



**British School
Overseas**
Inspected by Penta International

Inspection report

British School Algiers

Alger
Algeria

Date
Inspection number

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1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 17 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Ciprian Ghisa. The team members were Siobhan Brady and Carl Roberts.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘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;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

British School Algiers (BSA) is one of the leading educational institutions in Algeria, offering a very good learning experience for students in a warm and positive environment. The educational provision offers the possibility of progression from early years to the end of high-school, thus ensuring continuity in the educational paths of the students. Students have the option to study intensively in English and to enrich their high-school experience with IGCSE and A-Level courses. The school is very well supported by parents, who value the education offered by the school.

3.1 What the school does well

There are many strengths at the school, including the:

- relationships between students and teachers are positive, warm and based on trust;
- behaviour of students with strong emphasis on behaviours for learning;
- day-to-day operations of the school and the care taken to ensure students safety;
- teaching of English and students' progress made from their starting points;
- teachers' willingness to learn and develop their own practice demonstrating a positive mindset;
- school sponsoring teachers to complete internationally recognised qualifications including iPGCE and iQTS, through prestigious UK universities;
- support and guidance given to students to prepare them for university;
- provision for students with special educational needs and disabilities (SEND) and the investment of the team to support families;
- spiritual, moral social and cultural development of students, which supports the positive ethos and the understanding of other cultures;
- supportive parents who trust in the school community to do the best for their children.

3.2 Points for improvement

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

- i. Continue to develop data collection systems allowing the school leaders to gather robust and accurate data to improve teaching and learning, support student progress and help the school achieve its strategic goals;
- ii. Further expand the capacity of the pastoral, career guidance and learning support structures in order to meet the needs of all students in a constantly growing school community;
- iii. Develop a whole school strategy that would allow teachers to integrate technology into their lessons to enhance learning, ensuring all necessary safety measures are in place to protect students and promote responsible digital usage.

4. The context of the school

Full name of school	British School Algiers				
Address	89 rue Mohamed Boulouh, Gué de Constantine, Alger, Algeria				
Telephone number/s	+213 (0)555 53 94 71				
Website address	www.britishschoolalgiers.com				
Key email address	admin@britishschoolalgiers.com				
Headteacher/ principal	Mr Michael Maddison / Mr Mejd Benkortbi				
Chair of board/proprietor	Mr Graham McAvoy				
Age range	4-18 years				
Total number of pupils	433	Boys	254	Girls	179
Numbers by age	0-2 years	0		12-16 years	192
	3-5 years	31		17-18 years	44
	6-11 years	166		18+ years	0
Total number of part-time children		0			

British School Algiers was founded in 2020 and was located for the first two years in Cheraga, a western district of Algiers. Subsequently, BSA moved to a purpose-built new school on its current site in Gue de Constantine, Algiers.

The school successfully passed its first BSO inspection in 2022. It is a member of the Association of British Schools Overseas (AoBSO) and a registered centre for Cambridge International Education (CIE) for IGCSE and A level exams. The school is in the process of registering with Pearson for the delivery of BTEC National Diploma courses.

Students from over 40 nationalities study in the school, with a majority originating from Algeria (approximately 60%).

4.1 British nature of the school

BSA has a distinctly British feel, which is evident in many aspects of school life, including:

- The school offers a curriculum in line with the National Curriculum for England and offers IGCSE and A-Levels examinations;
- English is the language of teaching and communication in the school;
- The school embraces tolerance, democracy, human rights and has respect for freedom of expression;
- Teachers have access to UK based professional training programmes;
- An enrichment programme enhances the taught curriculum;
- The Duke of Edinburgh International Award programme is implemented in the school;
- Child protection policies are derived from UK best practice;
- Students are exposed to different perspectives and ideas, in the style of an excellent UK education;
- The education of the whole child and the development of the broader skills and awareness towards becoming a valuable, contributing citizen in society are important aspects of school life.

5. *Standard 1* The quality of education provided by the school

The quality of education provided by the British School Algiers meets the BSO standards.

5.1 Curriculum

The quality of the curriculum is good and meets the standard for BSO.

