



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON THE BRITISH SCHOOL OF GRAN CANARIA**

# INDEPENDENT SCHOOLS INSPECTORATE

## The British School of Gran Canaria

Full Name of School	<b>The British School of Gran Canaria</b>
Address	<b>Crta. Tafira a Marzargan s/n El Sabinal Gran Canaria SPAIN 35017</b>
Telephone Number	<b>+34 928 351167</b>
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Email Address	<b>oficina@bs-gc.net</b>
Principal	<b>Mr Julian Clark</b>
Chair of Governors	<b>Ms Araceli Dominguez</b>
Age Range	<b>3 to 18</b>
Total Number of Pupils	<b>597</b>
Gender of Pupils	<b>Mixed (289 boys; 308 girls)</b>
Numbers by Age	<b>3-5: 75 5-11: 244 11-18: 278</b>
Inspection Dates	<b>20 Oct 2015 to 23 Oct 2015</b>

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in March 2012.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The British School of Gran Canaria was founded as a day school for boys and girls in 1966 in Tafira, a rural location in the north east of Gran Canaria, on the edge of Las Palmas. In 1969 it relocated to its current site in Tafira in order to accommodate its steady growth, and in September 2015 moved into new purpose-built facilities. In 1998 the school acquired a separate primary school in the south of the island, about 40 minutes' drive from the Tafira site. The South school houses a sister primary school, running in parallel to Tafira, with the pupils guaranteed a secondary school place in Tafira. The school is a non-profit association where all parents, apart from staff, are voting members. At its annual general meeting, the association elects members to a board of governors, responsible for the oversight and direction of the school. Since the previous inspection, the management arrangements and responsibilities in the secondary section have been restructured.
- 1.2 The school's mission is to provide a diverse, stimulating and academically challenging education in an English-speaking environment, enabling pupils of all nationalities to become successful, enthusiastic, well-prepared citizens of the future. The school aims to enable pupils to become confident, creative and independent thinkers and to value friendship, communication, honesty and trust. To this end, it aspires to promote cultural understanding and international awareness, to prepare pupils for university education, and to provide them with a wide range of educational experiences and learning opportunities.
- 1.3 At the time of the inspection, the school provided education for 597 pupils, 289 boys and 308 girls. Of these, 193 and 126 primary pupils are in the Tafira and South schools respectively. A total of 75 children aged under 5 are educated in the Nursery and Reception classes of the Early Years Foundation Stage (EYFS). There are 53 pupils receiving sixth-form education. The school has identified 26 pupils with special educational needs and/or disabilities (SEND), all of whom receive specialist learning support. The great majority of pupils come from Spanish-speaking families, predominantly local residents, along with some from South America. A further 26 nationalities are represented in the school, particularly Indian, British and American. More than nine out of ten pupils have English as an additional language (EAL), and only seventeen pupils are British. Pupils take a range of standardised aptitude and ability tests at different stages throughout the school. These indicate that the ability profile is generally in line with the UK national average.
- 1.4 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school is successful in meeting its mission and aims, and this is reflected in the academic standards achieved by pupils and in their personal development. Pupils of all ages are well educated and display a good commitment to developing the necessary subject skills and knowledge to succeed. Standards of literacy are good, especially in pupils' increasingly confident command of spoken and written English. Pupils make good progress over time, particularly so in view of the very high proportion with English as an additional language. The achievement of the most able pupils is good but a lack of opportunities to extend and challenge them in lessons sometimes limits the progress they make. Pupils of all ages, from the EYFS to the sixth form, show excellent attitudes to their work. They are invariably enthusiastic about their learning and nearly always respond to the tasks given to them with interest and determination. The good teaching and well-planned curriculum for all ages, together with the extensive enrichment opportunities available, make a strong contribution to the success of the pupils. However, on occasions, teaching fails to challenge the most able pupils sufficiently and provide them with sufficient opportunities to learn independently. Assessment systems allow pupils' progress to be monitored, although practice in the two primary sections is not fully consistent.
- 2.2 Pupils develop excellent spiritual, moral, social and cultural awareness. They grow in self-confidence and self-knowledge as they progress through the school, developing into confident and considerate young adults by the time they leave. This is supported and promoted by the excellent pastoral care across the school and efficient systems to ensure pupils' welfare, health and safety. Good behaviour and mutual respect are central to the school's ethos and these are promoted effectively throughout.
