Everest International School

British Schools Overseas Inspection Report

Inspection Dates: 22 to 24 April 2026

Lead Inspector: Valerie Dunsford

Team: Paul Fletcher

Age Group: 2 to 11 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

Everest International School is a privately owned day school for boys and girls aged two to 11 years, located in the California area of Tangier. There are 123 pupils on roll, including 39 in early years, 44 in key stage 1 and 40 in key stage 2. The school serves a diverse community of pupils, including Moroccan families and international families living in Tangier. The largest ethnic group represented is Arab. English is an additional language (EAL) for almost all pupils. The school follows the early years foundation stage (EYFS) curriculum and the National Curriculum for England (NCfE) and delivers a modified curriculum to meet the additional requirements of the Moroccan Ministry of Education (MoE). The school has identified 12 pupils with special educational needs and/or disabilities (SEND).

The school opened in September 2019 and is owned by the Afkir family, the members of which are nominated directors of the school and serve on the school's governing board. Day to day management of the school is delegated to the headteacher who was appointed 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 27 part-lessons and carried out learning walks, including after school activities. Inspectors also attended assemblies and morning arrival and registration. The team held 20 meetings with leaders, teachers, pupils, parents and members of the school's governing 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

Everest International School is a satisfactory school and provides a satisfactory quality of education for pupils from two to 11 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 satisfactory.

Almost all children start the early years with EAL needs. From often very low baseline assessment outcomes, children make strong rates of progress as a result of precisely targeted interventions. By the end of the foundation stage, over two-thirds of children are working at or above expectations in communication and language with just over three-fifths working at or above in literacy, very close to the England average for a Good Level of Development for children whose first language is not English. In foundation stage 2 (FS2), children grasp quickly the sounds of split digraphs and understand the impact of the 'magic e' on the sound of 'u' in words such as 'cut/cute' and 'tub/tube'. Girls generally perform better than boys especially when attaining the higher levels. Children are well prepared for key stage 1.

By the end of key stage 1, teachers' interventions ensure that around two-thirds of pupils make expected rates of progress. In lessons, pupils in Year 3 benefit from highly interactive and differentiated lessons where peer-assessment enlivens pupils' responses. Across key stage 2, pupils' rates of attainment and progress vary as many pupils join the school with EAL needs and are unfamiliar with instruction in English. By the end of key stage 2, as a result of highly accurate assessment of attainment and progress, strongly focused teaching ensures that over two-thirds of pupils make expected rates of progress. In Year 6, pupils demonstrate good responses to themed activities and apply highly appropriate vocabulary, such as 'snooping around' when highlighting their skills as potential spies. As pupils move through the school, their handwriting generally improves progressively so that work in books is neat and tidy.

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

Children enter the early years with mathematical skills that are lower than is typical for their age. By the end of the foundation stage, the mathematics curriculum and carefully directed teaching have enabled most to make good progress. Over two thirds of pupils are working at the level expected for their age. Although this is slightly lower than expected for children in England, it marks a considerable achievement considering their starting points. Pupils are well prepared for the demands of the primary mathematics curriculum.

Pupils continue to make at least satisfactory progress in most areas of mathematics as they move through primary. Year 3 pupils can tell the time accurately, using analogue and digital clocks. Year 4 pupils understand fractions as division but some struggle to apply this knowledge to real life problems. The school uses externally standardised progress tests, along with teacher-based assessments to track pupils' attainment and progress and to identify where additional support or challenge is needed. Data from these tests indicate that in almost all year groups pupils' attainment and progress is broadly in line with that expected in the UK. Inspectors' observation of lessons and scrutiny of their work in mathematics confirm the accuracy of this data. Where attainment is sometimes lower, this is often when a pupil joins the school with gaps in their understanding. Targeted one-to-one support from teachers helps these pupils to catch up with their peers.