The curriculum is broad, balanced, and aligned with the national curriculum, ensuring that students receive a well-rounded education across all subjects. There is full-time supervised education for all students from foundation stage (FS) 2 up to high-school. The curriculum ensures the programme of study for English, mathematics, science, geography, history, art, music, computing, physical education (PE), and personal, social and health education (PSHE). Arabic is taught three times per week as part of the modern foreign language (MFL) curriculum. The curriculum provides a global perspective while maintaining British identity, with adaptations made to suit the local context. The content is regularly reviewed to ensure it remains relevant and engaging, keeping pace with changes in education and the needs of students. Special attention is given to English as an additional language (EAL), considering the demographic of the student population and the needs of individual students.

The school has a written curriculum policy, supported by schemes of work, with both long and short-term planning, which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with special educational needs and disabilities (SEND). School leaders recognise the need to develop the curriculum further and encourage creativity. They aim to ensure students experience activities through exploration of their world in a creative and personalised learning environment that supports independent student learning.

Transitions from FS2 to year 1 are managed well by adapting the curriculum to ensure that continuous provision is continued in year 1. In FS2 there are opportunities in the curriculum for children to work across classrooms to experience all aspects of the early learning goals (ELGs).

The curriculum is structured into half-termly units, each focusing on a central theme that ties together geography, environmental studies, and literature. In year 1, students explore climates, weather, the environment, and space, helping them understand the world around them. Year 2 builds on this foundation with a focus on physical geography and animals, linking the content to 'Fantastic Mr. Fox' in literacy. Year 3 learn about changing habitats and the rainforest, integrating themes from 'The

Hodgeheg' and other animal characters found in curriculum texts. In year 4, students continue to explore the concept of changing habitats with a focus on conservation, drawing parallels to 'Charlotte's Web' and the theme of protecting vulnerable environments. Each unit is carefully designed to provide a cohesive and engaging learning experience for students. As the school grows teachers have begun to plan in teams and as a result teaching styles and resources are consistent.

Cross-curricular links are incorporated to support the development of essential skills, encouraging students to make connections between different areas of learning. Critical thinking, problem-solving, and independent learning are fostered, helping students develop the skills needed to think for themselves and solve complex problems. Creativity and innovation are promoted across all subjects, allowing students to explore new ideas and approaches in their learning. Character development, leadership skills and personal growth are supported, helping students become well-rounded individuals who are prepared for future challenges.

Opportunities for the use of technology and encouragement through science, technology, engineering, art and mathematics (STEAM) are integrated, ensuring students are prepared for a technology-driven world. Project-based learning (PBL) opportunities are provided, and are delivered well through STEAM, offering students the chance to apply their knowledge and skills to real-world challenges.

To support students' transition into Key Stage (KS) 4, starting September 2024, the school has extended the period of IGCSE study to take account of EAL needs by starting IGCSE courses in year 9. While English, mathematics, a science subject and an MFL are mandatory, options in KS4 allow students to choose five additional subjects from a wide range, particularly considering the size of the school – options include sciences, business, humanities, foreign languages, art and technology. Students may start their preparation for the A-levels in year 11. Sixth form students take IELTS exams which supports their university applications worldwide.

The Higher Education and Global Citizenship curriculum is part of BSA's careers programme, supporting students for their university applications. The school has introduced *Unifrog* this year and is aware of the need to continue to support university and career guidance for students as the school grows. In order to support all students' needs, the school is planning to offer the BTEC International Level 3 diploma starting September 2025. The application to become an approved Pearson BTEC Centre is underway.

Additionally, the school provides a diverse range of extracurricular activities and enrichment opportunities to support students' holistic development beyond the classroom. They are well appreciated by the students and parents, and the school is aware it could develop the programme further to ensure that more students have access to it.

5.2 Teaching and assessment

The quality of teaching and assessment meets the standard and is good.

Teaching at the British School Algiers ensures that students enjoy their education and individual lessons. Relationships between staff and students are strong, ensuring a positive learning environment. The subjects offered at the school allow students to develop skills and knowledge in line with UK expectations, with teachers having strong subject knowledge in their respective departments. In the early years foundation stage (EYFS) and primary, teachers create stimulating learning environments, which provide a variety of rich and imaginative experiences.