- 2.3 Governance is good and provides effective oversight of the workings of the school and its academic standards. However, systems to monitor the implementation of school policies are not yet fully secure. Leadership and management throughout the school are good, and a strong sense of purpose and educational direction are evident. Appropriate progress has been made in several areas identified at the previous inspection. However, procedures for monitoring teaching and learning in the classroom are still not sufficiently efficient, and the provision of appropriate challenge for the most able pupils remains inconsistent. The school has formed an excellent partnership with parents, although some reports provide limited information about pupils' current and future progress.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Develop a more effective process for monitoring the quality of teaching, so as to meet pupils' learning needs fully, particularly those of the most able.
2. Improve the quality of assessment information in the two primary sections, including the EYFS, in order to track pupils' progress throughout the school.
3. Ensure that governors develop effective monitoring systems to review the implementation of key pastoral and welfare policies.
4. Enhance the quality of reports to parents to enable better feedback on pupils' academic and personal progress and indicate areas for improvement.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of pupils' achievements and their learning, attitudes and skills is good. Pupils of all ages are well educated in line with the school's mission to equip them with appropriate skills and knowledge to meet the challenges of the 21st century. They display a good commitment to develop the necessary subject skills and knowledge to succeed.
- 3.2 Children in the EYFS achieve the expectations of the Early Learning Goals. By end of Reception, they use full stops and capital letters, and work with numbers to 20. They can use an application online to build their own dinosaur, practise mouse control and know how to click and drag items. Throughout the school, standards of literacy are good, especially in pupils' increasingly confident command of spoken and written English. They have a good grasp of, and familiarity with, technical terms and correct vocabulary. In Year 5, pupils enthusiastically wrote their own poems about winning gold in the Olympics in the style of a poem previously studied, and A-level linguists conducted a vigorous debate on the risks of misuse of technology in fluent German. Standards of numeracy are good, as shown in pupils' mental arithmetic and application of number in a range of subjects. Pupils in Year 2 demonstrate advanced understanding of symmetry, using mirrors and folding to explore which shapes are symmetrical. Competence in information and communication technology (ICT) is good and well used in many subjects. Strong creative ability is widely evident in pupils' artwork. Their performance skills develop well in drama and music, but their dramatic skills are under developed in the secondary section. Pupils develop competent practical skills when given opportunities to use them. Their reasoning and analytical skills are evident, particularly for older pupils and the more able, although these attributes are not frequently developed in some lessons.
- 3.3 Pupils enjoy significant success in a wide variety of external competitions and events, performing at regional and national level in sports such as football, athletics, sailing, cross country, swimming, golf and equestrianism. Pupils have performed strongly in poetry, debating, spelling and science competitions. Able musicians perform in local orchestras.
- 3.4 In the primary sections, pupils' attainment cannot be measured in relation to average performance against a fixed English national norm but, on the evidence available, it is judged to be at least in line with English national age-related expectations. In the secondary section, the following analysis uses UK and international data for the years 2012 to 2014, the most recent three-year period for which comparative statistics are currently available. Results at GCSE have been above the UK average for maintained schools. International GCSE (IGCSE) results have been above worldwide averages in six subjects, and similar to worldwide averages in five. A-level results have been similar to the UK average for maintained schools. Results in 2014 were lower than in 2012 and 2013, being below the UK average for maintained schools. This level of attainment indicates that pupils make good progress relative to the average for pupils of similar ability, particularly so in view of the very high proportion with EAL. This judgement is confirmed by the pupils' performance in lessons and in their responses to written tasks and interviews.
- 3.5 Children in the EYFS develop at a rate in line with their age. Pupils with SEND make good progress, as a result of the effective support they receive, and

demonstrated by the improvement in their language skills. Pupils of all ages make particularly good progress in improving their English. The achievement of the most able pupils is good, but a lack of opportunities to extend and challenge them in lessons sometimes limits the progress they make. When able to think for themselves and show independence and originality, they achieve at a high level.