In most classes, pupils are aware of how well they are doing in mathematics, but feedback from their teachers is not always specific about next steps for improving their work. The needs of SEND and EAL pupils are appropriately identified and addressed either through differentiated activities in mathematics or through individual support from teaching assistants. The performance of these pupils is in line with their ability as indicated in cognitive ability tests.

Pupils clearly enjoy mathematics and most show confident arithmetic skills and understanding of measurement, shape and data. Their ability to apply their mathematical understanding independently to problem-solving and to explain their reasoning effectively is an area where some lack confidence and are still very reliant on their teacher for support and reassurance.

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

Pupils of all abilities, including those with SEND and EAL, reach standards which are above age-related expectations for pupils in England. Where attainment drops below expectations, this is where pupils have recently joined the school with little prior knowledge of science or opportunity to develop scientific skills. These pupils make rapid rates of progress.

In EYFS, children arrive with little understanding of the world. Through the topic-based curriculum, they quickly extend their knowledge and experience of the natural world. Children in foundation stage 1 (FS1) learn to be palaeontologists through learning about the size, diet and habitat of dinosaurs. In FS2, children show an excellent understanding of why particular clothing is needed in space and can explain why astronauts appear to float in space.

In key stages 1 and 2, most pupils make good progress or better in relation to their starting points. In Year 3, pupils can name the main organs in the body and describe their uses. Year 6 pupils confidently describe how a ray of light changes direction when it is reflected from a smooth surface, using correct scientific terminology. Teachers plan engaging investigations to support pupils' understanding and development of scientific skills, for example, Year 4 pupils design and test a windmill to show wind energy transfer. Pupils' enjoyment in learning science is evident in lessons and in the high quality of work in their books. At the end of each key stage,

pupils attain at least in line with age-related expectations with many exceeding the expected level.

Pupils' attainment and progress in a range of **other subjects** are satisfactory.

Pupils benefit from specialist teachers for Islamic Studies, Arabic, French and physical education (PE). Despite the lack of abundant information and communication technology (ICT) equipment, most pupils make satisfactory rates of progress in using ICT to research topics in the small computer suite or by using the interactive whiteboard in lessons. Humanities-based subjects are delivered by the classroom teacher and these sessions often result in pupils using their English skills well as they learn and discuss new topics, concepts and interests with their peers. For example, in a history lesson, Year 3 pupils were able to discuss the development of photography, match cameras to an evolutionary timeline and identify the types of photographs, many of British origin, that each camera would have produced.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is satisfactory (see Part 1 below).
- The quality of teaching, learning and assessment is satisfactory overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is satisfactory (see Part 2 below).
- The welfare, health and safety of the pupils are satisfactory (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 **curriculum** is satisfactory.

The curriculum is broad and balanced and meets the requirements of the Cambridge Primary curriculum and the EYFS curriculum. The school is committed to delivering aspects of the Moroccan curriculum through the provision of Arabic, Islamic Studies and French language in all year groups. The curriculum has been strengthened and enriched in the current year across all age groups with the introduction of a structured reading scheme, the embedding of a formal programme of Personal, Social and Emotional Development (PSED), and the expansion of art and design technology, ICT, and humanities. These areas are still developing across each key stage.

The curriculum is centred around themed topics which help pupils to make connections between different areas of their learning and to deepen their understanding. As part of a James Bond themed topic, Year 5 pupils investigated a route through a maze of mirrors to track down stolen jewellery using their scientific knowledge of the laws of reflection, incorporating mathematical understanding of calculating angles of incidence and reflection.

Britishness is integrated seamlessly into all aspects of school life, alongside Moroccan culture and traditions. This is seen through displays of prominent British and Moroccan scientists, engineers, inventors and artists throughout the school, through literature found in the school's library and through themed topics such as the Great British Bake Off and an in-depth study of the city of Manchester, prompted by pupils' interest in football.

