



**British School
Overseas**
Inspected by Penta International

Inspection report

Repton School

Cairo
Egypt

Date **26th – 28th January 2026**
Inspection number **20260126**

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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, 29 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 Ghişă. The team members were Lesley Birtwell, Mel Davis and Matthew Flynn.

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

The school offers a very good quality learning experience to its pupils, in line with the expectations defined by the Repton Family of Schools. Currently, the educational provision offers the possibility of progression from Early Years to Year 10. The school aims to develop the high school further, thus ensuring continuity in the educational paths of the pupils. Pupils benefit from optimum conditions to thrive academically and develop the personal, social and cultural skills to succeed in the next stages of their lives.

3.1 What the school does well

There are many strengths at the school, including the:

- respectful and trusting relationships between pupils and teachers;
- very supportive community of parents appreciative of the British standard of education offered by the school;
- Repton Values that are reflected in daily practice and modelled by staff across the school;
- board and leaders at all levels have a clear vision to develop the school in line with the Repton reputation and values;
- culture of professional honesty amongst school leaders and staff that promotes a reflective school with a secure understanding of where they are and where they want to go next;
- well-structured and purposeful lessons, with clear learning objectives;
- high levels of pupil participation and engagement within lessons;
- commitment to extra-curricular options that support personal development and include increasingly broad opportunities to represent the school locally and internationally;
- safeguarding processes and procedures, which are visible across the school, ensuring children and staff are confident to raise any concerns;
- external agencies (e.g. Safe Egypt), which are used purposefully and age-appropriately;
- well-designed and maintained premises, allowing for a broad range of curriculum areas to be delivered effectively;
- awareness that leaders have of the strengths and areas for development within their respective phases.

3.2 Points for improvement

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

- i. Consider strategies to ensure that the quality of teaching and assessment is consistent across all key stages, in line with the school's Teaching and Learning Framework and the strategic outcomes described by the school's development plans, which will maximise outcomes for all pupils.
- ii. Further embed the current developments in Early Years Foundation Stage (EYFS) provision so best practice is consistent and shared across all year groups. Extend resources for outdoor learning and continuous provision.
- iii. Further expand the capacity of the senior and middle leadership structures across all school phases to ensure the consistent development and implementation of all school systems in a continuously growing community.

4. The context of the school

Full name of school	Repton School Cairo				
Address	Mivida (Gate 6), New Cairo, Egypt				
Telephone number/s	(+20) 10325 00001				
Website address	www.reptoncairo.org				
Key email address	admin@reptoncairo.org				
Headteacher/principal	Stephen Priest				
Chair of board/proprietor	Hussein El Rashidy				
Age range	Pre School to Year 10 (currently expanding upwards)				
Total number of pupils	657	Boys	337	Girls	320
Numbers by age	<i>0-2 years</i>	12	<i>12-16 years</i>	101	
	<i>3-5 years</i>	227	<i>17-18 years</i>	0	
	<i>6-11 years</i>	317	<i>18+ years</i>	0	
Total number of part-time children	0				

Repton Cairo is part of the Repton Family of Schools, providing a British-style education to pupils aged 2 to 16 years old. The school will continue to expand the high school, to establish a full academic provision. It opened in 2021 and is located in the New Cairo area. The school also teaches the Egyptian Ministry of Education subjects, being compliant with the local requirements. It is accredited by Cambridge International Education and a member of the British Schools in the Middle East Association. The school has joined LAMDA (London Academy of Music and Dramatic Art) and has become a Duke of Edinburgh centre.