- 3.6 Pupils of all ages throughout the school show excellent attitudes to their work. They are invariably enthusiastic about their learning and nearly always respond to the tasks given to them with interest and determination. When given the chance to do so, they show curiosity and interest, and work hard to give of their best. Pupils enjoy working independently and collaboratively in their learning. However, on a few occasions when the teaching fails to challenge them, their ability to think for themselves and ask imaginative questions is restricted. Pupils co-operate with their peers and listen sensitively to each other's contributions.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.7 The contribution of curricular and extra-curricular provision, including community links of benefit to pupils, is good. The curriculum provided supports the school's aims. All requisite areas of learning are covered in the EYFS, with a strong emphasis on the acquisition of English language. Children are thus helped to reach expected levels of development by the age of five. In the primary sections, the curriculum is broad and balanced, covering most aspects of the English National Curriculum, with suitable emphasis on mathematics and English, alongside the local mandatory requirements of Spanish and Sociales, a combination of Spanish history and geography. Throughout the school, English and Spanish are both taught as first and second languages.
- 3.8 In Year 7 pupils choose an additional language from either French or German. Curricular provision in the secondary section is good and enables pupils to make progress at least in line with their age and ability. In Years 10 and 11, the curriculum provides effective preparation for GCSE/IGCSE examinations. Alongside a core of English, mathematics, Spanish, science, physical education and ICT, pupils choose one subject from each of three option groups offering a further eight subjects. These must contain French or German and either geography or history. Both English and Spanish literature are available to most. At A level, pupils choose from a total of 12 available subjects. Again, the choice of both history and geography is precluded. An additional Spanish GCSE course is available, as well as support for the PAU examinations, offered in addition to A levels for those proceeding to Spanish universities.
- 3.9 Throughout the school, excellent support is given in learning English or Spanish as a second language. For pupils with SEND, extra help and support are given in lessons, or by withdrawal for individual or group work. The needs of the most able pupils are recognised, but not provided for in a formal programme. Extension tasks to challenge them are planned in some lessons but not fully embedded across the curriculum. In the secondary section, some beneficial additional activities are provided to offer extra challenges, competitions and awards, which enable pupils to perform at a higher level.
- 3.10 Personal, social and health education (PSHE) has appropriate coverage up to Year 9, and provides good opportunities to study a range of personal and life skills, such as decision making, relationships, healthy living and citizenship. Currently, there is no provision to Years 12 and 13 and only an informal programme for Years 10 and

11, who receive some input from tutors and outside speakers. Sixth-form pupils receive support for completing their personal statements for UK university applications, but limited guidance on careers and specific university courses. The needs of these older pupils are not fully met by this limited provision.

- 3.11 The whole-school curriculum is enriched very effectively in numerous ways. Particularly notable is the Effective Lifelong Learning Inventory (ELLI). Primary pupils are introduced to its seven learning dispositions, and secondary pupils complete the self-assessment programme and work on developing new learning skills. Both sections benefit from the ELLI enrichment days, and the programme makes a strong contribution to fulfilling the key school aim to develop lifelong learning skills. Excellent enrichment opportunities are provided for all pupils, with a variety of visits to local places of interest and residential trips, such as camps for primary pupils, sailing trips, a visit to Cornwall for Year 6, trips to London for Years 7 and 8, and ski and fieldwork excursions. Visitors and external speakers broaden pupils' educational horizons, and many cultural days are celebrated. Drama productions are greatly enjoyed by younger pupils but not offered in the secondary section.
- 3.12 An excellent range of extra-curricular activities and clubs is offered in the primary sections of the school. These include a club for EYFS and Reception, musical and sporting activities, dance, art and craft, drama, cookery and many more, all greatly enjoyed by the pupils. As well as providing a small number of clubs and activities, such as sporting clubs, photography and music, the secondary section offers many valuable curriculum support clubs to help pupils in their studies. Good local links are made with other schools in a range of sporting fixtures and in community service opportunities. Wider links are established, for example in an international debating competition and through fund raising for the benefit of those less fortunate, both in Nepal and closer to home.