British values are integrated across topics and teachers are beginning to understand how to embed these in their planning. The assembly programme reinforces coverage of British values and an understanding of protected characteristics through topics such as respecting and celebrating difference, identity, anti-bullying, and raising awareness of cultural traditions and customs. It encourages tolerance and respect for others, taking full account of the protected characteristics identified in the Equality Act 2010, other than those which cannot be met due to the laws of the host country. It cannot fully meet the protected characteristics of gender reassignment, marriage and civil partnership and sexual orientation. The new PSED programme has been very well received by staff and pupils and is supporting the development of pupils' emotional and physical well-being, as well as promoting healthy and positive relationships.

The school's arrangements for supporting pupils who have SEND is a strengthening area of the curriculum. The school follows a graduated approach of support, depending on need, which ranges from differentiated learning and targeted teacher-based support in class to individual education plans (IEP) with specific targets, tailored interventions and the regular monitoring of progress. A small number of pupils have targeted one-to-one support from a teaching assistant funded by their parents. The school is also developing links with external professionals who can provide support in carrying out external assessments and guidance for staff in meeting specific needs.

Most pupils speak English as their second or third language. All teachers can communicate with pupils fluently in Arabic and French as well as in English which helps pupils to transition swiftly and seamlessly to the British curriculum. Pupils' language needs are assessed on arrival at the school and additional support is provided if needed. Targeted support is provided by classroom teachers who adapt language, provide visual support and scaffold learning. Pupils quickly develop their confidence in using English and have no difficulty in gaining access to the full curriculum.

The school effectively prepares its pupils for the transition from one key stage to the next. The small size of the school means that teachers know every pupil and several teachers teach across different year groups. Schemes of work are carefully planned to ensure that they provide continuity to and progression of pupils' learning. Attainment and progress data is shared with teachers during transition meetings so that class teachers are aware of the needs of all pupils.

The curriculum is enriched with opportunities for pupils to extend their learning in the local and wider community. These are linked as far as possible to the themed half termly topics. Pupils have access to a small number of weekly after school activities. Pupils confirm that these are enjoyable and that they are keen for more to be available.

The quality of **teaching, learning and assessment** in the school is satisfactory.

Teachers are suitably qualified. They have a secure knowledge of the subjects that they teach and they understand how to help pupils learn. Strengthening teachers' classroom practice has been a priority for the school's leadership in the current year. This is beginning to have a positive impact and was reflected in elements of good and outstanding practice observed by inspectors. Weekly professional development sessions have focused on activities such as developing teachers' understanding of lesson structure, the use of assessment, the setting of differentiated tasks, and better understanding special educational needs.

Most teachers plan lessons with clear learning objectives and share them with pupils so that they know what is expected of them. They structure questions appropriately to each pupil's level in order to check and extend understanding. Some teachers model tasks effectively to build pupils' confidence and ability to work independently. For example in an art and design technology lesson, Year 3 pupils worked on their own clock designs, applying their knowledge

from mathematics to use a compass, ruler and protractor to accurately draw the clock face. Encouraging pupils' independence is not yet consistent practice, meaning that in some lessons, pupils are over-reliant on their teacher for guidance and struggle to use their initiative or work without constant reassurance.

Pupils behave very well in most lessons. They are focused, motivated and eager to participate in all activities which engage them actively in learning, for example, through tasks which allow them to collaborate with their peers, engage in debate and to demonstrate their critical thinking skills. On occasions where the pace of the lesson is slow, and tasks are not sufficiently adapted to pupils' individual learning needs, many lose focus.

Pupils with specific learning needs are clearly identified in teachers' planning. Class teachers differentiate tasks to ensure that pupils with SEND and EAL needs can gain access to activities at an appropriate level. Comprehensive IEPs, with clear strategies targeted to pupils' individual needs, are written by class teachers and monitored half termly. Currently, these IEPs are not shared beyond the form teacher, meaning that in some specialist lessons teachers do not plan appropriately for pupils' needs.