4.1 British nature of the school

Repton School Cairo is part of the Repton Family of Schools and provides a British-style education. The school's British character is evident in its curriculum, organisation, values and daily practice, as demonstrated by the following:

- The school is a member of the Repton Family of Schools and reflects Repton values consistently in daily practice;
- Lessons are delivered in English, except for Arabic language and culture and other modern languages;
- The EYFS curriculum is based on the UK framework, with pupils' progress tracked against the Early Learning Goals;
- In key stages 1, 2, 3 and 4, the curriculum is closely aligned to the English National Curriculum;
- In Year 10, pupils study IGCSE courses. The school is preparing to offer A Levels and the International Baccalaureate in the Sixth Form, supporting progression to universities in the UK and internationally;
- UK-style assessment and tracking systems are in place to monitor pupils' progress and attainment and to inform parents and other stakeholders;
- Assemblies, tutor time and the Personal, Social and Health Education (PSHE) curriculum promote key British values, including democracy, mutual respect and individual liberty, and reinforce behaviours aligned with Repton values;
- The school community reflects the multicultural nature of British society;
- Academic and pastoral structures mirror those commonly found in UK independent schools;
- Pupils wear a school uniform, a house system operates across the school, and leadership opportunities are provided in line with practice in UK independent schools;
- A broad extra-curricular activities (ECA) programme enriches the curriculum and supports pupils' wider personal development;
- Safeguarding policies, procedures and staff training align with UK expectations, including those set out in *Keeping Children Safe in Education* (KCSIE);
- Pupil and staff wellbeing is a consistent priority;
- Teaching resources are predominantly sourced from the UK;
- Continuing professional development opportunities are frequently delivered by UK-based providers.

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

The quality of education provided meets the standard for BSO and is good, with several significant strengths. Curriculum is developed in line with the National Curriculum of England, while respecting the local expectations. It is well sequenced and adapted to meet the needs of all pupils. Teaching and assessment are effective, and the pupils are well supported to make expected progress.

5.1 Curriculum

The school provides full-time education for pupils aged 2-16 based on the UK national curriculum and local Ministry of Education requirements. The curriculum is grounded on strong aims and values that reflect British values. Throughout the school, teachers are supported by curriculum policies, commercial schemes and long, medium and short-term plans. This promotes consistency, progression, spiral building and mastery that meets the needs of learners, including those with Special Educational Needs and/or Disabilities (SEND), English as an additional language (EAL) learners and those who are more able. The formal curriculum is enhanced by a range of ECAs, home learning, visits and other experiences. As a result, the curriculum is broad, balanced, clearly sequenced and enables all pupils to make good progress.

In Early Years, the curriculum is based on good UK practice and supports the needs of the youngest pupils. Activities are planned to meet all areas of learning alongside specialist teaching in Arabic, art, French, drama, physical education (PE) and early coding skills (STREAM). Teachers plan topic based focussed adult led activities alongside child-initiated activities using continuous and enhanced provision. Continuous provision is an area where practice is currently being developed. When most efficiently implemented, it encourages independence and develops good learning attitudes. At present, practice is not yet fully embedded or consistent, and further professional development is supporting staff to refine their pedagogical practice.

In key stage 1, teachers prioritise the development of literacy and numeracy skills alongside a topic-based curriculum and specialist teaching. The recent focus on early literacy and phonics skills is raising standards and expectations. In key stage 2, curriculum implementation showed variability. In more successful lessons, learning was clearly sequenced, objectives were explicit, and activities were well matched to curriculum intent – this includes examples of specialist teaching in drama and art. Likewise, subject knowledge of teachers is secure, particularly in mathematics and science, with effective use of vocabulary and modelling visible in most lessons.

Key stage 3 follows the National Curriculum for England, appropriately adapted to reflect the local context. From year 9, pupils begin iGCSE courses, enabling the curriculum to respond to pupils' aspirations, including progression to local universities.

At key stage 4, pupils study a suite of eight iGCSE subjects alongside Ministry of Education requirements. Secondary leaders have implemented a bespoke curriculum model that secures clear progression routes and enables pupils to transition confidently to local, regional or international pathways. Subject choices are deliberately inclusive, ensuring that pupils are not disadvantaged by cohort size and can access qualifications that align with their strengths, interests and future aspirations. As the school increases in size, leaders will need to continue to ensure that the curriculum offered at key stage 4 is informed by secure analysis of requirements and pupil needs in line with the Repton expectations of academic excellence.