### **3.(c) The contribution of teaching**

- 3.13 The contribution of teaching throughout the school is good. The quality of teaching makes a major contribution to the pupils' achievement and the fulfilment of the school's aims. Almost all pupils responding to the pre-inspection questionnaire said that their teachers help them to learn and to make good progress. The great majority of the teaching allows the pupils' interest to flourish, and engages them in stimulating activities that provoke thought and learning. A key strength of the successful teaching is the exceptionally positive and warm relationships and rapport that exist between staff and pupils, providing a supportive environment in which learning can take place.
- 3.14 The teaching in the EYFS and primary sections of the school fosters interest, enthusiasm and enjoyment. Lessons are well planned and frequently meet the varied needs of the pupils well. Increasing links between the two primary sections ensure that planning is undertaken in a collaborative way, giving greater consistency of experience for the pupils. A suitable variety of resources and methods is employed to stimulate the pupils' learning, including the effective use of technology. The great majority of lessons move at a brisk pace, ensuring that the pupils' interest is sustained throughout. Teaching assistants are often effectively deployed to help pupils to get the very best from their learning. Teachers have a thorough and up-to-date knowledge of the English National Curriculum. The enthusiasm and love of learning displayed by both the teachers and the pupils are infectious.

- 3.15 The teaching in the secondary section allows pupils to flourish, and fulfils the school's aim to prepare them well for university education in Britain, Spain and other countries. Teachers are all well qualified and demonstrate strong subject knowledge. This usually allows them to devise stimulating tasks and experiences that motivate and extend pupils' knowledge and learning. Teachers have a thorough understanding of the needs of their pupils; they know them well and generally have high expectations of them. The teaching employs a variety of resources and teaching methods in order to stimulate the pupils, such as quick fire questions, debates, and paired and group work. Teaching in specialist subjects, such as art, science and music, has been significantly enhanced through the completion of the new building.
- 3.16 Pupils throughout the school who have SEND or either English or Spanish as an additional language receive appropriate support from their teachers which allows them to make good progress. The teaching continually encourages pupils to use technically correct English vocabulary and, as a result, the pupils' knowledge and understanding of English are excellent.
- 3.17 Where teaching is less effective, lessons do not provide appropriate tasks to allow all levels of ability to make sufficient progress. This was particularly noticeable for some more able pupils, who sometimes had to wait unoccupied while other pupils caught up. This lack of consistency in challenging the most able pupils was also highlighted at the previous inspection. In less successful lessons, the tasks planned sometimes failed to provide any opportunities for pupils to work independently or contribute significantly to the learning process.
- 3.18 Assessment of pupils' knowledge and progress is good. The school is developing an effective system that shows clearly the level at which a pupil is working and tracks his or her progress over time. The system for recording the initial level of achievement and the progress of the children in the EYFS is less robust and lacks consistency between the two schools. Marking in the school, whilst regular and frequent, is sometimes perfunctory, with little advice for pupils on how to further improve their work. At its best it gives both encouragement and guidance, reflects the conversations that have taken place between teacher and pupil, and employs self- and peer-assessment.

## 4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

### 4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. The school successfully fulfils its aims to promote the core values of tolerance and mutual respect, and to celebrate diversity within the school, the local community and the wider world. Pupils grow in self-confidence and self-knowledge as they progress through the school, developing into confident and considerate young adults by the time they leave.
- 4.2 Pupils possess a strong sense of spiritual awareness. They feel safe and secure, and have an excellent sense of personal identity and respect for themselves and others. They are articulate and express themselves clearly. Children in Reception greeted each other with confidence in 'circle time', and Year 6 pupils wrote and performed short plays with conviction. Pupils of all ages are reflective and sensitive to non-material aspects of life. Those in the South school and secondary section further develop their spirituality through the study of world faiths, values and beliefs.
- 4.3 Pupils of all ages have an excellent moral sense and appreciate the difference between right and wrong. This is evident in the way in which they help each other and appreciate the circumstances of those less fortunate. Pupils spoken to say that they have not experienced bullying but appreciate instinctively that it is wrong. Pupils' moral awareness is gradually strengthened by their exposure to a wide variety of issues and moral dilemmas, such as racism, poverty and human rights, encountered in the curriculum and the PSHE programme. Year 9 pupils eagerly debated issues raised in their study of *Animal Farm*, and Year 11 pupils reflected on issues of violence in Sadaam Hussein's rise to power.
- 4.4 Pupils have a well-developed social awareness. They are polite and courteous, showing respect for their peers and teachers, and are at ease with adults. They are active members of the school community and are keen to take on roles of responsibility, from 'busy bees' in the younger year groups to Year 6 pupils who enjoy helping younger ones in the playground, and Year 7 pupils who teach Irish dancing. A very small minority of pupils responding to the pre-inspection questionnaire felt that their views are not listened to. Inspection evidence did not support this view. Inspectors found that in each section of the school, pupils are elected to represent the views of their peers on the well-regarded student councils. They feel that their concerns are listened to by the school, and several requests, such as the relocation of lockers and fans in the classrooms in the secondary section, and the introduction of an art competition in the primary section, have been acted upon. Elected house captains in all sections of the school organise house sporting competitions and activities. Pupils show their concern for those less fortunate than themselves in the time and effort they give to fund raising each year. Members of Year 12 take a growing role in community service, visiting a local hospital and organising a day excursion themselves for a group of adults with disabilities. Pupils develop a good awareness of the concept of democracy, and of political and economic issues within Spain and the wider European dimension, through a range of lessons and activities.
- 4.5 The cultural awareness of the pupils is excellent. The international nature of the school community enables pupils to gain a firm respect for others and a tolerance for difference. Pupils benefit from the celebration of festivals such as Chinese New Year, Chanukah and Divali. They learn about British values and traditions through their studies and through school trips to London and Cornwall, assemblies and the