Teaching assistants provide targeted one-to-one support in some classes where they help specific pupils to listen, to follow instructions and to sustain concentration. In nursery and early years, they support the personal care and development of pupils. In most cases teachers do not currently include the work of teaching assistants in their planning, which means that their expertise is sometimes underused and their involvement in pupils' academic development is insufficient.

The introduction of cognitive ability tests for all pupils on entry to the school, as well as twice-yearly externally standardised tests in English, mathematics and science has helped to give leaders and teachers accurate information about strengths and weaknesses in pupils' knowledge and skills. The use of this information in teachers' lesson planning is still developing. Although most teachers plan differentiated activities, these are not always matched appropriately to pupils' capabilities. In addition, some teachers do not yet have the skills to adapt tasks dynamically during a lesson if pupils need additional challenge. As a result, sometimes the most able pupils are not sufficiently stretched and do not achieve as highly as they might.

Teachers provide helpful verbal feedback to pupils in lessons. Pupils respond positively to praise and encouragement from their teachers and they act on any recommendations on how to improve their work. In some lessons, teachers use peer-assessment very effectively to motivate pupils who enjoy giving and receiving feedback from their peers.

The school's leaders and teachers demonstrate high levels of commitment and determination to continue to raise the quality of education for their pupils.

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 satisfactory.

Pupils are very keen to learn. They line up in the playground before registration and walk in an orderly fashion to their classrooms. Pupils demonstrate very positive attitudes to learning and are proud of the work that they produce. They are well behaved around the school, understanding how their behaviour can impact negatively on others. Teachers deal well with minor misunderstandings between pupils, bringing matters to a close quickly and in a restorative way.

The school uses the Cambridge PSED curriculum as part of its personal, social and health education (PSHE) provision. Starting in the early years through to Year 6, it develops pupils' understanding of themselves, others, the world around them and of coping with change in an age-appropriate and incremental way. In English lessons, pupils write stories with morals as the key focus, such as 'never give in' and 'always do your best'. In a Year 4 PSED lesson, pupils learnt the difference between joking and bullying and the negative emotional impact that bullying can have on the victim and that what may appear as a joke, may in itself be an act of bullying if not all parties understand the joke.

The school introduces pupils to aspects of the protected characteristics through themed assemblies in both key stages, focusing on concepts such as mutual respect, understanding differences, gender equality and diversity in the world. Gender has been a recent focus, breaking down cultural prejudices about what girls can and cannot do with some boys perceiving girls as the weaker sex who need looking after. Assemblies have shown females working in traditionally male-dominated jobs and activities, such as female firefighters, weightlifters, and astronauts. In a key stage 2 assembly, pupils learnt about the school's values of respect and open-mindedness, understanding what these values mean and how being open-minded helps to understand other cultures and people's different views.

Pupils learn about their own culture and that of other countries. They learn about Amazigh culture, enjoy wearing traditional Moroccan costumes as well as those of Egypt, for example, as they learn about ancient history. They recognise key symbols of the United Kingdom such as the guards outside Buckingham Palace, Big Ben, the London Underground, traditional London taxis and red telephone boxes and buses. They enjoy designing posters that demonstrate the British values of democracy, tolerance and the rule of law, making accurate comparisons between Morocco and the United Kingdom in terms of housing, clothing and the weather. For example, they understand the constituent parts of the British Isles, and its traditions. PSED lessons often make reference to British personalities and institutions, such as the BBC and David Attenborough's Life on Earth and Blue Planet.

Islamic education lessons introduce pupils by year group to aspects of equality, justice, fairness, mercy and kindness, teaching them how they can benefit others by staying hopeful and remaining patient. Lessons include the story of Maryam in helping older pupils understand the preservation of dignity. In a Year 3 lesson, pupils learnt about prayers at specific times and the act of praying.