Considering the fact that the vast majority of the students are not native English speakers, and their level of English at entry is generally lower than the expected age-appropriate levels, the progress made by the students in English is very good, and a strength of the school. This is due to the attention given by the school leaders and teachers to the provision of EAL.

Teachers plan and deliver lessons that are suitable to most learners' ages and prior attainment. Teachers use a variety of resources to support learning in the classroom, for example, interactive whiteboards and subject specific textbooks. Most lessons are well structured, and learning objectives are visible and clearly explained to students. Learning takes place at a good pace, and the majority of tasks are engaging and stimulating. However, an overreliance on worksheets was evident in some lessons, affecting student engagement and the creativity of the teaching process. This strategy can ensure a link to the curriculum, however does not always meet the needs of the different groups of students.

Collaboration between students is consistently evident in good or better lessons, and students are encouraged to express their opinion and explain their conclusions. STEAM and PBL encourage student collaboration, problem solving and hands-on approaches. Whilst teachers used learning technologies effectively as a teaching tool, students could be given greater opportunity to use technology to enhance their learning.

Questioning on content is used effectively by teachers to build on students' previous knowledge and interests. More attention could be given to questioning that supports the development of critical thinking, further encouraging students to develop higher-order thinking skills.

In the best lessons, formative assessment strategies are evident, and well-integrated into lesson plenaries. Self-assessment and peer assessment could be used more regularly in all key-stages, to inform learning and encourage collaboration.

Differentiation and extension activities are evident in the best lessons, however, they are not consistently applied across the school. Support for SEND students is provided by the Inclusion team through the deployment of teaching assistants (TAs), providing tailored support for students with additional needs. As the school continues to grow, it will be important to ensure adequate provision is maintained for all students with SEND.

Students receive good quality individual feedback. Students' books are marked regularly across core subjects and in all Key Stages. However, the feedback and marking policy needs to be further developed, ensuring a consistent approach at all levels of the school with a clear focus on skills development.

In EYFS and primary, teachers are beginning to use assessment data to monitor students' progress. Assessment practices at secondary are less well developed and should be reviewed to ensure that robust and accurate data can be used to track student progress and identify underachievement quickly. Formal external baseline tests could be used to set targets for all students and to measure students' progress across the school year.

Across the school, the senior leadership team should introduce systems for analysing and monitoring assessment data to identify strengths and areas for development and apply interventions quickly where necessary.

5.3 Standards achieved by pupils

The standards achieved by students meet the standard for BSO.

The majority of students speak English as an additional language and often students enter the school with underdeveloped language skills. IELTS data indicates that students make good progress with their English language development during their time in the school. IELTS and IGCSE English results for students who have been at the school for more than three years indicate that the longer the students are in the school the better their English outcomes. There is evidence to show that the development of functional literacy in English is good in the school.

In the lower school, internal assessment results show that students are working at an appropriate level and are doing well compared to age-related expectations. Assessment data for EYFS suggests that recent changes to the curriculum have had a positive impact and children therefore start their school life with a strong foundation on which to build as they progress through the school.

At IGCSE, outcomes in the science subjects are closer to the world average than in other subjects and have improved significantly over the past three years. Science results at IGCSE are a strength of the school. Low prior attainment of students studying A Level mathematics mean that the 2024 results are below the world average. However, the results do show positive progress from a low starting point, with students achieving grades higher than would be predicted from their IGCSE results. The use of formal baseline tests across the school would enable school leaders and teachers to better judge the progress being made by students.

Due to the inclusive promotion policy, allowing all students to progress from year 11 into year 12, students often join A Level courses with low IGCSE grades. This leads to lower than average outcomes in A Level subjects. However, all students leave the school with the necessary qualifications to enable them to progress to the next level of education, with high numbers gaining entrance to university. The school is intending to introduce stricter entry criteria for A Level courses which will positively impact A Level attainment. This stricter criteria for A Levels will be supported by the introduction of BTEC programmes of study, which may be more suitable for some students. The introduction of BTEC in years 12 and 13 will mean that students can follow more appropriate subject choices, which will improve overall post-16 achievement. The school should put appropriate training and resources in place to ensure that the introduction of BTEC programmes is successful and can be expanded to more than one subject in the future.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students meets the standards for BSO and is good.

