



BRITISH INTERNATIONAL
SCHOOL OF CASABLANCA
Aspire • Act • Achieve

We Are BSO

Following the publication of our inspection report by the Independent Schools Inspectorate (ISI) last week, we are delighted to announce that our school has just become an accredited British School Overseas (BSO)



What does this mean ?

The British Government has a voluntary inspection scheme for overseas schools. This ensures schools provide their pupils with the skills and qualifications they need to enter or re-enter the British education system. The scheme helps to inform parents about how the standards in these schools measure up against the standards that apply to independent schools in England.

All accredited British schools overseas must meet a wide range of standards that cover every aspect of education – from facilities to health and safety and the quality of education provided itself. Approved inspectorates use these standards when they inspect schools.

To become accredited, you must have an inspection every 3 years which shows that your performance against all the standards is at least satisfactory.

Who inspects British Schools Overseas ?

Inspectorates are approved by the British Government and monitored by Ofsted (the Office for Standards in Education, which inspects all schools in England) in their inspection of British schools overseas and produce inspection reports.

Ofsted reports annually on the quality of the approved organisation's inspections. **Our inspection by ISI was also audited and quality assured by OFSTED. This is the first OFSTED-assured BSO inspection in North Africa.**

Who is ISI and why did we choose these inspectors ?

The Independent Schools Inspectorate developed in the 1990s out of the needs of the Independent Schools Council (ISC).

The ISC is formed of the seven leading bodies that represent British independent education:

- » The Association of Governing Bodies of Independent Schools (AGBIS)
- » The Girls Schools Association (GSA)
- » The Headmasters and Headmistresses Conference (HMC)
- » The Incorporated Association of Preparatory Schools (IAPS)
- » The Independent Schools Association (ISA)
- » The Independent Schools Bursars Association (ISBA)
- » The Society of Heads



What did ISI say about us?

The inspection report is detailed and comprehensive:

• About our curriculum:

"The curriculum takes account of the aptitudes and needs of pupils of all ages, including those with SEND and/or EAL.

"provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education."

"The curriculum enables pupils to learn and make progress, and prepares them for the opportunities, responsibilities and experiences of life in both Moroccan and British society and for the next stage of their education."

• About our teaching:

Teaching shows an understanding of the pupils' needs and abilities and demonstrates secure subject knowledge and effective use of resources. It utilises a range of approaches to foster application and interest.

• About how we manage behaviour:

"Strategies for managing behaviour in class are effective. Teaching does not discriminate against pupils due to their gender, ability, beliefs, disability or race."

• About how "British" we are:

The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

• About our values:

It enables pupils to develop their self-knowledge, self-esteem and self-confidence, to distinguish right from wrong and to accept responsibility for their behaviour.

Pupils are encouraged to contribute to the lives of others through charity work.

Procedures to promote good behaviour are known and understood by pupils and staff and are implemented effectively.

• About our leadership and governance:

The leadership and management of the school, including members of the board of governors, demonstrate good skills and knowledge and fulfil their responsibilities

• About the progress pupils make:

In the senior school, inspectors identified no significant difference in the progress made by pupils with SEND to that of their peers; pupils with EAL make rapid progress in English, which enables them to access the curriculum effectively.

Pupils make good progress in Nursery and Reception (Early Years Foundation Stage – EYFS) and Years 1 and 2.

All pupils (responding to the pre-inspection questionnaire) agreed that teachers are supportive and helpful,

• About our sixth form:

Pupils in the sixth form display effective skills in analysis and evaluation, for example when they successfully explained the arguments for and against proportional representation in a politics lesson or perceptively identified linguistic devices employed by an author to develop the plot of a novel.

more able pupils acquire knowledge effectively and can apply it to other areas of their learning

• About how our pupils communicate:

At all ages, pupils communicate well. They demonstrate high levels of engagement when they are able to discuss and debate ideas, and a notable confidence when they present to an audience.

Throughout the school, pupils with EAL develop their communication skills quickly as a result of the excellent support they receive in class and in small group work with specialist teachers.

Linguistic skills are already well developed in modern foreign languages, where older pupils are able to discuss abstract concepts such as the dangers of cyber-society using sophisticated language.

Many older pupils enjoy reading fiction and discuss enthusiastically their interpretation of characters and themes. This was evident in a senior school English lesson where pupils offered some perceptive insights into the key characters in *Of Mice and Men*.

• About our mathematics:

Children in the EYFS make good progress in numeracy.

In the primary school, pupils' mathematical skills develop appropriately for their ages. They apply their mathematical skills confidently in other subjects,

• About how our pupils learn:

In the EYFS, children are enthusiastic and motivated. They develop strong learning skills and quickly become independent. They collaborate well and direct their own learning effectively.

In the primary school, pupils are keen to learn. Most can work well together in pairs and groups, but some have difficulty listening to each other when they are asked to collaborate.

Pupils say that they enjoy research projects, working as a team to solve problems and being presented with the challenge of exploring ideas for themselves.

• About our enrichment programme:

Pupils achieve well outside the classroom. They are justifiably proud of notable performances in sport and the performing arts.

Drama is performed to a high standard, as evidenced by the school's most recent production of *A Midsummer Night's Dream*, and contributes significantly to the development of pupils' self-confidence, resilience and love of teamwork.

The generous investment in sporting facilities is strong evidence that governors support pupils' achievements.

• About what our pupils are like to meet:

Throughout the school, pupils are self-assured, and yet modest and polite.

They willingly express opinions and ideas in front of their peers and adults, assured in the knowledge that they will be listened to respectfully.

Pupils regularly make confident contributions to assemblies.