Pupils who are members of the school council meet regularly and take minutes of their meetings, recording action points in relation to planned charity events, such as the baking and selling of cakes. The school seeks pupils' views and in the current academic year it has conducted surveys of pupils in Years 3 to 6. Although a small sample, the findings were similar to those of the pre-inspection pupils' survey in which all pupils confirmed that they felt happy and safe at school and that they could speak to an adult if they were worried. They stated that most lessons were interesting with supportive teachers that help them to learn with useful feedback that encourages them to improve their work. Almost all agreed that any instances of bullying were dealt with quickly and effectively but a few were concerned that not all pupils were always kind and respectful to each other. Almost all said that there was an insufficient range of after school activities. All confirmed that the school encouraged them to be healthy and all would recommend the school to a friend.

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

The school meets the requirements of this standard and is fully compliant with all the safeguarding and welfare regulations of the host country.

The **welfare, health and safety** of pupils and staff are satisfactory.

The school's safeguarding policy and child protection arrangements set a strong safeguarding culture in which all staff understand their roles and responsibilities. Many policies, such as the intimate care, first aid and anti-bullying make direct links to safeguarding, demonstrating the school's comprehensive approach. Pupils, staff and parents are aware of the Designated Safeguarding Lead (DSL)and Deputy DSL and pupils know whom to contact if they feel unhappy or ill at ease through the posters displayed around the school. As a result, the school provides a safe environment in which all pupils thrive and enjoy learning. New pupils settle into school routines quickly and make friends.

Health, safety, welfare and risk assessment policies are sufficiently detailed to identify and remedy potential concerns. However, not all safety checks confirm that actions have been taken or when the next review should take place and although there is a risk assessment for trips, not all events and activities have a current risk assessment. The school has an appropriate fire safety policy that incorporates regular checks and training on firefighting equipment as well as at least twice-yearly evacuation drills. Pupils understand the importance of these drills, proud to report that the most recent drill cleared the school in under four minutes.

Pupils are courteous and polite as they move around the school in an orderly manner. The school applies its behaviour and anti-bullying policies consistently so that all pupils understand the consequences of unacceptable behaviour. The school adapts a restorative approach to poor behaviour, helping pupils to make amends, understanding how their actions affect others. The school codes instances of misbehaviour so that it can identify trends and take action to reduce recurring incidents. As a result of new leadership, instances of poor behaviour have declined and pupils and parents now comment on how behaviour is better managed.

Pupils' attendance is slightly below the UK average at 90%. The school works hard to ensure that parents and pupils understand the importance of regular attendance. Through its attendance policy and absence tracking arrangements, the school codifies pupils' absence so that it can identify trends. The appointment of an attendance manager has placed a greater focus on regular attendance. In the current year, a high proportion of pupils have been absent for health and weather-related reasons. During the week of the inspection, pupils' attendance was 90% and 94% in the previous week.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The headteacher oversees all recruitment checks, with additional oversight provided by the proprietor. Those involved in the appointment of staff have undertaken safer-recruitment training and now demonstrate good knowledge and understanding of the required checks. These include checks of the identity of prospective staff, their medical fitness, qualifications, their right to work in the host country, police checks and references from their previous and current employer in order to determine their suitability to work with children.

The school maintains a comprehensive single central record (SCR) which is efficiently and confidentially managed by the headteacher. The SCR includes all staff who work at the school, including contractors, catering, site and security staff, the proprietor and governors. A record of all the checks are retained on each member of staff's file. Appropriate checks are carried out on all visitors to the school.

An effective induction programmes is in place for all staff, which includes safeguarding, information about key policies, and training relevant to their role.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The school manages the use of its premises and buildings very well. It provides a very safe and secure environment with two access points that remain locked and supervised after arrival throughout the day until the well-managed dispersal of pupils after school. Its premises and

educational facilities are adequate to support pupils' learning and safety with bright, well-ventilated and acoustically suitable classrooms that are mostly well-equipped with interactive whiteboards and colourful displays. Pupils benefit from a small but well-stocked library that supports reading in the school's three languages, although Arabic books are in the minority. There is a small computer room, a dedicated area for children in early years to learn and play and a small outdoor area for breaktimes and PE. As a result of risk assessment, the school has added non-slip flooring to recreational areas to maintain pupils' safety.