Careers education, information, advice and guidance is developing and is supported through planned events and engagement with families. As provision continues to evolve, extending impartial, age-appropriate careers activities across all key stages will further enhance pupils' readiness for future education, employment and participation in society.

The school is currently focusing on developing excellence in learning. Recently introduced curriculum developments need time to be embedded and become a consistent part of practice. Opportunities to review what is working well and what is less successful will support this process.

5.2 Teaching and assessment

Throughout early years and key stage 1, teachers' excellent subject knowledge leads to confident teaching. Lessons are well structured with clear objectives; however, these are not yet shared consistently with pupils. Teachers are well aware of the needs of EAL pupils. They can access the curriculum in English and support is provided so they develop the key language and concepts in an age-appropriate way. Classrooms are language-rich and extended talk is encouraged. For example, in year 1, pupils were encouraged to build on each other's responses when recalling information about Samuel Pepys. Teachers use a variety of strategies to adapt learning, peer support, individual and group adult support, adapted worksheets and targeted questioning. This enables all pupils to make progress.

In EYFS, teaching is well matched to the needs of the pupils. Learning is exploratory, practical, active and enjoyable. In adult-led activities, a variety of teaching strategies are used to engage pupils and embed learning. These are often linked to physical movement, games and songs. For example, in FS2, a rhyme reinforced letter formation and in pre-nursery songs reinforced days, months and seasons. In the moment assessment is used effectively to address misconceptions. Mistakes are used as learning moments. This encourages pupils to be confident to have a go. They learn from an early age that it is OK to

make mistakes and ask for help. Teachers have recently introduced continuous provision and independent learning. Well-chosen activities enable pupils to follow their own interests and make independent choices. Learning is enhanced when adults interact, developing language and extending learning. For example, in the construction area, the adult supported, explained and modelled how to use the resource. In the outdoor area, an adult engaged in role play with pupils in a pretend ice-cream shop. Learning is less effective in instances where opportunities to interact with pupils during play are missed. Some teachers are less confident about the new approach, so learning is not always consistent across classes. This is currently being addressed through professional development.

In primary, high expectations, skilled open-ended questioning, and an emphasis on extended talk promotes good progress. How, why and what do you think questions are frequently used. Pupils are expected to explain their thinking. Key vocabulary is constantly introduced, explained and reinforced. There is a good balance of practical activities and formal learning, although some year 1 children could benefit from opportunities to extend their learning through play. Assessment is appropriate and feedback meaningful, although not consistently used across all subject areas. Written feedback in literacy helps pupils understand what they have done well and next steps. Pupils respond to marking, for example by correcting spellings or calculations.

When teaching was successful in key stage 2, learning was clearly sequenced, objectives were explicit, and activities were well matched to curriculum intent – this includes examples of specialist teaching in drama and art. Subject knowledge of teachers is secure, particularly in phonics, mathematics and science, with effective use of vocabulary and modelling visible in most lessons. There was effective use of assessment for learning. Strategies such as high-quality questioning, mini-plenaries, feedback, and timely adaptations enabled teachers to identify misconceptions and adjust teaching, resulting in strong progress.

Teaching in the secondary phase is consistently well planned and closely aligned to curriculum intent. Teachers demonstrate secure subject knowledge and maintain high expectations for all pupils. Lessons are purposeful and well structured, with clear learning objectives that support progression. Relationships between staff and pupils are positive and respectful, creating an environment in which pupils are confident and engaged. Pupils articulate what they are learning and why, reflecting a strong and developing learning culture. Teachers use questioning, modelling and feedback effectively to deepen understanding.

There are clear and systematic processes to identify and support pupils with additional needs, including those whose needs emerge after admission. Information is shared effectively through central systems, enabling teachers to respond promptly. Individual Education Plans are established early, reviewed regularly and linked to longer-term outcomes. Support is primarily delivered through adaptive teaching, targeted interventions, sensory strategies and enrichment, with limited reliance on one-to-one provision.

