and they make satisfactory progress. The variability of pupils' number in each year group means that results can vary, and makes it difficult to draw any meaningful comparative analysis or conclusions. In the early years, the focus of the children's learning is on basic skills. Children demonstrate that they are confident in their ability to recognise and describe different shapes, and suggest ways in which they can be transformed or arranged to make alternative shapes. They can count up to 20. In the lower primary school, pupils make steady progress in developing their numeracy skills and can explore number problems and puzzles. In the upper primary school, pupils can confidently work out the perimeter and area of shapes. By the end of key stage 2 pupils achieve standards in mathematics that are generally in line with those expected in the UK.

In the key stage 3, pupils can transform two-dimensional shapes by combinations of rotations, reflections and translations; they describe the transformation that maps an object onto its image. There is some evidence of pupils applying their mathematical knowledge, understanding and skills to investigate and solve practical problems across the school. In general, there is a reliance on solving examples and questions from textbooks and worksheets. The school has started to modify the mathematics curriculum to meet the differing needs of pupils. This includes looking at the grouping of pupils for group work on specific topics. Pupils with special educational needs and/or disabilities receive additional support as necessary; pupils can request extra support activities after school.

In science, attainment is average and progress is satisfactory. In the early years, children begin to develop scientific skills through investigation and experimentation. Children are encouraged to become inquisitive about their living environment. They develop skills in observing, measuring, recording and drawing conclusions.

Primary pupils demonstrate that their practical skills are being developed; there is less evidence of investigative higher-order skills such as hypothesising, analysing and evaluating. Pupils are encouraged to use scientific vocabulary and terminology accurately when describing experiments and results.

Pupils now have access to new specialist facilities such as science laboratories. To date, only Years 7, 8 and 9 have had laboratory experience. In the lower primary school, pupils understand how circuits work. In the upper primary school, pupils show a sound knowledge of the parts of a flower and can explain the function of key parts. In the key stage 3, pupils are more skilled in applying their scientific knowledge, understanding and skills. They can understand the difference and the construction of food chains and webs.

In other subjects, pupils' attainment is broadly average and they make satisfactory progress. In French, pupils are learning how to become more confident in using grammar such as adverbial phrase of time, place, when they write complex sentences. In physical education, pupils can confidently demonstrate the football pass skills, the football catch and the football punt. They are using multiple muscle groups in one fluid movement pattern when using those specific skills. Early years children enthusiastically participate in age-appropriate team relay games that help to develop their social skills and use their knowledge of shapes and colours, for example placing different shaped objects in coloured hoops.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is satisfactory (see Part 1 below).
- The quality of teaching and assessment is satisfactory overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is satisfactory (see Part 2 below).
- The welfare, health and safety of the pupils are good (see Part 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the Standard (see Part 5 below).
- The provision of Information for parents meets the requirements of this Standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are satisfactory (see Part 8 below)
- Minimum standards for boarding (Part 9) – not applicable.

As a result of this inspection, undertaken during May 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 but the standard in paragraph 2 (2) (d) (ii) is not met because of the requirements of the host country. This relates to the provisions of the UK Equality Act 2010.

In this improving school the curriculum is satisfactory and enables pupils to make satisfactory progress. The curriculum framework policy includes course content, pupil activities, teaching approaches and recommendations on the use of facilities and

resources. There is a clear progression between all stages, and a developing British focus throughout.

At the heart of the curriculum are the core values of LIONS: Leadership, Integrity, Optimism, Nobility and Service to prepare the pupils to be global leaders with the appropriate 21st-century skills. The curriculum makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. The school has adopted the SCARF framework (Safety, Caring, Achievement, Resilience and Friendship) for teaching Personal, Social and Health Education through targeted lessons. The SCARF framework contributes to the teaching of British values at the school.

The curriculum offers a range of opportunities for enrichment on Friday afternoons through a co-curricular programme where pupils participate in one of the nine activities on offer. The school extends pupils' aspirations and experiences through assemblies, sporting, cultural and academic activities, concerts and field trips.

The school provides training for teachers to meet the needs of pupils with SEND. However, the systems for identification of pupils with SEND are at the early stages of development. A majority of the categories of special needs identified by the school are general statements rather than specific personalised special learning requirements which is crucial in identifying the appropriate programme of intervention and support that each pupil requires. The majority of targets are not clearly measurable, making monitoring and evaluation of progress from starting points difficult. The provision for pupils who are gifted and talented does not consistently enable them to make the progress of which they are capable. Three teaching assistants are deployed to provide support to small groups and individuals. Currently, fourteen pupils are identified with special educational needs. Four pupils have personal education plans where a doctors' report has been provided to the school. The school has appointed a new member of staff for September 2019 to take overall responsibility for raising the quality of learning and progress of pupils SEND and those with gifts and talents.

