

British Academy School Marrakech

British Schools Overseas Inspection Report

Inspection Dates: 27 to 29 April 2026

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Age Group: 3 to 18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. Education Development Trust (EDT) is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning and assessment).

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

Part 3. The welfare, health and safety of the pupils.

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Information about the school

The British Academy School Marrakech (BASM) is a privately owned, not-for-profit school, located in the residential district of Masmoudi, Marrakech.

BASM opened in September 2019 and the number of pupils has grown steadily. There are currently 249 pupils on roll aged from three to 18 years, including 14 children in early years, 139 pupils in primary, 86 in secondary and 10 students in the recently opened sixth form. The school's first cohort of sixth form students will be taking A level examinations in the current year. A wide range of nationalities is represented in the school's population, with the majority being of African or Arab ethnicity. English is an additional language (EAL) for almost all pupils. The school has identified 33 pupils with special educational needs and/or disabilities (SEND) for whom the school provides support.

The school is part of the British Education Group (BEG) which has a long-standing commitment to high-quality British education in Morocco. The proprietor has established an advisory board which has been strengthened since the last BSO inspection. The headteacher has been in post since September 2022. A new leadership structure was introduced in September 2025.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by two EDT inspectors who spent three days at the school. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection.

During the inspection the team visited 37 part-lessons and carried out learning walks and visited after school activities. Inspectors also attended morning tutor time and observed pupils' arrival at school. The team held 22 meetings with leaders, teachers, pupils, parents and the chair of the school's advisory board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents, pupils and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

British Academy School Marrakech is a good school and provides a good quality of education for pupils from three to 18 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are good.

Almost all pupils in the school have EAL needs. Many pupils join the school in the early years and key stages 1, 2 and 3 with gaps in their foundational skills or little or no knowledge of English. As a result of the school's accurate assessment of pupils' starting points, together with cognitive ability tests (CAT) and New Group Reading Test (NGRT) scores, teaching of phonics, reading and writing takes place in differentiated ability groups with year groups split and merged so that teachers, together with well-trained teaching assistants, deliver precise lessons that accelerate pupils' acquisition of foundational skills.

According to data from Progress Tests in English (PTE), pupils' attainment at the end of key stage 1 is below average with overall attainment below age-related expectations, reflecting pupils' later start as EAL learners. Both girls and boys perform at similar levels. The school has identified spelling, grammar and punctuation as a significant weakness and has implemented a structured and consistent approach through targeted strategies to improve pupils' outcomes in English, with a focus on early literacy. In a Year 1 spelling test, most pupils were able to identify the long [o] sound correctly, demonstrating early understanding of phonics.

Across key stage 2, pupils benefit from continued targeted interventions and although slightly below expectations, NRGRT scores for pupils in Years 4, 5 and 6 show a 6.9 standardised age score (SAS) improvement, demonstrating accelerated progress and a narrowing of the attainment gap with almost all making expected rates of progress and 26% making better than expected progress, indicating the positive impact of reading strategies. In a combined Year 3 and 4 lesson, as a result of precise targeting of pupils' needs, the year groups were mixed so that half concentrated on the development and refinement of their phonics skills and learnt their first trigraph, [igh], whilst other pupils were supported in another group on specific developmental tasks, such as irregular past tenses, comprehension and reading.

According to the school's assessment of pupils' reading, 75% of pupils in key stage 2 are making expected or better than expected progress, with almost all in Year 6 making expected or better than expected progress. In a Year 6 lesson, pupils were highly motivated as they worked together to gather clues about the robbery of an expensive silver necklace and then worked as investigative journalists, interviewing witnesses in order to prepare a newspaper article with a catchy headline and details of the theft using the past tense. Pupils' handwriting is generally very neat and tidy and pupils take pride in their work.

In key stage 3, pupils' attainment remains below average. As a result of lessons that focus on pupils' vocabulary development, reading comprehension, and structured writing, pupils make significant gains in their progress. For example, in a Year 7 English lesson, pupils performed part of the first scene of Shakespeare's 'A Midsummer Nights' Dream'. They interpreted the lines well, using good levels of intonation and stress as they expressed emotion and anger in the play.

As pupils progress to key stage 4, they build on their skills and at the end of Year 11 demonstrate good rates of progress and attainment. In a Year 11 lesson, pupils analysed Robert Frost's poem 'Out, Out' successfully identifying alliteration, sibilants, personification, simile and metaphor and themes of child labour and references to Macbeth.