celebration of Burns Night and St Patrick's Day. Pupils gain a strong awareness of Canarian values and political and legal institutions through Sociales and Spanish lessons, and celebrate Canarian Day with traditional dress, food and games. They develop a strong aesthetic awareness through their study of art and music.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 The contribution of arrangements for welfare, health and safety is excellent. The staff provide a high standard of support for pupils of all ages which is fully in accordance with the school's aims to ensure that pupils in the school feel happy and secure, and where relationships are based on co-operation, tolerance and mutual respect. The pupils overwhelmingly feel that the school is a happy, safe and non-threatening environment. The effective tutorial system is being further strengthened by the development of the role of the form tutor as a stronger pastoral figure. In the primary sections, this pastoral role is the responsibility of the class teachers. Good communication with senior pastoral staff enables potential concerns to be dealt with promptly. In questionnaire responses, a minority of pupils felt that teachers do not treat them equally. Inspectors found in one respect that this is sometimes so, but that it can arise because staff intentionally treat individual pupils differently, but fairly, dealing with each case on its own merits. A strength of the school is the excellent relationship between pupils of all ages, as well as between pupils and teachers. Teachers know their pupils very well. In both EYFS settings, the needs of each individual child are well met by the class teachers and through strong daily contact with parents.
- 4.7 Good behaviour and mutual respect are central to the school's ethos, and these are promoted successfully throughout. The school has effective policies covering behavioural issues, e-safety and bullying which are implemented well, and staff receive regular training on such issues. Pupils report that bullying is very rare and that any such incidents are followed up rapidly and effectively. A minority of pupils raised concerns in questionnaire responses about the fairness of rewards and sanctions. Evidence from discussions with pupils and inspection of school records did not support this view.
- 4.8 Pupils are encouraged to be healthy by taking regular exercise, in physical education lessons or as part of the activities programme. This is particularly so for the youngest pupils. Healthy eating is also promoted throughout the school. The lunch menu is varied and balanced, with a vegetarian option offered every day, and special diets are available.
- 4.9 Thorough and comprehensive safeguarding policies have due regard for pupils' welfare, meeting local requirements and the higher standards expected of schools in the UK. Regular training for all staff and for the designated officers ensures that policies are rigorously implemented and staff are aware of changing requirements and current initiatives. A whole-school e-safety day, outlining codes of conduct and acceptable use of the internet and digital technology, effectively raised awareness of the risks of cyber-bullying and safe practice online.
- 4.10 The detailed health and security policy, based on comprehensive audits and inspections from a government-approved company, aims to maintain the safety and security of all aspects of the school site and its personnel. Follow-up visits check that any recommendations have been implemented. Daily maintenance and security checks identify any new hazards. Carefully documented staff training and fire drill records include practices for the new buildings and identify any areas for improvement. Appropriate risk assessments for school premises, activities and off-

site trips are completed. However, they vary in their level of detail and are not all recorded in a consistent format or centrally monitored.