Across the school, assessment systems are coherent, progressive and transparent, and include appropriate use of external benchmarks. Teachers are increasingly using assessment information to adapt teaching and respond to pupils' needs. Leaders recognise this as an area of ongoing professional development, and appropriate professional development is in place to strengthen practice further.

Additionally, there are some adaptations for learning that are visible and effective. This approach would benefit from further development to ensure greater consistency in outcomes for pupils, both through marking and feedback and in the moment responsive teaching.

5.3 Standards achieved by pupils

The school has established clear and consistent processes for formative and summative assessment. Assessment outcomes are systematically tracked and analysed to inform classroom practice, pupil targets and wider school improvement planning. At the classroom level, teachers use assessment information effectively to identify gaps in learning and adapt teaching to support pupils' progress.

On entry to nursery (FS1), pupils' attainment is below that typically seen for pupils of a similar age in the UK, with strengths in verbal communication. By the end of reception (FS2), they are generally working within age-related expectations. There is some evidence of pupils working above in phonics and writing. They have the skills to transition successfully into year 1. As a result of the recent phonics initiative, progress in writing accelerates. By the end of year 2, most pupils are confident writers and some exceed expectations. In mathematics, pupils are working at age-related expectations with many working above in mechanical number skills. Learning behaviours are well established by the end of year 2. By the end of year 6, pupils are working within age-related expectations. Throughout early years and primary, pupils are confident communicators. The first iGCSE cohort will be in 2026.

Where curriculum delivery is well paced, and teaching is informed by assessment, pupils are motivated, engaged and make at least expected progress within lessons. Teaching regularly challenges pupils to meet high expectations, with learning pitched to extend and accelerate progress where appropriate. This is evidenced by pupils being entered for formal examinations when they are ready, rather than by age alone.

Across the school, most pupils with SEND make good progress from their starting points, reflecting the effectiveness of inclusive practice and adaptive teaching.

To further strengthen standards, leaders should continue to refine expectations around punctuality to lessons. Improving timekeeping across the school would maximise learning time and support even stronger progress for all pupils.

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

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

The provision for pupils' spiritual, moral, social and cultural development is embedded within the school's ethos and daily practice. Respectful, trusting relationships between pupils and staff are evident across the school and underpin a calm, inclusive and purposeful learning environment. Provision is well aligned to the local cultural and religious context, enabling pupils to explore their own beliefs while developing respect for those of others. Opportunities for reflection are woven into daily life through curriculum discussion, shared celebrations, faith accommodation and music that supports reflection and self-awareness.

Pupils demonstrate a secure understanding of right and wrong and behave well in lessons and during unstructured times. Their sportsmanship and commitment to fair play are recognised by partner schools. Moral development is particularly strong and is supported through a restorative, values-led approach to behaviour. Pupils are encouraged to consider the impact of their actions, explore alternative viewpoints and resolve conflict in a democratic and respectful manner. This approach is consistently reinforced across subjects, PSHE and social studies, with teachers modelling high expectations, tolerance and moral responsibility. For example, in FS2 too many pupils wanted to play a game. The teacher suggested two solutions and encouraged them to make a choice by voting. Pupils engage confidently in discussions around moral issues, including empathy, responsibility and fairness.

Spiritual development is also evident. Pupils are encouraged to reflect on their own beliefs and values while developing respect for others through open discussion, curriculum links and lived experiences. Opportunities for mindfulness and reflective practice support pupils' emotional wellbeing and contribute to thoughtful dialogue and self-awareness. Pupils experience moments of curiosity and engagement that enhance learning. For example, in FS2 science lessons, pupils were amazed when testing showed they made fabric waterproof by covering it in wax crayons.