In accordance with the supervision policy, staff are on duty at key points to ensure the safe supervision of pupils at the start and end of the day, which is managed exceptionally well, and during breaktimes. Pupils are very well accustomed to lining up in orderly year groups before proceeding to lessons.

Suitable toilet and washing facilities are available for the sole use of pupils, including the separate provision of toilets for boys and girls in key stages 1 and 2. Suitable medical accommodation responds to pupils' first aid needs with seven staff trained in first aid, including one paediatric trained first aider.

Drinking water is available to pupils from two clearly labelled dispensers and non-drinkable water is clearly marked as such. Canteen staff serve pre-prepared food for pupils that includes a main meal, fruit and a drink. The canteen is very busy at lunchtime with two sittings and little time to clean the tables before the next sitting.

The school has identified that it needs to improve some of its outdoor resources to better support pupils' social and physical development, especially the gross motor skills of children in the early years.

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

The school meets the requirements of this standard.

Parents benefit from regular and effective communication with the school through the use of an app, including informative newsletters, weekly work and homework schedules, details of forthcoming parental workshops and their child's report cards. The website explains the school's aims and ethos so that parents understand the school's trilingual approach to learning and the resultant benefits for pupils. It includes the details of board members, their roles and contact details and key policies such as safeguarding and child protection, attendance, health and safety and fire, first aid, admissions, behaviour, anti-bullying, curriculum, SEND, EAL and complaints.

The school seeks parents' views. The school conducted its first full parental satisfaction survey in December 2025, with a participation rate of just over two-fifths of pupils' families. As a result, the school has targets to improve the participation rate of parents in future surveys. It has shared the findings with all parents, although the proposed areas for improvement have yet to be incorporated into the school's improvement plan.

In the pre-inspection survey and in meetings with inspectors, almost all parents responded that they are happy with the school and feel that their children are safe because staff show concern for their children's care and welfare. They believe that the school sets high expectations and supports the wider development of their children. Parents clearly observe how their children make progress with some saying that their children are 'frustratingly advanced', demanding more time and resources from their parents. They feel that behaviour is managed well and that bullying is dealt with promptly and effectively. They are happy with the progress reports that they receive and confirm that the school responds well to any concerns that they may have. Almost all agree that the school is well led and would recommend it to another parent.

Parents appreciate, and would like more of, the parental workshops that help them to understand how their children learn and how they can support their children at home with reading and mathematics.

Parents receive very detailed mid-term and annual reports on their children's attainment levels, strengths, next steps for improvements and attendance across all main subjects. Parents of pupils with SEND are involved in the design and implementation of their child's IEP and value the individual support that their child receives.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school has published its complaints policy on the website. It provides a clear procedure with timescales and stages for the informal and formal resolution of complaints. Where a complainant is dissatisfied with the outcome of a formal complaint, they have the right to an appeal panel hearing. An appeal panel consists of at least three members, one of whom is independent of the management of the school or the original complaint. The complainant has the right to be accompanied to the panel hearing. The school records and confidentially stores all records of formal complaints and their resolutions, unless the law requires access to the records.

The school has received three formal complaints in the current academic year, all of which have been resolved to the complainants' satisfaction. The school takes all complaints seriously, identifying trends to improve its own procedures.

Part 8. Leadership and management of the school

Leadership and management of the school are good.

The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met. The school's proprietor, leaders and governors are fully committed to achieving the school's vision to provide a safe, nurturing, and academically ambitious environment where pupils develop strong academic foundations, personal confidence, and a lifelong love of learning.