The needs of pupils with English as an additional language are met through teachers' planning, focused support during lessons or small groups. As a result, pupils' acquisition of the English language accelerates as they move up through the school. For example, from Year 1 to Year 6, pupils without English as a first language have daily ELL (English Language Learning) classes. As the level of English improves these pupils move back into regular English classes. In addition, they have after-school English classes for three hours a week.

Cross-curricular links are developing well between subjects. For example, in a Year 5 science lesson on pollination, pupils were using a bar chart to collect data. In a Year 3 history lesson, pupils were using Roman numerals to understand the link between the past and the present. In a Year 9 history lesson, pupils were asked to write the narrative as a person including a timeline. Transition across various phases of the school is generally effective. Pupils spend a week in their next class prior to the start of the school year. Opportunity for parents and pupils to meet with the new teacher supports the process. Pupils feel happy and confident to move to their next class.

The curriculum has been designed to offer ongoing experiences and focused enhancements to the British values at certain times of the school year. For example, all pupils enjoy a special week focusing on British values. These activities are starting to make a 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 but the curriculum cannot meet all the requirements of the UK Equality Act 2010 because of the laws of the host country.

The curriculum reinforces the school's British character, lesson organisation, curriculum planning and training, displays and the appointment of four new staff for September 2019 demonstrate the commitment to developing further the British ethos and atmosphere. This enables pupils to smoothly enter or re-enter the UK educational system. The curriculum prepares pupils well for the next stage of their education or life. The key stage 3 pupils receive appropriate careers advice and guidance through a guidance counsellor. Pupils can also apply for an internship with International Business Machines corporation (IBM) on work experience.

The quality of teaching, learning and assessment is satisfactory but improving. This enables most pupils to make at least satisfactory progress in acquiring knowledge, increasing understanding and developing skills across the curriculum. Although the quality is not yet consistently good across all key stages, evidence shows that the picture is improving year on year.

Relationships between pupils and teachers are respectful and in most cases amongst the pupils themselves. Pupils generally support one another; their behaviour in lessons is at least satisfactory. They are keen to learn and often have the confidence to raise questions or ask for help if they are having difficulty. The environment in lessons is generally conducive to learning; pupils say that they enjoy their lessons. Teachers are suitably qualified and generally have at least satisfactory subject knowledge. They are planning

their lesson using a web-based lesson planning system, but a minority of lessons do not consistently follow these plans and/or the objectives effectively.

Teaching is often characterised by consistent expectations and good use of pupil's data to build on previous learning. Teachers plan a variety of integrated activities such as collaborative work and research, discussions with their peers that encourage pupils to use their independent thinking. Teachers often encourage pupils to take responsibility for their own learning and skilfully use open-ended questions to probe for deeper understanding and reasoning. This approach leads to pupils being engaged and motivated. However, at times, pupils have insufficient opportunities to reflect on their learning.

At times, teaching is less well adapted to meet the needs of all groups of pupils and learning is less successful. On occasion, teachers' expectations are not high. There is a sometimes a lack of challenge and time is not used to best effect. Sometimes, there is an over-reliance on textbooks or worksheets, and all pupils complete the same work. As a result, there is a lack of opportunity for deepening or extending learning and, at times, a low-level behaviour issues arise.

Teachers often make good use of the technology in their classroom using the interactive whiteboard, laptops and tablets and it enhances their learning. Pupils' interest is stimulated, and they engage well in their tasks.

The school has developed an assessment system to track pupils' attainment and progress. However, this is not consistently well used to inform lesson planning for individuals and groups of pupils. The school has now put in place emerging trends and patterns in attainment and progress in order to further support a more accurate understanding of pupils' needs and achievements.

The school is developing its approaches to providing pupils with more effective and focused feedback. Ongoing professional development in this area has yet to have a consistent impact on the effectiveness of teachers' feedback to their pupils. Feedback to pupils does not fully inform them about the next steps in their learning or identify where they have done well and what they need to do to improve. Overall the styles of teaching, learning and assessment increasingly take account of those commonly used in schools in the UK. The school sets out to equip pupils with the knowledge and skills to enter or re-enter the UK educational system at an appropriate level. To support this aim, the leadership is providing school-based training from leading UK consultants and organisations, including the publishers of their chosen curriculum.