In the IGCSE examinations of 2024-25, of the 10 candidates, 70% achieved at grades 9 to 6, with 40% achieving at the high grades of 9 to 7, higher than the England average. No students in the sixth form have chosen to study English language at AS or A level.

Pupils make good progress in **mathematics** across all phases of the school. Their attainment, particularly in mathematical reasoning, is initially reduced by their low levels of English comprehension. However, as their level of English improves, so does their mathematical understanding, and most pupils reach a good level of attainment. Pupils with SEND and EAL make good progress in relation to their different starting points as a result of the support they receive from their peers and from their teachers.

In the early years, children enter the school with number skills and knowledge that are below those typical for their age as the majority have low levels of English when they join the school. By the end of the Reception Year, most children have made good progress in their understanding of number, shape and quantity, but do not achieve at the level expected for children of their age in England.

Pupils' enjoyment in learning mathematics is very evident as they move into primary. By the end of key stage 1, the majority of pupils are still achieving at a level which is lower than that expected for their age. Their basic calculation skills are good, and they have a sound understanding of measurement, however, their developing use of the English language means that their ability to explain concepts is still very limited, as is their ability to apply their mathematical knowledge to solving word-based problems. Pupils in Year 1 can put objects into equal groups and count the total, however, they have difficulty explaining how many groups and how many objects are in each group.

As they progress through key stage 2, their progress accelerates and by the end of Year 6, the attainment of pupils who have been in the school for two or more years is good. Leaders' decision to introduce a new curriculum in mathematics in the current year, with a greater focus on conceptual understanding, has increased pupils' confidence in problem-solving and

reasoning. In a Year 6 lesson, pupils interpreted information correctly from dual bar charts, explaining their answers using precise mathematical vocabulary.

In secondary, pupils respond well to the demands of the mathematics curriculum. Their focus and satisfaction in learning new concepts and tackling complex problems is very noticeable in lessons, as was shown by Year 9 pupils who quickly worked out how to calculate the surface area and volume of a prism. As they progress through key stage 4, pupils deepen their understanding of mathematical concepts and methods, and their reasoning skills become more fluent. They make rapid rates of progress and by the time they reach IGCSE level the vast majority of pupils achieve grades which are above UK and international averages. In 2024-25, half of the year group achieved IGCSE grades at 9 to 7, which was at least one grade higher than expected, based on their starting points. There is only one year of data available for AS level. This shows that pupils achieve in line with international and UK averages.

Pupils in primary can extend their interest and understanding of mathematics through an after-school club, while those in secondary can challenge themselves through competing in the United Kingdom Mathematics Trust (UKMT) Junior Mathematical Challenge with creditable rates of success.

Attainment and progress in **science** are satisfactory.

Most children enter early years with very little scientific knowledge or understanding of what it means to explore and investigate the natural world. By the end of the Reception Year, they have made satisfactory progress and have a basic knowledge of the world around them. They can recognise seasonal change, can successfully name the parts of a daffodil and what conditions are needed to help flowers grow. Their attainment is below that expected for children of their age in England, but this still marks a considerable achievement given that their communication skills are still developing.

In primary, the science curriculum fosters pupils' curiosity and builds on their prior knowledge, however, it does not include sufficient opportunities for pupils to work scientifically in order to develop their practical and investigative skills. Leaders are aware of this and already have plans in place to make improvements. Assessment of pupils' knowledge in primary science is not yet carried out formally. As a result, it is not possible to accurately measure the progress that pupils make in the development of their scientific knowledge, skills and understanding. Pupils' attainment by the end of Year 6 is below that expected for children of their age in England.

As pupils transfer from primary into secondary, new pupils join the school, almost doubling the size of the year group. These pupils arrive with varied experience of learning science in their primary schools and gaps in their knowledge. Systems for more accurate assessment of pupils' attainment and progress against age-related expectations are now in place and enable teachers to identify and remedy any gaps in learning. The curriculum is structured into biology, chemistry and physics topics. Pupils' attainment is assessed at the end of each topic and progress tracked

throughout the year. These assessments show that most pupils meet age-related expectations in physics and biology topics but are below in chemistry topics. In discussion with pupils, all commented on their enjoyment of science and particularly the opportunities to develop their practical skills. Pupils in Year 7 developed their understanding of the life cycle of plants through a flower dissection investigation. Pupils enjoy extending their knowledge through collaborative projects, such as researching leaf structure and the carbon cycle.