Leadership has been strengthened in the current year with the introduction of the role of headteacher and the appointment of a deputy head and key stage coordinators. This has ensured a more effective and manageable division of responsibilities. The headteacher and senior leadership team now oversee daily operations and overall school improvement priorities while the proprietor, directors and board of governors hold the headteacher to account, manage financial and legal matters and support the strategic development of the school. The recently established board of governors has clearly defined roles and responsibilities and provides expertise in a range of different areas including health and safety, education, safeguarding, property, business and finance. Governors take a strong interest in the work of the school; they have a good understanding of the BSO standards and they play a prominent role in supporting the school's development.

The headteacher and board of governors have established systems for quality assuring all aspects of the school's provision including academic, safeguarding, health and safety, links with parents and the school's premises and accommodation. Although still in its infancy, this quality assurance has led to a more robust and accurate evaluation of what the school does well and the identification of targets for further improvement which form the basis of the school's development plan.

The senior leadership team supports the headteacher in monitoring the quality of education and evaluating strengths and priorities As members of the senior leadership team develop their leadership skills and confidence, they are beginning to take responsibility for the delivery of targets identified in the school's development plan; however, this is still at an early stage of implementation. They have a growing awareness of the need to hold their teams of staff to account in areas such as the consistency in application of agreed teaching strategies, curriculum delivery and the use of data to identify and respond to pupils' individual learning needs.

A supportive system for appraising the performance of staff has been introduced in the current year, linked to a comprehensive programme of professional development. Leaders frequently observe teachers in lessons and teachers increasingly observe their peers. Success is shared and areas for development are viewed as opportunities to improve.

A strong ethos of inclusion is evident in all areas of school life, reflecting the diverse nature of the school's population. The school's values of respect, responsibility, kindness, and integrity are understood and modelled daily by all members of the school's community. Senior leaders, the proprietor and governors are committed to a strong culture of safeguarding. All staff receive annual training on keeping pupils safe. The care and well-being of all members of the school's community are paramount in leaders' decision making and were evident in the speed with which they dealt with any questions or concerns raised by inspectors in relation to the management of risk.

Leaders have begun to actively seek the views of all members of the school's community and are taking these into consideration when determining priorities for further improvement. Pupils value the opportunities that the school provides to share their ideas and concerns and look forward to seeing how they can help initiate change. In the inspection survey and in meetings with pupils, parents and staff, they were unanimously positive about the changes introduced by the headteacher in the current year and are excited to see the school grow and develop. School staff agree that the school is well led and managed. All staff who responded to

the inspection survey said that they are proud to work at the school and feel well supported, listened to and cared for by senior leaders.

The school's proprietor, leaders and governors are fully committed to ensuring that the school provides a high quality of education for all its pupils. Everest International School is at an important stage in its growth and development and under the current leadership shows very strong capacity for further improvement.

Early Years Provision

The quality of early years' provision is satisfactory.

Most children join the early years with no English language skills, and for many of them English is their third language. Teachers communicate with the children initially in their home languages, and then increasingly build their English vocabulary through key routines, instructions, stories and role play. By the end of pre-school, children communicate confidently in the English language in all areas of their learning. They engaged readily with inspectors, eager to discuss their learning. Children in FS1 spoke knowledgeably about the characteristics and habitats of different dinosaurs, while children in FS2 showed their knowledge of the solar system by naming and describing different planets.

This phase follows the Cambridge curriculum and incorporates elements from the EYFS curriculum. Leaders follow a play-based learning approach, and the development of key early skills in communication, language and physical development enables children to make a successful start on their learning journey. This is the first year that the school has assessed pupils using the early learning goals. Teacher-based assessments indicate that pupils are making good progress and that their attainment aligns broadly with age-related expectations in England.