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

The school meets the requirements of the standard 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 satisfactory overall. Behaviour and attitudes to learning in lessons and around the school are satisfactory. Pupils generally treat one another with respect, courtesy and politeness. This is because they have very good role models in the leadership team who welcome them warmly every morning and throughout the day. They act responsibly and calmly as they move between classes and during breaktimes. Most pupils demonstrate positive attitudes to learning and the majority can work independently.

The school's reward system has inconsistencies as teachers design their own rewards. The school is looking to rectify this with the introduction of graduation for foundation stage 2, Years 2, 6 and 9 in June each year. As a result, pupils will be rewarded for different categories such as academic achievement, most improved and citizenship and attendance and subjects. Relationships between pupils and staff and amongst pupils are positive, with kindness and mutual respect evident throughout. Pupils welcome visitors and are confident enough to start a conversation and introduce them to the school community. This is also evident in classrooms where a 'pupil president' is in charge to explain to a visitor what is happening in the lesson.

Pupils have a clear understanding of right and wrong and require little intervention from adults to remind them of the school's expectations. Interactive displays such as 'What does it mean to be kind?' reflect the values of kindness and respect.

Pupils' enjoy the life of the school and this is reflected in the attendance and punctuality, both of which have improved by 2% since January and places the overall attendance since the start of the academic year close to UK averages. Pupils and parents say the school feels 'like a family.' The school has clear procedures in place to tackle attendance and punctuality. The school's aim is to develop well-rounded global citizens with strong moral values. Their mission is to educate the whole child academically, physically, socially, and spiritually. At the heart of their programmes are their core values of LIONS. Their focus is pupil centered and the development of each child to their fullest potential.

Most pupils are from Morocco but there are 19 other nationalities represented in the school. Pupils have opportunities to learn about cultures other than their own and show a satisfactory respect for all cultures, values and beliefs.

London Academy Casablanca has a strong commitment to developing pupils' social responsibility. Pupils are allowed their own opinions; extreme religious views are

addressed. These themes also appear across the curriculum, leading to a deeper understanding for pupils of themselves as citizens of a global community and the school's British values. The school offers pupils a wide range of enrichment activities and extra-curricular opportunities. Pupils have visited Russia (the Model United Nations), Kentucky (a robotic competition) and Florida (a national speech and debate) in the last two years.

Pupils are keen to contribute to their local community. The whole school has raised money for rural schools to refurbish one room and build a library inside it. Fourteen such libraries have been set up. All the money to contribute towards equipping those schools has been raised by seven non-uniform days throughout the school year. Pupils have a stronger, democratic voice as a school council has been set up in the key stage 3 and consists of six pupils with a president. They meet once a week in the morning meeting time and their focus has been on facilities, field trips and respect. They demonstrate confidence to have discussions with management to initiate the change that they want to see.

Part 3. Welfare, health and safety of pupils

The school meets the requirements of this Standard. The arrangements to ensure pupils' welfare, health and safety are good. A range of policies are in place and timetabled for regular review to ensure high standards. Keeping pupils safe is taken seriously and is a priority for this caring and inclusive school.

Child protection and safeguarding arrangements are robust and, while allowing for host country requirements, meet the same expectations as the UK. Training is provided for all staff and rigorous child protection arrangements are defined clearly and understood by pupils, staff and parents to ensure pupils are kept safe. The high-quality 'Safeguarding for Visitors' booklet provided for all visitors is a very good example of the emphasis the school gives to all aspects of safeguarding. Cyber and e-safety are explained to help protect pupils against abuse. Risk assessments are carried out and recorded as part of the planning for trips and activities and, consequently, pupils and staff feel very safe and secure within school and when taking part in activities off-site.

The school site is made secure by a small team of security guards and by closed-circuit television. All visitors have to sign and in and wear identity badges. Buses are well-maintained, have appropriate first aid and fire prevention resources; the drivers are screened in accordance with the school's protocols. Regular, recorded drills ensure that adults and pupils know the procedures to be followed during evacuation of the buildings. As part of the school's stringent procedures, fire-fighting apparatus is regularly maintained.

Policies are in place to promote good behaviour and supervision of pupils is effective. These policies to encourage positive behaviour and prevent bullying are widely known, along with the consequences of unacceptable behaviour. During meetings and more informally around the school, pupils say that bad behaviour and instances of bullying are rare. Pupils know which staff to contact should they have concerns or need support.