Pupils currently begin the IGCSE combined science course in Year 9 in order to cover the curriculum content by the end of Year 11. IGCSE results over the previous two years show that half of the cohort achieve grades at 9 to 5 in science, which is below the England and international averages. A small number of pupils studied AS level biology in 2024-25. Attainment overall was below England and international averages; however, the very small number of candidates makes comparisons unreliable.

Attainment and progress in a range of **other subjects** are good.

Pupils benefit from specialist teachers in Arabic, French, physical education (PE), art and information and communication technology (ICT) across the primary and secondary phases. For example, in a Year 10 art lesson, pupils worked creatively, exploring the emotional and psychological elements of a theme, drawing inspiration from well-known artwork using tablets in their research.

In key stage 4, at IGCSE in 2024-25, of the 10 candidates in history, half achieved at grades 9 to 6, an improvement on the previous year. In Arabic, of the eight candidates, all achieved at grades 9 to 5 with four achieving at 9 to 7. In French, of the 10 pupils, nine achieved at grades 9 to 8 with many achieving a grade higher than predicted.

In the sixth form, AS level was new in 2024-25 and the cohort was too small to make reliable comparisons. In addition to mathematics and science, students studied psychology and business studies.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Part 1 below).
- The quality of teaching, learning and assessment is good overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is good (see Part 2 below).
- The welfare, health and safety of the pupils are good (see Part 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the Standard (see Part 5 below).

- The provision of information for parents meets the requirements of this Standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are good (see Part 8 below).

As a result of this inspection, undertaken during April 2026, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

The standards relating to the **quality of the education** are met except for the standard in paragraph 2(2)(d)(ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the school's **curriculum** is good.

Through the Early Years Foundation Stage (EYFS) framework, the National Curriculum for England (NCfE), IGCSE and A level courses, alongside specialist French and Arabic teaching, the school provides a broad and balanced curriculum that supports pupils' academic and personal development.

In this small school, teachers and key stage coordinators work closely together to ensure continuity and progression of learning from one key stage to the next, leading to improvements in pupils' outcomes in English and mathematics. Leaders have identified what changes are needed to the primary science curriculum to ensure further success. Leaders and teachers undertake regular reviews of the curriculum to ensure that it is adequately resourced and continues to meet pupils' interests and abilities. Recent changes have included the move to a new mathematics curriculum in primary to close a gap in pupils' reasoning skills, the introduction of an adaptive reading programme throughout the school to develop pupils' reading fluency, vocabulary and comprehension skills and more structured support for pupils with SEND and EAL. The sixth form curriculum is still developing and does not yet fully meet the needs of all students.

The curriculum is intentionally inclusive in order to meet the needs of the school's high population of EAL learners, and the growing number of pupils who have SEND. The work of the

school's recently established inclusion team is a strength of the school and is resulting in the accelerated rates of progress being made by these pupils. Supporting teachers and assistants to meet the needs of EAL pupils in the classroom has been a key focus of leaders since the last inspection. Pupils' English language proficiency is carefully assessed on entry to the school and appropriate support put in place, either through withdrawal from lessons or through targeted support in lessons. As a result, pupils rapidly develop their proficiency in English and have no difficulty gaining access to the full curriculum.

BASM's British character is fully embedded throughout the school. Leaders' comprehensive audit of the curriculum identifies where fundamental British values and topics are evident across all subjects but most specifically in history, geography, mathematics, English literature, business and personal, social and health education (PSHE). The many leadership opportunities available for pupils provide excellent examples of how British values are not simply displayed along school corridors but lived in action.

The school prides itself on the cultural and linguistic diversity of its community. This helps pupils to develop respect for others, with regard to the protected characteristics within the laws permitted in Morocco. The law precludes the school from promoting the protected characteristics of marriage and civil partnership, gender reassignment and sexual orientation, as set out in the Equality Act 2010. PSHE is incorporated in the curriculum for primary and key stage 3 pupils, using a commercially available package of resources. There is currently no formal coverage of PSHE and relationships education for key stage 4 and sixth form pupils. Topics are delivered in a reactive, unplanned manner through tutor time and occasional assemblies, with little cohesion, monitoring or evaluation.

A satisfactory range of after school activities is available including football, art, chess, dance, mathematics, singing, board games, animation and the science, technology, engineering and mathematics (STEM) club. As Year 11 pupils approach their IGCSE examinations, they gain access to additional after school support to help them with their examination preparation. Lunchtime activities are offered in the library which have included author visits and a storytelling workshop.