Social development is promoted through a broad and purposeful curriculum, enrichment activities and themed events. Pupils contribute positively to charitable and social action, which is meaningful and pupil-led. Pupils research causes and present persuasive proposals before fundraising is agreed, and demonstrate genuine empathy for those less fortunate, as evidenced by successful charity initiatives. PSHE is viewed by pupils as relevant and impactful, particularly in supporting relationships, personal safety and wellbeing through age-appropriate and culturally sensitive provision, including programmes such as Safe Egypt.

In the primary phase, pupil voice is used effectively to inform extra-curricular provision. Pupils are surveyed regularly and their views are used democratically to shape the offer, ensuring activities reflect pupils' interests and wellbeing needs. This has led, for example, to the

reintroduction of popular activities such as Slime Club, demonstrating that pupils' views are valued and acted upon. The school holds accreditation to deliver the Duke of Edinburgh's International Award. Planned implementation of the programme is expected to broaden pupils' leadership, teamwork and charitable experiences in a way that reflects the school's international context and strengthens preparation for life beyond Repton.

As the school continues to grow, leaders recognise the importance of maintaining and extending meaningful pupil leadership and voice opportunities in the secondary school.

The school places strong emphasis on partnership with parents and recognises its role in supporting pupils' moral and social development beyond the school day. Where issues arise, including unkind or inappropriate behaviour linked to social media, leaders work proactively with families to address concerns and promote shared understanding. This collaborative approach supports education of the wider community and reinforces consistent expectations around respectful behaviour, digital citizenship and wellbeing.

Pupils' social, emotional and mental health is supported effectively. A school counsellor provides targeted support for pupils who require additional emotional guidance, complementing pastoral and classroom provision. In the primary phase, the introduction of Zones of Regulation supports pupils in identifying emotions and developing early self-regulation strategies. This work contributes positively to pupils' emotional literacy and readiness to learn.

The school is developing its approach to emotional intelligence further through the use of pupil surveys, including the school designed 'Big Five' personality framework, which supports understanding of traits such as openness, conscientiousness, extraversion, agreeableness and emotional regulation. This reflective approach is beginning to inform how pupils understand themselves and how adults support their personal development. As this work evolves, it has the potential to strengthen pupils' self-awareness, resilience and interpersonal skills in preparation for life beyond school.

Overall, pupils benefit from a rich, inclusive and values-driven provision that supports their academic learning, personal development and wellbeing. Leaders demonstrate a clear understanding of strengths and next steps, particularly in relation to pupil voice, leadership opportunities and emotional development, ensuring provision continues to evolve in line with the needs of the school community.

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

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

Safeguarding is effective and securely embedded within the culture and practice of the school. The Designated Safeguarding Lead (DSL) has successfully raised the profile of safeguarding across all phases and staff groups, including support staff, ensuring a shared and child-centred approach. Staff at all levels demonstrate a clear understanding of safeguarding procedures and are confident in reporting concerns. This openness reflects a safeguarding culture that is proactive, reflective and focused on pupils' best interests, with strong compliance embedded.

Pupils know who the DSL is and report that they feel safe in school. Safeguarding concerns are recorded and tracked consistently through the school's SIS platform, enabling accurate reporting, oversight and timely action.

A detailed pupil case study provided strong evidence of effective safeguarding practice. Early identification of need, robust record-keeping, coordinated multi-agency involvement, purposeful parental engagement and bespoke adaptations to provision demonstrated a comprehensive and responsive approach. Ongoing monitoring, including following reintegration to a full timetable, reflects a clear focus on sustained impact and pupil wellbeing rather than short-term resolution. Pastoral responses are thoughtfully planned and prioritise long-term outcomes.

Safeguarding education is reinforced consistently through PSHE, assemblies, subject teaching and wider school life. Themes such as online safety, identity, wellbeing and respectful relationships are revisited regularly and monitored for impact through pupil voice, wellbeing surveys and ongoing staff training. This supports safeguarding being embedded through systems and reflected in culture and curriculum across the school.