The admissions and daily attendance registers are kept up to date and conform to local regulations. Pupils joining the school are supported well and usually settle quickly. Transitions from one phase of the school to the next are carefully planned to ensure pupils are well informed. The school nurse provides an appropriate quality of care; relevant medical notes or records are kept and stored securely; medication is kept in a locked cabinet. The first-aid policy is fully implemented, staff are trained regularly and there are first-aid resources around the school premises. Teachers are fully informed about the medical needs of individual pupils.

Healthy living is promoted within the curriculum; timetabled physical education and opportunities for pupils to participate in a variety of sports clubs and activities also promote a healthy lifestyle. Good standards of hygiene are maintained throughout the school day, with regular cleaning of all areas.

Part 4. Suitability of staff, supply staff and proprietors

The school meets the requirements of the standard. Procedures to ensure the suitability of teaching staff, cover staff, support and administrative staff, the board of advisors and owners have a high priority within the school. Recruitment procedures ensure the suitability of staff to work with children. To the extent possible, checks are in place and confirm that employed staff are not barred from regulated activity relating to children.

Checks relating to the right to work in Morocco, the person's identity, qualifications and fitness 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. The single central record indicates almost all teaching staff hold degree and/or diploma qualifications.

Part 5. Premises of and accommodation at school

The school meets the requirements of the standard. The school building is well planned to meet the needs of all students currently on roll; plans are in place to install a lift to improve access around the building. Most of the building is bright, spacious and airy and is appropriately maintained to ensure a positive and comfortable environment where

pupils can learn effectively and safely. The key stage 3 'common area' outside the classrooms is used creatively to display and celebrate pupils' work. In general, the quality and quality of displays is variable and in classrooms the opportunity to use display to reinforce and stimulate learning is limited in some areas.

Visitors comment on the school's open and welcoming feel whilst acknowledging the rigorous systems to monitor entry and exits to ensure the security and safety of the site. Pupils enjoy a range of specialist facilities that support the curriculum effectively and ensure a positive learning environment. Dedicated spaces for specialist subjects include science laboratories, design technology rooms, an art room, and music, drama and dance studios, library, and computer facilities. The school grounds include spaces for football, netball, basketball, tennis.

A well-resourced kitchen and spacious dining hall encourage social interaction and opportunities for pupils from different year groups to mix. The school clinic is adequately equipped to care for students who fall ill or are injured. There are suitable leisure and relaxation areas which are well used between lessons, during break and before and after school, and contribute to positive relationships within the school. Permanently shaded areas around the school building are limited. The school is cleaned and maintained to a good standard. Most students 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. Parents are very happy with the way they are kept well-informed about developments at the school and their child's progress. The school website is informative and provides a wide range of information about the school's organisation, curriculum, policies and admissions for prospective and current parents. This includes a general handbook, as well as policies on behaviour and anti-bullying, safeguarding, safe recruitment, health and safety and complaints. Those policies have review dates. The website has a good overview of life at the school, including news regarding recent or forthcoming events such as open days or celebrations.

Parents receive regular reports about the progress of their children. These are available on paper when they attend the teacher-parent meetings three times a year. Parents say that these provide useful information, including marks for achievement, as well as effort and behaviour. They particularly appreciate teachers' comments on reports. Parents feel that they have good relationships with all the staff and that the school is very open and approachable. They often have informal discussions with staff as they find them easy to talk too and very responsive. They appreciate the response time, usually within 24 hours. One parent summarised the relationship as being 'We are a family, it's a second house

for us’.

The school also keeps parents up to date via weekly newsletters sent out by email. Each year group has its own newsletter where the topics taught in the following week are shared with parents. Parents feel that they are being kept well informed about the forthcoming events, trips and generally about the life of the school. They praise the class social network communications systems where they can contact teachers directly; however, those tools are not yet currently used for rewards.

Parents say that there is a text-messaging system for more urgent communications. Parents are happy to attend workshops that take place approximately on a monthly basis. A recent one, for example, was led by a psychologist and focused on how to talk to their children. Parents’ verbal feedback during the inspection and responses to the recent school survey show a very high level of satisfaction with the information provided by the school. There are some opportunities for parents to become engaged actively in the life and work of the school, for example on trips and during open days. Parents report they are keen to be part of a forthcoming parents’ council to support the school even further.

Part 7. Manner in which complaints are handled

The school meets the requirements of this Standard. The complaints’ procedures are clear and are available on the school website or in person from the school. There is a staged approach to the handling of complaints with timelines. The procedures allow for a complaint to be referred to the board of advisors if it cannot be resolved satisfactorily at school level.

Parents confirm that easy access to teachers and school leaders ensures that any issues are generally addressed promptly and informally. The use of smart telephone technology enables parents to keep apprised of developments at all times.