The curriculum is enriched with opportunities for pupils to extend their learning in the local and wider community. These are linked, where possible, to half-termly curriculum topics and have included visits to a local farm, water museum, sculpture garden and the medina.

The school supports pupils' transition to the next stage of their education or employment through activities in careers week which cover a range of options, including apprenticeships, employment and university courses available through the BEG and beyond.

The quality of **teaching, learning and assessment** in the school is good, with some examples of outstanding teaching observed during the inspection.

Teachers are well qualified and demonstrate excellent subject knowledge. They plan very well-structured lessons which engage pupils of all abilities, including those with SEND and EAL, in a variety of tasks differentiated to the needs of all pupils. Secondary teachers have an effective understanding of the requirements of the courses that they are teaching to support pupils' success in public examinations.

Teachers' lesson planning makes good use of the time and resources available. Following recent professional development on lesson structure, teachers identify effective starter activities to assess pupils' prior knowledge and communicate specific learning objectives and success criteria. In a Year 4 science lesson, pupils began by creating a spider diagram to recall all the things they might find in space. The majority of teachers use a range of questioning skills effectively to identify where additional support is needed. Some teachers do not consistently use probing questions to challenge students to think deeply and critically and develop their reasoning skills. Leaders have recognised this as an area for improvement and have plans to remedy this through focused continuing professional development (CPD).

Teachers successfully build opportunities into most lessons to encourage focused, collaborative activities, with pupils sharing ideas with their peers. Pupils of all ages and abilities respond well to any tasks that engage them actively in their learning. Pupils in Year 1 were able to accurately describe the characteristics of birds, mammals and amphibians through feeling different materials. Pupils are keen to support each other in their learning. They spontaneously offer support in their home language to peers who join the school with little understanding of English.

Teachers deploy teaching assistants very effectively in the classroom and the impact they have on pupils' learning is very noticeable. They are well trained, know the pupils' very well and are very clear about their role in supporting the needs of individual pupils. Relationships between teachers, assistants and pupils are respectful, positive and encouraging.

Pupils with SEND and EAL are very well supported by the inclusion team, teachers and assistants. Support is carefully planned to accurately respond to each pupil's needs, detailed on individual learning plans (ILP), which are accessible to all teachers and assistants. This leads to outcomes that in many cases are above expected based on pupils' starting points. The inclusion lead supports teachers' understanding of SEND and EAL needs through regular training, and ongoing guidance. Most teaching assistants speak several languages and are able to communicate with pupils in their home language to assist their understanding where needed.

Pupils are tested on entry to the school using cognitive ability tests. Externally standardised tests in the core subjects of English, mathematics and science have recently been introduced to monitor the attainment and progress of pupils in key stages 2 and 3 against international benchmarks. Teachers assess pupils at the start of each academic year to identify any gaps in knowledge and assessment is then ongoing to ensure that learning activities are appropriately

targeted to the individual needs and abilities of their pupils. Teachers' marking and verbal feedback in lessons provides advice about the next steps that they should take to improve their work. Pupils often assess their own work or that of their classmates to identify their own areas for improvement. This was used very effectively in a Year 5 badminton lesson where pupils provided feedback to each other on the success of their long and short serves.

Leaders' monitoring of teaching and learning and peer observations have helped to identify strengths and areas for further development in teaching practice. These have led to best practice being shared through the school's ongoing CPD programme which is contributing to the overall good and improving quality of teaching and learning.

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

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

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

Pupils take their learning seriously and apply themselves well in lessons. They begin their school day in form groups. In primary, pupils practise phonics, writing, reading, and number, preparing them well for the learning day ahead. In lessons, pupils are keen to answer their teachers' questions, raising their hands to do so with younger pupils gleefully waiting their turn to respond. Pupils work well together on tasks, happy to help each other. They move around school in a calm and orderly manner. They take pride in having leadership roles by being members of the school council, charity, kindness or literacy ambassadors, voted into office, demonstrating the British value of democracy. The school takes action on feedback from the school council and improvements have been made to parts of the school as a result, for example, the toilets. Student charity ambassadors arrange various events such as the 'Shoebox' appeal and the collection of blankets and clothes for mountain schools during colder weather.