Whistleblowing procedures are well understood, trusted and used appropriately. Staff demonstrated confidence in raising concerns, and leaders respond promptly and proportionately. Follow-up processes place appropriate emphasis on staff wellbeing as well as safeguarding outcomes, reflecting a mature and supportive approach. Additional examples shared by staff further evidenced a strong collective responsibility for safeguarding.

Online safety is a consistent theme across the school community and is treated as both a safeguarding and technical priority. There is strong collaboration between safeguarding and IT staff, underpinned by layered filtering and monitoring systems, live screen visibility for staff, and proactive responses to emerging risks, including emerging technologies. Pupils and parents receive age-appropriate education and guidance, ensuring online safety is preventative, informed and responsive rather than reactive.

Prevent duty practice is contextually responsive and well judged. Leaders demonstrate a secure understanding of local and regional risks, including exposure to misinformation, social

media influence and discriminatory content. Responses are rooted in education, values-led discussion, parental engagement and targeted curriculum delivery, avoiding over-reliance on restriction and supporting pupils to think critically and safely.

External agencies are used effectively and proportionately to enhance safeguarding provision. Partnerships, including with organisations such as Safe Egypt, are purposeful, age-appropriate and aligned to identified needs.

For the vast majority, behaviour, both in the classrooms and at unstructured times is good. A clear written behaviour policy promotes positive behaviour and a restorative approach. Behaviour management strategies, rewards and sanctions are consistently implemented and clearly understood by pupils. Appropriate records are kept. These are rigorously tracked and monitored. Where issues are identified, interventions are put in place involving the school pastoral team, teachers, pupils and parents. Evidence provided during the inspection shows that this ‘team around the pupil’ approach is effective in improving behaviour over time.

The school takes a strong and proactive approach to preventing bullying. A clear policy is in place with appropriate record-keeping. Anti-bullying is taught as part of PSHE and Bullying Week. Pupils are confident that any issues raised will be dealt with promptly. This view is supported by case studies reviewed by inspectors.

Attendance and punctuality are below the UK benchmarks but improving over time. Staff recognise that issues with attendance impact on pupil self-esteem. Strategies are in place to address persistent absence and punctuality issues. Interventions are age-appropriate, involving parents and pupils.

The school implements effective health and safety policies and procedures. A dynamic Health and Safety Committee regularly monitors the related processes, with direct participation of a Board member as well. Risk assessments are conducted for the relevant areas. Fire procedures are clear, efficient and embedded. Bus transport procedures at the start and end of the day are excellent, with great care to ensure the safety of all pupils as they arrive and leave the school.

Overall, the campus and the pupils’ movement are well monitored, and supervision is in place, including security cameras, security and administrative staff. Procedures for pupils’ arrival and dismissal should be reviewed to ensure that all adults entering the school campus are appropriately registered at all times. Further measures of supervision of pupils’ movement on the exterior corridors of Building B, in the upper floors, should also be considered by the school management team.

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

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

The school implements an effective safer recruitment policy. The human resources (HR) department and school management make sure that all the national legal requirements regarding the employment of the staff are met, for both local and international employees.

Robust recruitment procedures are in place. Prior to the confirmation of any appointment, thorough checks are carried out on prospective staff. These include verification of identity, police checks from the country of origin, medical fitness, confirmation of the right to work in Egypt, and scrutiny of previous employment history.

The school maintains detailed records of all staff, which are regularly updated. A Single Central Record (SCR) is in place which meets the requirements of the BSO and contains all the requisite fields of verification demanded by the UK Department for Education's lead safeguarding document 'Keeping Children Safe in Education' (KCSIE). It is clear, registering the required information on each category of staff: teaching, administrative, international, or local. Background checks are conducted for all staff members.

Teachers benefit from a relevant and structured professional development programme. There is a clear focus on supporting local teachers, teaching assistants and middle and senior leaders. This remains a priority for the school as it continues to build capacity. The direct involvement of the Repton representative contributes positively to professional development, and the school also benefits from its membership of the British Schools in the Middle East (BSME).