The school has an extensive extra-curricular programme which promotes the moral, social and cultural development of students. This is particularly well embedded for senior students who are encouraged to lead initiatives that support the learning of younger students and give something back to the school community. For example, amongst other things, students are involved in leading mathematics, English, well-being and cultural clubs. The school's extra-curricular programme, called 'Beyond the Bell', enables students to benefit from a wide range of activities. Students are also encouraged to take up volunteering duties such as acting as a teaching assistant, supporting reading or working in the school gardens.

Advice, guidance and support on university options in secondary enables all students to progress to an appropriate destination after school. The school has recently introduced *Unifrog* to provide guidance and monitor university applications for years 12 and 13. Records show that students progress to a wide range of universities including institutions in France, UK and USA. The school has a team of teachers, led by the head of sixth form, who counsel students on university applications and give advice on writing personal statements. The school further supports university applications through an annual university fair. Global citizenship lessons are also used to provide career and university guidance in the upper school, while in the middle school careers guidance is given in dedicated lessons every Thursday.

The school effectively helps students develop an understanding of different cultures through a wide range of specialist days and events such as 'flag of the week' and international day events. The 'flag of the week' initiative includes the celebration of the traditions, dress and food of each nationality within the school. These different initiatives lead to students having a good understanding of cultures different to their own. As a result, conflicts between students are rare and the student body is a harmonious one.

In the primary school, up to year 4, there is a dedicated PSHE programme based on *Twinkl* resources, which is well developed and embedded in the curriculum. This resource is in line with the learning outcomes and core themes outlined in the PSHE Association programme of study and is therefore aligned with the PSHE curriculum in the UK. After year 4, in the middle and upper schools, whilst PSHE is taught, the curriculum becomes less formally organised; this is an area which the school should look to address.

BSA runs a formal assembly programme that covers all the essential areas to promote students' personal, social and emotional development. This is continually developing and has been recently updated so that it now focuses on key issues, addressing topics such as kindness, aiming high, and staying healthy.

The student council meets regularly to discuss key topics affecting students' lives. The minutes of the meetings show that students are proactive in taking action to make the school a better place.

The school is in the process of introducing a new behaviour for learning system and this is evident on posters around the school. Behaviour in the school is positive and the launch of the new system will further enhance this. The school maintains records of student behaviour however, they are not yet used to identify any common trends and adapt policies and procedures accordingly.

7. Standard 3

The welfare, health and safety of the pupils

The provision for welfare, health and safety is good and meets the standard for BSO.

The school has a constant focus on the safety and the wellbeing of all students and staff. The school meets the regulatory requirements of Algeria. The school has developed appropriate health and safety, and safeguarding policies and procedures. Staff are aware of these and the practices are visible and generally consistent.

The school meets the expectations of the BSO framework for safeguarding and child protection, and operates within the requirements of the local context. Safeguarding systems are in place and all concerns are monitored and recorded using *My Concern*, ensuring consistent tracking and appropriate action. An experienced designated safeguarding lead (DSL), Level 3 trained, monitors the implementation of safeguarding procedures and concerns reported. The DSL is supported by a deputy DSL. Regular meetings with the two co-principals are in place. All staff benefit from safeguarding training provided through TES. Safeguarding training is available in Arabic for local staff.

The DSL has applied for the membership to the *Cambridge Pledge* platform, which is focused on the sharing of good practice in areas such as wellbeing, and health and safety. This membership will help the health and safety, and pastoral teams to collect data and more effectively support individual student needs.

Fire safety systems are good, with safety equipment and signage clear and prominent throughout the school. Fire drills are carried out three times per year, and earthquake drills are conducted twice a year, to ensure students and staff are prepared for emergencies. A lockdown procedure has also been drawn up. High levels of safety are maintained around the science laboratories, particularly regarding the proper storage of chemicals, ensuring a safe environment.

Standards of behaviour are excellent, and students are considerate and respectful towards each other and staff. Expectations regarding behaviour are high, with teachers actively monitoring and challenging any occurrences of misbehaviour. The positive school environment means that bullying is extremely rare and students report that any instances are dealt with promptly and fairly. Relationships throughout the school are excellent, and the school is inclusive, with a warm and caring ethos.