Through the PSHE curriculum, pupils learn about responsibility for their own behaviour and how poor behaviour affects others. They develop their understanding of the protected characteristics such as race and disability, often in response to incidents in the school. For example, pupils learnt about racism and the negative impact of the use of inappropriate language. Lessons focus on pupils' social and economic well-being, their physical and mental health, and understanding of online safety and the negative impact of social media. The school nurse delivers sessions on good dental hygiene. In a Year 3 lesson, pupils learnt how to keep themselves safe online, reflecting on their use of the internet, and the dangers of sharing their identity when playing games online. In a Year 8 lesson, pupils enjoyed learning about fake news and the importance of verifying information. The PSHE curriculum is delivered by form teachers

through either timetabled lessons or through form groups at the start of the day. The school acknowledges that it needs a more coordinated approach to the delivery of the PSHE curriculum so that all pupils benefit from a coherently structured programme.

The school promotes British values alongside an appreciation of the international communities to which pupils belong. In a Year 6 French lesson, pupils built their cultural awareness as they located the francophone countries of the world, using French to explain on which continents French was spoken. The school embeds the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs through PSHE lessons and across the curriculum. Abundant posters and photographs around the school celebrate British culture with, for example, King Charles III meeting King Mohammed VI of Morocco and the typical red British telephone box greeting pupils at the gate.

During assemblies and events, pupils celebrate Moroccan culture and other world cultures. The school hosts a winter show at Christmas, adjusts school hours during Ramadan and takes part in a school community Iftar. For World Book Day, Moroccan storytellers are invited into the school to tell stories important in Moroccan history and culture.

Through the school council, leaders regularly seek and act on pupils' views. In the survey conducted before the inspection and in conversations with inspectors, most pupils reported that they are happy and nearly all agreed that they feel safe at school. Most agree that they could speak to an adult at school if they were worried about something. Many pupils stated that the school acts swiftly if there is inappropriate behaviour and that the school dealt with any instances of bullying quickly and effectively. Pupils commented that it was a good school, and they felt supported by their teachers, all of whom had high expectations for them. Inspectors agreed with this view and observed a well-organised school where pupils were safe, happy and enjoyed their learning.

Part 3. The welfare, health and safety of the pupils

The **welfare, health and safety** of pupils are good.

BASM has a strongly established culture of safeguarding and child protection that pervades the school and permeates its policies. The designated safeguarding lead (DSL) and the three deputies, all trained to level 3, are known to pupils, staff and parents and execute their roles with due regard to keeping children safe in education. They deal with safeguarding concerns professionally, understanding and exercising their responsibilities within the best practice of the UK and Moroccan law. The school reviews safeguarding cases regularly based on a colour-coded assessment so that pupils identified at risk receive the level of support and intervention that they need.

The health, safety and welfare of pupils and staff are of paramount importance in the school. The many new pupils settle into school well, adopting the daily routines quickly as a result of the clear policies and procedures. The health and safety policy and risk assessment and management form the keystone of practice, ensuring that pupils are safe and that staff remain

regularly updated in safeguarding and first aid. Fire safety is strongly promoted through termly fire drills. In the event of a real fire, the school has temporary muster stations in place off-site until the new building is completed.

The school promotes high standards of behaviour through its behaviour and anti-bullying policies and well displayed code of conduct. Pupils benefit from restorative practice and reflection on their behaviour so that they learn from their mistakes and develop their emotional intelligence. The school deals promptly and effectively with the few bullying incidents. A log of serious behaviour incidents is maintained so that the school can identify trends and implement suitable strategies to reduce the recurrence of poor behaviour, adding specific topics to its PSHE programme and weekly assemblies.

Pupils' attendance from September 2025 to date is about 84%, below the UK average of 93%. Since 2022, the school's attendance has been at the same level of about 84% with boys and girls having similar rates of attendance. The school acknowledges that this is an area for development and it has analysed in detail the reasons behind its lower-than-average rates of attendance, citing mainly cultural and religious reasons. The school has plans to introduce an attendance policy and work more closely with parents to promote the benefits of regular attendance. Pupils already understand the importance of regular attendance, stating that 'if we are absent, it makes the teachers' work more difficult as they have to help us catch up.' The school rewards pupils with high rates of attendance and good behaviour through 'Golden Time', a session allocated on the timetable for all pupils to celebrate positive behaviour.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school's assistant bursar maintains rigorous procedures to ensure the safe recruitment of staff. This is overseen by the headteacher and a member of the advisory board. Leaders who are involved in the recruitment of staff have completed training in safer recruitment. The school conducts comprehensive checks on all teaching and support staff, the advisory board, and external providers. These checks include identity, police checks, qualifications, at least two references, medical checks, suitability to work with children and the right to work in Morocco. All checks are completed before staff begin their employment and in the rare cases where checks are not all complete, a comprehensive risk assessment is in place.