The school continues to take active steps to promote staff continuity. The board and the senior leaders need to continue to develop strategies to support staff retention and continuity, particularly in specialist subjects.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standard for BSO.

The school's premises are secure, well-maintained, fit for purpose and support the effective delivery of the curriculum. Entry and exit points are controlled and supervised, contributing to a safe environment for pupils and staff. The site supports the effective delivery of the curriculum and meets BSO requirements.

The standard of specialist teaching facilities is high and includes well-equipped science laboratories, performance and drama spaces, STEAM laboratories, PE facilities, and age-appropriate EYFS outdoor provision. These facilities enable the school to deliver the full curriculum effectively and support a wide range of learning experiences.

Health, safety and risk management arrangements across the site are well designed and implemented. Fire evacuation routes are clearly displayed and identify assembly points. Fire plans indicate the location of extinguishers, fire hose cabinets, first aid points and specialist safety equipment. Laboratories are particularly well resourced, with sprinkler systems, fire blankets, sand buckets, and chemical eyewash and full-body washing stations in place, supporting safe, practical learning.

A well-equipped medical clinic supports pupils' health needs. Secure procedures are followed for trips and other off-site activities, ensuring that risk assessments and supervision arrangements are robust. The monitoring and updating of pupil records are timely, appropriate and shared effectively with stakeholders to ensure pupil safety.

The use and development of the premises reflect ongoing evaluation by leaders. This is evidenced in the continued development of the EYFS outdoor environment, including plans for the introduction of a trim trail. These developments demonstrate the commitment of leaders and the board to ensuring that facilities evolve in line with pupils' needs over time.

Classrooms are appropriately sized, well-furnished and generally language-rich, supporting learning across the curriculum. Pupils' work and achievements are displayed and celebrated, contributing to a positive learning environment, although consistency of presentation could be strengthened further across the school.

Toilet and washing facilities are suitable for the size and needs of the pupil population. They are clean, hygienic and well-maintained. Drinking water is available at key points around the school and is hygienically managed.

Overall, the premises and accommodation provide a safe, well-organised and supportive environment that promotes pupils' learning, wellbeing and safety.

10. Standard 6

The provision of information for parents, carers and others

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

The school provides accurate, accessible and compliant information that supports effective communication and partnership with parents. All required policies are available through the school's SIS platform, are regularly reviewed and updated, and are accessible to parents. Key information is provided in both English and Arabic, with additional translation support offered where required, ensuring clarity and inclusivity for the whole school community. To further strengthen accessibility, leaders recognise the importance of ensuring that information relating to the Ministry of Education requirements for relationships education is consistently available in English as well as Arabic.

Communication with parents is regular, purposeful and effective. Parents report that they value the timely and accurate information they receive and appreciate the school's open-door approach, which supports ease of access to staff and leaders. The school uses a range of communication platforms appropriate to each phase, including *Seesaw*, *Microsoft Teams*, newsletters and face-to-face meetings, ensuring clear and consistent two-way communication about learning, wellbeing, behaviour and school events.

Parents receive clear and structured information about pupils' progress through regular reporting cycles and scheduled parent-teacher conferences. These opportunities enable parents to discuss attainment, progress and next steps with staff and contribute positively to pupils' learning.

The school's SIS parent portal further supports effective partnership. Parents are able to request meetings directly through the system, including access to support from the school counsellor where appropriate.

Curriculum and teaching information is shared clearly and proactively. Curriculum overviews and regular updates enable parents to understand current and forthcoming learning. Information sessions are used effectively to explain curriculum developments, strengthening parental confidence and partnership with the school.

Information relating to admissions, fees, leadership and governance is transparent and readily available through the school website and administration team. Changes to tuition fees follow local authority approval processes and are communicated formally, ensuring compliance with BSO expectations for transparency and accountability.