- 4.11 Arrangements to care for sick or injured pupils are good. All staff have received first-aid training, some to a higher level. Medication is administered strictly in line with local protocols, and accident records are maintained. Lists of those with chronic medical conditions are displayed in the staff rooms, and allergy lists are in the kitchens on both sites. Access for those with mobility difficulties is good.
- 4.12 Attendance and admission registers are appropriately completed and maintained in line with any local requirements.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good. The governors have a clear, strategic vision, underpinned by sound financial planning that has supported the further development of the school since the previous inspection. In this way, they support and promote the school's mission and aims. They have a wide range of experience which allows them to discharge their roles effectively through regular board meetings and a number of well-run committees. The chair of governors and board members have worked effectively with the principal and staff to pursue the school's central mission to provide a quality education for pupils which prepares them for growing up in the 21st century.
- 5.2 Oversight of the standards achieved by pupils is secure. Weekly meetings between the chair and the principal have established an effective and supportive relationship between management and governance. This is complemented by the admission to the board of a member with an academic background who has given additional educational expertise to its operation. The board's co-ordinated work for the new Tafira building demonstrates clear financial and educational thinking, and has led to a tangible improvement in resourcing for pupils in the school.
- 5.3 Given its composition, primarily from the parent body, the board is strongly placed to have a good insight into the needs and workings of the school and this is achieved by scheduled visits to the two sites, including the EYFS settings, both formal and informal. Governors attend school events, which affords them understanding of the school's character and success.
- 5.4 Safeguarding, welfare, and health and safety responsibilities are taken seriously, with key governors nominated to oversee relevant policies across the school. Several governors have also received child protection training, and the safeguarding governor assists in the annual policy review in conjunction with the child protection co-ordinator. However, the governing body as a whole has not recorded formally that it is satisfied with the efficiency of its implementation across the school. Governors are aware of many other school policies, but have not fully developed a formal process to review the effectiveness of the implementation of key pastoral and welfare policies.

### **5.(b) The quality of leadership and management**

- 5.5 The quality of leadership and management across the school is good. Leaders and managers at all levels work effectively to fulfil the school's aims, particularly the provision of an education based on British standards and the development of cultural understanding and international awareness. The school has made appropriate progress since the previous inspection in a number of areas, but action taken in response to recommendations to improve the monitoring of teaching, and raising the level of challenge for the most able pupils, is not yet fully effective.
- 5.6 The whole-school senior management team comprises the principal and the heads of the two primary sections, providing leadership across the school and enabling identification of the needs of the whole age range of pupils. Since the departure of the head of the secondary section during the previous academic year, management of this age group has been restructured. The appointment of three senior teachers to oversee the academic direction, the pastoral management and the enrichment of



pupils' education provides impetus and stimulus to the secondary section's work. This team is supported by the heads of larger subject departments and new co-ordinators for different age groups, who oversee key educational and pastoral aspects. The heads of the two primary sections have overall responsibility for the academic and pastoral life of their schools, and each has a co-ordinator to manage the needs of the youngest pupils. In addition, a lead teacher is in post in the South school. These senior staff provide very effective management and oversight of their schools. Co-ordination and contact between key staff in the primary sections and colleagues in the secondary are relatively informal, but good communication ensures that continuity and progression of education are effective. Record keeping of pupils' progress in the two primary sections, and especially the EYFS, is inconsistent at present. Key academic and pastoral policies are known and understood by staff and their effectiveness is generally ensured by appropriate monitoring and sharing of information. Pastoral records are well maintained and particularly well monitored in the secondary section to identify relevant patterns and trends.