A digital single central record (SCR) is carefully maintained, updated regularly and includes dates of all checks, supported by individual electronic staff files which include proof of all the checks.

All staff complete safeguarding training and are kept up to date through regular briefings and refresher courses. The designated safeguarding leads and senior leaders have completed advanced safeguarding training appropriate to their roles.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

Pupils benefit from acoustically suitable, bright and airy classrooms that enable the school to deliver its curriculum successfully across three age- and subject-related storeys and a basement level, accessible by stairs and a lift. All classrooms are well equipped with interactive whiteboards, some having tablet devices to promote pupils' independent learning. Primary pupils enjoy the openness of the ground floor, enabling them to move easily between classrooms for mixed year and group work in order to benefit from the specifically and precisely targeted EAL curriculum. Secondary pupils use the remaining two floors, benefitting from specialist facilities, including two science laboratories, an ICT suite and an art room. A suitably equipped music room provides space for pupils to learn how to play instruments and a sprung-floored performing arts or indoor gym area enables pupils to develop their skills in theatre and exercise. The library has a good range of books for the primary school. The school has plans to purchase more books to support the secondary and sixth-form curriculum. The outside PE area provides a suitable area for ball games and exercise but the indoor gym is not routinely used for PE in wet weather.

Separate toilet and changing facilities are available for the sole use of pupils. A medical room provides a calm environment for sick pupils with a full time paediatric trained nurse providing triage and first aid and storing and dispensing pupils' medication from a locked cabinet. The use of medical tracking software enables the school to identify trends in pupils' illness and to provide well-being programmes, such as regular hydration, to reduce the number of visits. Suitable washing and toilet facilities are nearby. Most staff are trained in the administration of cardiopulmonary resuscitation (CPR) and basic first aid. First aid kits are available in each classroom and on each landing.

Drinking water is available from six water fountains available across the school. Canteen staff serve pre-cooked food that includes a main meal, dessert and drink, supplied by a catering company that has food handling certification.

Closed-circuit television (CCTV) cameras monitor the premises closely, providing a safe and secure environment for both staff and pupils. The main gates are locked after arrival until dispersal and security staff maintain 24-hour vigilance.

Part 6. The provision of information for parents, carers and others

The school meets the requirements of this standard.

Parents appreciate the weekly emailed newsletters that inform them of the work planned for their children in the coming week, especially the homework schedules, and the half-termly newsletters and year group newsletters for the Reception Year and Year 1 pupils. Induction evenings introduce parents to the school and its facilities and secure environment.

The school's website explains the school's overarching vision of bringing the best of British independent education to Morocco and includes information on admissions and exclusions, the complaints procedure, inclusion and language policies, the curriculum, safeguarding and child protection, behaviour, rewards and sanctions, anti-bullying, intimate care, health and safety and first aid. It includes details of advisory board members, their roles and areas of responsibility.

A parent council has been established in the current academic year to seek parents' views. In the pre-inspection survey and in meetings with inspectors, most parents confirmed that their children enjoyed school and felt safe. Most agreed that the school ensured that pupils behaved and that it dealt with any incidents of bullying quickly and effectively. Parents understand the levels of progress that their children are making. Most parents confirmed that if they raised a concern that the school would take action. Parents gave examples of where the school had already taken action following their concerns, citing the provision of drinking fountains and the laying of better-quality artificial grass as areas where the school had taken their comments into account. Additionally, the headteacher meets with a group of parents on a termly basis. These meetings have resolved, for example, parents' concerns over the range and quality of food provided by the catering company.

Parents spoken to particularly appreciated the phonics workshop that the school provided as it really helped them to assist their children with reading at home and they commented that they would like more workshops so that they could help their children with homework, especially mathematics.

Parents value the detailed termly reports that include their child's attainment, attitude to learning, homework grades, house points and attendance. They find the subject detail helpful and the form tutor's overview useful. Parents can see the progress that their children are making both academically and personally, especially in writing and mathematics. Some commented that their children are growing in confidence, often annoyingly so, regularly correcting their parents on the finer points of English and mathematics.