As the systems and practices have been constantly adapted to meet the needs of the students in a new campus, the school will have to ensure that the policies are promptly reviewed and updated to illustrate the changes, and consistently implemented.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

All members of staff undergo appropriate checks to ensure their suitability for the role when they are appointed to the school. This includes staff hired locally and those recruited from overseas. Identity, medical, qualifications, police checks and references are in place for all staff appointed to the school. All local government requirements are respected.

Those who have worked in the UK are required to supply the school with an International Child Protection Certificate (ICPC), ensuring compliance with safeguarding standards. For those who have not worked in the UK, the proprietor has ensured that appropriate checks are carried out, including police clearance and reference checks.

The Single Central Record is well maintained, ensuring that all required checks and records are systematically documented and easily accessible.

Local teachers are highly qualified, providing excellent subject knowledge. A proportion of teaching staff are British, most of whom work in the primary school. Many of the teachers have previously worked in the British education system. The school implements an effective continuous professional development (CPD) programme, directed to the needs of the teachers. Local teachers are supported by the school to obtain iPGCE and iQTS qualifications, through UK universities such as Canterbury Christ Church University, Coventry University, Derby University, Leeds Beckett University and Bristol (UWE) University. The process further supports and consolidates the British nature of the school and the delivery of the curriculum.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the BSO standard and are good.

Since the last inspection, the school operates in a new campus, reflecting the growth and development of the school community. The provision of facilities for students and staff is generally good. Facilities are fit for purpose, and appropriate for the effective delivery of the curriculum. They include well equipped and well-lit classrooms, science and STEAM laboratories, music, drama, and art facilities, as well as a canteen. For PE, the school uses a sports facility in the vicinity, as evidence of the good relationship with the local authorities. Separate primary and senior libraries have been established. Classrooms have either a projector or interactive screen; the latter are most commonly found in primary classrooms. Both Chromebooks and tablets are available to support learning and teaching in the classroom, and there are computers for student use in a dedicated computer room.

The school has medical facilities available for students and staff. They are clean and well-maintained, with the appropriate systems of permissions and record-keeping in place.

Risk assessments are carried out and the school has a clear focus in meeting all local regulatory requirements. Security arrangements are rigorous, ensuring the safety of the entire campus. CCTV, security arrangements, special designated security staff and appropriate supervision, all contribute to a safe environment.

The campus is well maintained and an important focus is given to tidiness in all areas of the school, involving the students as well. Student Council initiatives regarding cleaning in the classrooms or at the sports facilities are illustrative of the strategic initiatives promoted by the school leadership in order to develop the community spirit.

Displays in primary classrooms reflect students' progress, celebrate their work, and detail long-term projects and the main curricular areas. Working walls, behaviour for learning, references to STEAM, pastoral care boards and vocabulary lists are visible in the FS2, KS1 and KS2 classrooms and learning areas, supporting students' learning and pastoral development. The secondary learning environment could be further enhanced by relevant and exciting educational displays, celebrating the students' work and achievements. These could also further reference the local culture, and the ethos and identity of the school.

Some areas of the new campus require further development, creating space for continuous growth in the student population. Attention should be given to the outside play areas for students of all ages, to ensure high quality opportunities for recreation during breaks. The outside area for the reception class would benefit from enrichment with specific resources, in order to support the curriculum and students' learning.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents and others meets the standard for BSO and is good.

The school provides all the required information and policies on the website to allow parents and outside bodies to gain an understanding of how the school operates and where to go for further help. Some policies are currently limited in detail although the school is in the process of doing a thorough policy review.

The admissions process is clear both on the website and through the information given by the admissions officer. Parents are guided through the admissions process through regular personalised communication from the admissions department. Admission to the sixth form is not currently limited by IGCSE grades. Students and their parents are given good guidance by the head of sixth form on their post-16 choices.

Class Dojo is used in the primary school and is an effective tool for communicating with parents. Teachers use it regularly to communicate key information about the week ahead, to give rewards and to update parents on the progress their child is making. In the middle and upper schools *Google Classrooms* is used to provide information to parents. Across the school, regular communication by email between the class teacher and parents helps communication.