- 5.7 A strongly pupil-centred ethos is evident within the school. A clear educational direction is promoted by the leadership and appreciated by staff at all levels, who feel that they have a significant role in achieving the best for their pupils and meeting their needs. The success of leadership and management is evident in the good standards of achievement and excellent personal development of the pupils.
- 5.8 Staff across all three sections have been able to contribute to the assessment and evaluation of the school's practice and achievements. This has enabled the school to identify four key strategic priorities to guide its future direction and development. These are central to its mission and purpose, and focus sharply on outcomes for pupils. Each of these pathways identifies several strands to aid implementation, and annual reviews enable a good overview of progress made in achieving them. Although this school development plan identifies clearly the strategy for school improvement, it lacks a precise identification of the aspirations and needs of the separate school sections. Evaluating the quality of teaching and learning in the classroom has relied on an informal programme of short visits by senior managers, occasional peer observation, and some lesson observation as part of the appraisal process. This has not produced accurate data and information that allows the school to identify areas where improvements in teaching strategies and techniques can be made and appropriate action taken. Thus, weaknesses in promoting learning and progress for the whole range of pupils' needs, particularly those of the most able pupils, have not been fully addressed.
- 5.9 Teaching and non-teaching staff are appropriately deployed throughout the school to ensure that a high standard of education and care is provided. Staff have suitable expertise for their particular roles, and have been provided with training in safeguarding pupils' welfare and other appropriate health and safety areas. A staff performance review programme is used to enable teachers and others to reflect on their practice and identify areas for professional development. This is currently operated on an annual cycle, which is somewhat challenging to maintain. The school has provided many opportunities for staff to attend useful training courses on site, locally and further afield.
- 5.10 The school now operates an effective process for carrying out the required pre-appointment checks on new staff. All staff have received the local Spanish police check, which also includes access to European police information. A similar check is also carried out through a UK agency for staff recruited from the UK. The school has worked hard to remedy a few omissions in the recording process identified during the pre-inspection visit.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.11 The quality of links with parents, carers and guardians is excellent. The school has developed a strong partnership with parents and worked hard to ensure that communication and relationships with them support its aims. The parents' questionnaire responses showed them to be extremely happy with the school's care and educational provision. They were particularly pleased with their children's academic progress, especially in English, standards of behaviour and the range of the curriculum. In addition, they felt that the school provides useful information and that lines of communication are appropriate and effective.
- 5.12 A very small minority of parents felt that the provision for pupils with SEND is not sufficient. Inspectors found that arrangements cater for the needs of these pupils appropriately and that they make good progress. A few parents expressed concern about limited provision of extra-curricular activities. Inspectors found that a good number and range of suitable opportunities are available to pupils of all ages.
- 5.13 Parents are involved in school life in various ways that strengthen the school's partnership with them. They are all members of the school association. They help the school in the organisation of a family day and Christmas celebrations. Parents of pupils in the primary sections help with the staging of dramatic productions. At the beginning of the school year, parents are invited to information meetings to learn about the curriculum and gain specific information about their children's particular year group. Communication during these meetings is also translated into Spanish and written summaries are available on the website. Parents are invited, through focus groups, to contribute to the school development plan. In the secondary section, plans to organise workshops on topics, including social media and university choices, are in hand.
- 5.14 The school operates an effective 'open door' policy and is working to ensure good lines of communication. In addition, the principal and the primary heads are readily available to parents. The school's communication with parents in both English and Spanish is excellent. All written information and parent handbooks are available in both languages, including information on the website, as well as monthly newsletters, reports and individual email correspondence.
- 5.15 In each section of the school, written reports provide information about pupils' attainment and effort, using checklists and grading systems. In the secondary section, there is no opportunity for teachers to give further comments on personal development, subject-specific information or advice on how the pupil can make further progress. In the best primary reports, advice on how the pupils can improve their work is included. Following the publication of the reports, parents are invited to attend a termly meeting with staff to discuss their children's progress.
- 5.16 The school receives few concerns or complaints. Such matters are dealt with through following published procedures with care and attention, and recorded efficiently.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### Inspectors

Mr Timothy Holgate	Reporting Inspector
Mrs Gillian Bilbo	Assistant Reporting Inspector
Mr Andy Falconer	Primary Team Inspector (Head, IAPS school)
Mr Chris Hall	Secondary Team Inspector (Former Head of Department, HMC school)
Miss Helen Johnson	Secondary Team Inspector (Former Director, HMC school)
Mr Stephen Rogers	Secondary Team Inspector (Principal, COBIS school)
Mrs Kathleen Silvester	Primary Team Inspector (Former Head of School, ISA junior school)
Miss Karen Tuckwell	Primary Team Inspector (Head of Junior School, IAPS/COBIS school)