Parents of pupils with SEND are involved in the design and implementation of the individual learning plan.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school's complaints policy is available on the website. It consists of three stages. The first stage seeks an informal resolution whereby parents contact the relevant member of staff who decides whether it is a complaint or a request for clarification and the school makes a response within three working days. If a complaint cannot be resolved within this timeframe, it moves to the second stage, a formal resolution. At this stage, a member of the senior team will investigate the complaint and respond within 10 working days. If the complainant remains dissatisfied, the complaint moves to the third stage, an advisory board panel. The chair convenes a panel of three members within 21 days, including one who is independent of the management of the

school. The complainant may attend with a representative. The chair aims to resolve the complaint at the meeting or direct further investigation. A decision follows within 15 working days after consultation with panel members.

All complaints are recorded with restricted access to the senior team. The senior team reviews all complaints to identify patterns and themes in order to make improvements. The school keeps a record of all complaints for three years, including the date, the circumstances of the complaint and how the complaint was managed. Since the last inspection, the school has received 39 complaints, 13 of which were resolved at the second stage and none progressed to the third stage.

Part 8. Leadership and management of the school

Leadership and management of the school are good. Leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

Since the last BSO inspection, leadership and management roles have been restructured and expanded. The distributed leadership model has increased the capacity of leaders and managers to improve outcomes in all areas of the school. Although the roles and responsibilities of recently appointed senior and middle managers are still evolving, they are already having a noticeable positive impact on improvements in their areas of responsibility. The appointment of a dedicated inclusion lead is proving to be particularly effective in helping the school meet the needs of its diverse community, of which it is justifiably proud.

The school's proprietor, governors and leaders are guided by a clear mission: to provide children with opportunities to develop academically, emotionally and socially, so that they become active, responsible and caring members of the school and the wider community. The school's core values of belong, achieve and become are highly visible around the school and are clearly understood and articulated by pupils of all ages. These values underpin the curriculum, and support pupils in becoming confident, self-aware and aspirational young people who thrive in an inclusive environment where everyone feels valued.

The proprietor and the school's advisory board of governors provide strong strategic oversight. They have a clear vision for the future of the school which is reflected in a five-year growth and improvement plan. The plan shows an accurate evaluation of the school's strengths, weaknesses and challenges and sets out ambitious priorities across the four strategic pillars of curriculum, staff, facilities and school demography. The proprietor demonstrates a strong commitment to investing in facilities, resources and personnel. The proprietor ensures that the school operates legally and has clear financial policies. The advisory board supports the proprietor on all matters relating to strategy and education, including compliance with BSO standards. Members of the advisory board bring considerable experience and expertise in areas such as safeguarding, health and safety, special educational needs, early years provision, and curriculum development. Roles and responsibilities of leaders and governors are clearly defined, understood and respected.

Senior and middle leaders have identified suitable development priorities and have established action plans within their areas of responsibility. They are extremely well supported by their link advisory board members who provide valuable guidance in monitoring progress towards meeting targets and evaluating the impact of new initiatives. These action plans are not yet fully integrated into an up-to-date, coherent whole school improvement plan, linked to the board's strategic priorities, and shared with staff. In addition, the school's sixth form provision, including its curriculum, resources and opportunities for personal development, remains at an early stage of development. Careful planning and ongoing evaluation will be needed to ensure that it fully meets the needs and aspirations of students.

Almost all staff in the inspection survey reported that they are proud to work at the school. They are committed to achieving the best possible outcomes for pupils and are keen to contribute to the school's continued development. Staff appreciate the introduction of a well-being representative and value opportunities to share their views with leaders. The performance of teaching staff is monitored through regular lesson observations, scrutiny of planning, and analysis of pupils' attainment and progress data, which in turn informs the CPD programme. However, these processes are not yet formally documented in a way that consistently supports teachers to reflect on their practice with line managers and identify individual professional development needs.

There is a strong safeguarding culture. Leaders place pupils' safety and well-being at the heart of the school. Staff understand that safeguarding is the responsibility of everyone. They are vigilant and well trained in identifying, reporting and responding to concerns appropriately.

Leaders and governors are ambitious for the pupils and are committed to developing BASM as a family school where all pupils feel equally valued, irrespective of their talents, interests, or aptitudes. The school shows good capacity for further improvement.

Early Years Provision

There is no overall judgement of the quality of provision for Early Years as the number of children is fewer than 15.