Written academic reports are provided regularly and these provide parents with a summary of how their child is progressing. In the primary school, reports are detailed whereas in the secondary they are limited to an attainment and effort grade for each subject. School reports do not currently contain baseline data or an indication of progress towards a target grade, however there are plans to introduce this in the future. In the primary school, targets are set during the half termly parent meetings. Across the school reports are backed up by regular face to face parent consultation meetings which parent and teachers find useful. Parents consider that face-to-face meetings are very effective, as they are often conducted in the parents' first language.

Regular newsletters enable the communication of key events happening in the school and student journalists help write these. There is a parent forum every half term, for which parents set the agenda. The school holds regular parent information sessions to guide parents on the curriculum and ways of teaching. There are also 'meet the teacher' sessions in the primary school to further improve communication between parents and the school.

There is evidence of the school listening to parent concerns and making improvements to the school as a result, and parents report that they feel listened to. Although a parent survey has been conducted this year, the results have not yet been analysed to inform school improvement planning.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a complaints procedure that is documented in writing and complies with BSO standards. It outlines the process for raising and addressing complaints, is posted on the school website and is therefore made available to all parents. Although parents are not always aware of the formal process, they stated that they knew who to report concerns or complaints to, were satisfied with the way that they are handled, and that normally they are resolved quickly.

The complaints procedure outlines clear time scales for each stage of the process. Parents are encouraged to raise complaints informally and the accessibility of the co-principals and other key leaders makes this an easy process. There are clear routes of escalation with the aim of resolving issues quickly and at the lowest level possible. At stage 1, parents are invited to discuss the matter informally with a class teacher or middle leader. This allows for concerns to be discussed and potentially resolved without needing to escalate to a formal procedure.

If a parent is not satisfied at the informal stage, the procedure provides for a formal complaint to the co-principals with a clear timeline and written response made to the complainant.

In line with BSO requirements there is the provision for a panel hearing should the complaint not be resolved at lower levels. The panel includes at least one person independent of the management and running of the school. The school has not had any complaints reach this level in recent years and most complaints are resolved at the informal stage.

A written log is maintained of all complaints and records are kept confidential. Regular analysis should be carried out on the complaints log to identify common themes and take action to prevent similar complaints in the future. The school should also ensure that the records of the complaint in the main log include more detail so that it is clear what the complaint was about and how it was resolved.

12. Standard 8

Leadership and management of the school

The school meets the BSO standard for leadership and management.

A new senior leadership team (SLT) has been appointed very recently, during the current academic year, responding to a particular moment in the school's life. The solution of appointing two co-principals covering specific areas of school operation is creative, and has proven to be appropriate to the school's needs and continuous development.

The two co-principals have acted promptly, proactively and effectively to ensure smooth functioning of the school at all levels, maintain high expectations of the application of policies and procedures, and clear communication with parents. Their calm and kind approach to leadership ensured a positive transition and the strong commitment of all staff for continuous improvement.

The SLT meets on a weekly basis and they are joined regularly by members of an extended leadership team. An assistant head with a whole school responsibility for pastoral matters reports directly to the principals.

The school benefits from the constant support and guidance of the school founder, ensuring that the vision, mission and values are respected, and the school remains one of the most important providers of high-quality British education in Algeria.

A new 'Board of Advisors' has been created, formed of UK-based, experienced experts in education, who can provide guidance for strategic development and mentorship for school leaders.

The school has developed a structure of middle leadership, which illustrates the growth of the school community. The number of faculties has been extended and a head of sixth form also appointed. The school should continue the process of extending the capacity of the middle leadership at all levels across the school and in all curriculum areas. This will provide direct support and training, to ensure balanced development and consistent monitoring of all teaching, learning, assessment, pastoral and health and safety processes. Departmental action plans can be developed further in alignment with the school vision and mission.

The school has started developing data collection systems, providing school leaders with sufficient and relevant information for their self-evaluation and monitoring processes, and subsequent strategic planning, in all areas of the school. This process should be continued and extended in the period to come.