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 are satisfactory. There are positive relationships between all leadership levels and the entire learning community in the school. The principal and senior leadership team accept responsibility and accountability for standards within their areas of responsibility. Their drive for improvement is increasingly shared by the class teachers; the whole school demonstrates the capacity to further develop, and fully embed quality teaching and learning.

The leadership of the school is becoming more distributed following new appointments and promotions. Teachers are becoming more accountable for standards within their areas of responsibility. The leadership of teaching is ensuring that teaching is having a more positive impact on improving pupils' outcomes. Good, supportive relationships exist between all leadership levels and the broad learning community in the school.

Through a personal presence and various media, the ownership and members of the board of advisors promote the school's mission and educational values and their stated ambition to provide "A quality British education for an international community". Senior leaders are effective in ensuring that the school meets its commitment to parents and fulfils statutory requirements. The recently established board of advisors is engaging with school leaders to ensure more informed and responsive decision making helps to direct change and manage school resources efficiently. The aspirational owner and advisors hold the leadership of the school to account for its performance. The members of the board increasingly know the school well and are planning for its future growth and development. Finances are managed effectively to ensure that the premises, staffing and resources meet the needs of pupils. The board is diverse with representation from the business sector, educational and scientific research and an overseas and UK-based education consultant. A developing aspect of governance is the monitoring of pupils' outcomes linked to the use of assessment data analysis. The school's owner and administration team ensure the school operates legally according to local requirements. School leaders ensure that safeguarding procedures are secure and robust, that they are applied effectively, and that the school is a safe and secure environment for students to learn and flourish. Policies are becoming embedded in school life.

Self-evaluation and improvement planning are developing. Appropriate priorities have been identified and strategies have been introduced to help the school improve but have yet to fully impact on the school's overall performance. Individual subject development and action planning are under-developed. A minority of leaders and teachers are not consistently using available assessment information to provide a fuller picture of how well the school is performing, and then when necessary modifying lesson planning to meet the needs of all pupils. Monitoring of teaching and learning takes place but is not sufficiently focussed on their impact on pupils' achievements. Self-evaluation takes account of the views of pupils, parents, the board of advisors and the staff. Performance management is in place and all teachers have access to feedback and development to enhance their performance. Professional development for staff is based on personal needs' analysis and observations and is linked to improving outcomes for pupils.

The day-to-day life of the school is managed effectively and efficiently. The school runs smoothly, and staff can focus on the care and support of all pupils. Open and friendly administration and support staff further enhance the welcoming atmosphere at the school. The school has a good balance of experienced and newly appointed staff. As with growing international schools, overseas recruitment poses a challenge to which the school's leadership is responding; focused efforts are underway to enhance the staff, for example, the newly appointed middle-school leader and impending arrival of the special needs coordinator. Parents and teachers believe that the school is led well, and that school leaders and staff are approachable and open to discussions and solutions. Surveys indicate that most parents are very satisfied with the school.

Part 9. Minimum standards for boarding

Not applicable.

Compliance with regulatory requirements

London Academy Casablanca 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) 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 the quality of teaching and learning by making sure that:
 - expectations of what pupils can achieve are consistently high and challenge them to make the best possible progress and achieve the highest standards
 - teachers employ effective teaching strategies to engage all learners, meet the needs of all pupils and improve attainment and progress in all key subjects.
2. Improve the systems for identifying and supporting pupils with special educational needs.
3. 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, and to help teachers to plan more effectively to meet the needs of all pupils
 - monitoring of classroom practice by senior leaders is more accurate, more rigorous and linked closely to the quality of pupils' learning, thereby correctly informing school self-evaluation and improvement priorities.

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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The quality of provision for boarding

Not applicable				
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School details

Name of school	London Academy Casablanca
Type of school	Primary/Secondary
Date school opened	September 2017
Age range of pupils	2 –18 Years; (3-14 Years inspected)
Gender of pupils	Mixed
Number on roll (full-time pupils)	173 inspected; 231 overall
Number on roll (part-time pupils)	0
Annual fees (day pupils)	Foundation Stage 1 - 49000 MAD to Year 9 - 79000 MAD
Annual fees (boarders)	Not applicable
Address of school	Bloc D, Douar Drabna, Bouskoura, Casablanca 27182, Morocco.
Telephone number	+212 522 780 614
Email address	info@londonacademy.ma
Headteacher or Principal	Angela Arigoni-Mesfioui
Proprietor	Samir Benmakhlouf

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.

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.

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. 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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