11. Standard 7

The school's procedure for handling complaints

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

The school provides clear and accessible information for parents regarding its complaints procedures. Parents can raise concerns in person, by telephone or in writing, and the process is well understood across the school community. In line with the published policy, concerns are initially directed to the class teacher or relevant point of origin, supporting early resolution and effective communication.

Where concerns are received by the administrative team or requests are made to meet with senior leaders, parents are asked to submit their concerns in writing to ensure clarity and appropriate escalation. All complaints are logged systematically using a standardised recording system that captures both demographic information and the details of the concern. Records are stored securely in digital format with restricted access.

Leadership oversight of complaints is effective. Leaders review complaint logs regularly to identify patterns and emerging themes, enabling proactive responses and continuous improvement. Policies are reviewed annually and leaders promote an open-door approach that encourages feedback from parents, staff, and students.

Clear mechanisms are also in place for students and staff to raise concerns, and inspectors noted that these systems are understood and used effectively. Complaints and feedback are used constructively to inform improvements in communication and school practice, strengthening relationships with parents and supporting a positive school culture.

12. Standard 8 Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are good.

The Board and the school principal provide a clear direction for the school. Measures have been put in place to ensure the stability of the systems across the school, while building the fundamentals for further development.

Leadership is collaborative, based on teamwork and mutual support. Middle and senior leaders are passionate about what they want to achieve. Leaders' aspirations are aligned with the school's vision and Repton values.

In early years and primary, action plans are aligned with the school improvement plan and based on a clear understanding of strengths and areas for development. Clear action plans and identified success criteria link to pedagogical improvements. This has contributed positively to pupil progress and outcomes. This is particularly evident in the development of early years provision and the link between a review of phonics teaching and outcomes in writing in key stage 1. An evaluation of the action plans is fed back to the board, informing the review of the school improvement plan. As the school expands, further development of departmental and division action plans in line with the school improvement plan and Repton's values would maximise pupil outcomes.

Across early years and primary a clear line management structure is in place. Middle leaders manage teaching assistants, senior leaders manage staff and senior leaders are accountable to the board and principal. A range of processes is in place to monitor provision. There is an evidence-based plan-do-review-amend approach. This includes collaborative planning, learning walks, staff meetings, data analysis and lesson observations. As the school grows, there is a need to further develop the cohesion of the middle leaders' team. This would ensure coherent transitions from primary to secondary, in preparation for the development of high school.

Middle and senior leaders model the approach of professional honesty. This creates a culture where everyone is happy to seek support from their colleagues and learn from best practices. Leaders are aware that many of the current curriculum developments are becoming embedded. They recognise that practice is not always consistent as teachers trial new approaches and ideas. Developments are grounded in professional development and opportunities to share practice. Staff are also able to access training opportunities through BSME. Direct professional development on management and school leadership was offered by the Repton representative as well. Further opportunities can be identified in the strengthening of the links between the Repton schools in the region.

There is a structured approach to performance management for teaching and support staff. Through performance management, staff are able to identify career needs. For example, a teaching assistant is currently training to be a teacher. The school is also introducing a tiered programme that will encourage the teaching assistants to become higher-level teaching assistants. Leaders use monitoring to identify areas where teachers require personalised support and provide appropriate professional development.

Many senior and middle leaders are new in post. Whilst they have the skills and knowledge to effectively fulfil their role, further professional development to support their managerial skills would enhance their capacity to lead improvements. Leaders expressed a wish to engage in coaching opportunities or undertake leadership qualifications, for example, the National Professional Qualification for Headship.

Pupil safety and wellbeing are promoted. Safeguarding is securely embedded. It is based on a strong platform of policies and procedures, vigilance and professional curiosity. Leaders model an approach where they are genuinely interested and care about every individual. As a result, vulnerable pupils are supported. All pupils say they feel safe in school.

The school runs smoothly daily, supported by clear systems, effective communication and shared accountability.