Most children join early years with no English or are at a very early stage of learning English. For almost all, English is their second or third language. Children benefit from teachers and assistants in early years who have expertise in a range of different languages, including Arabic and French. Teachers place a strong focus on the development of communication and language skills, using a structured phonics programme specifically selected to meet the needs of EAL learners. The school's data shows the good progress children make in their understanding of phonics.

The curriculum follows the 2025 EYFS framework, which is further enhanced by specialist teaching in Arabic, French, music and PE. Teachers carry out a baseline assessment at the start of the year which enables them to personalise teaching that caters for the needs of each child. Teachers and assistants know the children well and they track their progress carefully. Although children make good progress based on their starting points, by the end of the Reception Year most children's level of development is still below that expected for children in England. The longer they spend in early years, the better their progress and attainment

The early years environment is very well resourced with attractive, dedicated classrooms and outdoor provision for nursery and reception. Children feel safe and secure and grow in confidence as they independently explore the different learning areas. Activities are very well planned and linked to the current topic. Nursery children explore journeys into space in the role play corner, while children in reception explore how the environment can change across the four seasons.

Teachers and assistants develop warm and caring relationships with the children in their care. Children are happy and enjoy coming to school. The Early Years' provision is very well led and the coordinator has a clear understanding of areas for further strengthening the provision. Teachers and assistants are very experienced early years' practitioners, who regularly update their skills through training, including safeguarding, developing literacy in the EYFS setting and meeting the needs of SEND and EAL children.

Staff build strong and positive connections with parents. They provide parents with updates about their child's learning through an online platform. Parents appreciate the opportunity to talk to teachers when they drop their children off in the morning or collect them at the end of the day. Parents attend workshops throughout the year covering topics such as supporting their child's English and numeracy development. They are invited to attend coffee mornings so that they connect with other families socially, reflecting the importance of the school's family ethos.

Sixth-Form Provision

As the school's sixth-form provision is new and has fewer than 15 students, it has been included in the main body of the report.

Compliance with regulatory requirements

The British Academy School Marrakech meets all of the required standards. It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5(b)(vi). The British Academy School Marrakech encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race; religion or belief, and sex (gender equality and discrimination) as set out in the Equality Act 2010.

What the school could do to improve further

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

1. Insufficient time, resources and training are allocated to deliver the PSHE curriculum and lessons are not monitored to check what has been covered. As a result, pupils do not always receive appropriate levels of guidance and support to help them stay safe and healthy. Leaders should ensure that the PSHE curriculum is carefully planned, coherently sequenced and rigorously monitored, with appropriate professional development for staff, so that pupils are well prepared to make safe and informed decisions for the next stages of their education, life and work.
2. Pupils' overall attendance, at 84%, is a concern. Leaders should take urgent action to improve attendance by working closely with parents and pupils to ensure that families understand the detrimental impact of poor attendance. By identifying patterns of absence at an early stage, and providing timely support and appropriate challenge, overall attendance will improve rapidly, resulting in improvements in pupils' academic progress and well-being and preparation for work.
3. Leaders' action plans are not yet fully integrated into an up-to-date, coherent whole school improvement plan, linked to the board's strategic priorities, and shared with staff. Leaders should develop and implement a comprehensive school improvement plan, with measurable targets, defined responsibilities and clear timescales, which is communicated to stakeholders and reviewed regularly. This will enable leaders at all levels to evaluate the impact of initiatives, ensure accountability and plan proactively for further improvement.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		x		
How well the curriculum and other activities meet the range of needs and interests of pupils		x		
How effective teaching and assessment are in meeting the full range of pupils' needs		x		
How well pupils make progress in their learning		x		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		x		
The behaviour of pupils		x		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		x		
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Leadership and management

Overall effectiveness of leadership and management		x		
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School Details

Name of school	British Academy School Marrakech
Type of school	Private, not for profit.
Date school opened	September 2019
Age range of pupils	3 to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	249
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	From 54,900 MAD (Nursery) to 108,900 MAD (Sixth Form)
Annual fees (boarders)	n/a
Address of school	Avenue Agdal Quartier Masmoudi Targa 40000 Marrakech Morocco
Telephone number	+212 5 24 34 44 33
Email address	info@basn.uk nobaid@basn.uk
Headteacher	Mrs. Nicola Bussetil
Proprietor	Professor Tariq Obaid

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Knowledge and Human Development Authority (KHDA) – Private schools in Dubai are required by the to be inspected. A joint KHDA/BSO inspection may be requested through the KHDA's strategic partner, Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of His Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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