Classrooms are compact, but space is orderly and well planned to create a variety of learning areas that support children's exploration, creativity and independence as well as a more structured space for adult-led activities linked to clear learning objectives from the Cambridge early years curriculum. For example, children benefit from focused teaching sessions to develop their phonics knowledge and their understanding of number. They put this knowledge into practice through independent activities as they move around the different learning zones.

Teachers demonstrate a good awareness of how children learn and develop. They effectively model language and social behaviour and set clear routines. Children respond well to their teachers' and teaching assistants' expectations and quickly learn to take responsibility for their behaviour and work cooperatively with others. Teaching assistants play an important role in the personal care and development of the children. They are not yet fully involved in planning learning activities or assessing children's development. This is an area where they have the capacity to make a positive impact on children's learning.

Relationships between the children and the adults who support them are warm and caring, helping them to become increasingly confident socially and academically. Children arrive at school with a smile on their face in the morning, eager to enter their classrooms and explore the new activities planned for them that day. The range of resources available to the children

is still developing. There is a small, shared outdoor space for the early years' classes, where learning can take place; however, space and resources designed to develop pupils' gross motor skills are insufficient. Teachers are remedying this through the introduction of a range of different off-site visits where children can explore the outdoors. On a recent visit to a local park, children in FS2 took rides on the zipline, imagining what it might feel like to be in space.

Leadership of the early years is developing as staff become more familiar with the early years' framework and the new approach to continuous and enhanced provision. Staff keep parents informed about their children's learning through a dedicated online platform. Parents are beginning to understand the way their children learn in early years and commented in the inspection survey about the good rates of progress that their children had made since joining pre-school. Leaders have recognised the need for more workshops to help parents understand the school's approach to learning in early years and the part parents can play in supporting their child's learning journey.

Compliance with regulatory requirements

Everest International School meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5(b)(vi). Everest International School 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. The quality of teaching seen in the most successful lessons is not yet consistent across all subjects and classes, meaning that some pupils do not always reach their full potential. Leaders should continue to embed systems for monitoring the quality of teaching and learning and for sharing best practice through continued professional development and peer support. This will ensure that teachers are confident in using a range of strategies to support pupils' learning more effectively across the full ability range.

2. The changes to the curriculum in early years are having a positive impact on children's all-round development, however, the early years' environment does not provide sufficient resources and access to outdoor learning to support children's physical and social development. Leaders should consider how the outdoor spaces could be used more effectively and what additional resources are needed to extend the learning areas and experiences available to the children. This will ensure that children have more opportunities to develop their gross motor skills and to engage in more interactive play with their peers across early years.

3. The school has a suitable risk assessment policy, however, teachers and leaders are not always confident in recognising where ongoing assessment of risk is needed, and do not yet have the skills to carry out their own risk assessments for activities both on- and off-site. Leaders should ensure that all staff receive up-to-date training and that risk assessments are carried out systematically and on an ongoing basis in all areas and activities of the school. As a result, the school will continue to ensure the safety and well-being of pupils and staff as it expands its activities.

4. Following the appointment of the new headteacher in the current year, there are several new leaders in post. In order to support the headteacher's and governors' vision for the continuing development of the school, members of the senior leadership team need to consolidate and develop their skills to lead and manage performance in their areas of responsibility. This will ensure that the school meets its ambitious targets in its development plan to ensure a high quality of education.

Summary of inspection judgements

The quality of education

	Outstanding	Good	Satisfactory	Inadequate
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	

Leadership and management

Overall effectiveness of leadership and management		x		

School Details

Name of school	Everest International School
Type of school	Private (proprietor owned)
Date school opened	September 2019
Age range of pupils	2 to 11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	123
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	34,300 MAD
Annual fees (boarders)	n/a
Address of school	N22 Villa Yousr Rue Nador, Lot California Tangier 90004 Morocco
Telephone number	+212 6 61 75 43 45
Email address	contact@everest-school.com
Headteacher	Ms Rachel Lloyd
Proprietor	Mohamed Afkir Anas Afkir Yousra Afkir

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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