



# **British Schools Overseas School inspection report**

The British Council School Madrid

25th & 26th April 2017



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The British Council School Madrid  
Pre-nursery, Nursery and Reception

25<sup>th</sup> & 26<sup>th</sup> April 2017



# Issue and Revision Record

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## Information class: Standard

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## Purpose and scope of the inspection

One inspector, Penny Holden, carried out this inspection which focused on pre-nursery in both sites, and the provision at El Viso, called the British Council Infant School. The rest of the school was inspected in April 2015. The inspector visited 10 lessons and held meetings with staff and pupils. She also spoke to the Chairman of the board and a group of parents. She observed the school's work and looked at assessment information of children's achievements over the two terms the school has been opened, at schemes of work, policies, the school improvement plan and the school's self-review.

The inspector used the Department for Education standards for the inspection of British schools overseas aligned with the NABSS accreditation criteria and the English early years curriculum. The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's owners on the overall effectiveness of the school and the standard of education. Cambridge Education reports to the Department for Education (DfE) on the extent to which schools meet the relevant standards for British schools overseas as follows:

The quality of education provided by the school (curriculum, teaching and assessment)

- the spiritual, moral, social and cultural development of students
- the welfare, health and safety of the students
- the suitability of the proprietor and staff
- the premises and accommodation
- the provision of information for parents, carers and others
- the school's procedures for handling complaints
- leadership and management of the school.

## Information about the school

The British Council School, Madrid was founded in 1940 and moved to its present buildings between 1990 and 2004. It now has almost 2000 students on its roll. The school's educational programme for students up the age of 16 is based on the National Curriculum for England and Wales. Most students are Spanish nationals but there are others from the UK and other parts of Europe. The school was

inspected in 2015.

The school started up a pre-nursery class on the main school site at Somosaguas in October 2016 and began a new Infant School with a pre-nursery, nursery and reception school in the city centre at El Viso in September 2016. These classes cater for 2, 3 and 4 year olds and follow the English Early Years curriculum. There is also a bilingual baby club.

## Overall effectiveness

The pre-nursery classes, on both sites, the nursery classes and provision for the four reception children at El Viso have made an excellent start considering they have yet to complete a full academic year. El Viso already has the ambiance of a settled, nurturing and effective environment catering for the learning of very young children. Within two terms the pre-nursery children have settled well and established routines that encourage their developing independence and their curiosity and desire for knowledge. They relish activities such as physical education and music, following instructions well and developing skills that they will build on as they get older. Nursery and the reception children are using their newly acquired English to name objects, colours, and actions as well as to answer simple questions and to communicate with others. They can engage in activities for a good length of time considering their age.

Personal relationships are excellent; adults have a very good knowledge of individual children, their needs and interests. Children are developing an understanding of how to treat others, taking turns and understanding about right and wrong in a school setting. Many take a real delight in showing kindness to their classmates. Taking into account their age, the children are friendly and outgoing to one another, adults and to visitors. They have already taken part in a range of special activities and visits, which contribute to their self-confidence and interest in the world.

The school takes good care of the children and activities such as meal times are positive with children eating well, enjoying their food and using good table manners.

Leadership and management is well supported by the British Council school policies that span both sites to ensure compliance and they have been effectively applied to the new classes.

Leadership at El Viso has been extremely effective as the successful start up demonstrates. However, since the leader has a class responsibility, leadership is hampered by limited time to undertake the recognised necessary developments for accurate monitoring and staff development.

The very newness of El Viso also means that routines and systems have not been tested overtime to check their robustness and suitability.



Teaching is good and caters well for the children at this stage in their schooling. Adults want the very best for the children, they are patient, imaginative in the way they present activities and clever at encouraging participation and perseverance. The school rightly identifies room for enhancements in teaching for all adults such as increased phonic knowledge, enhanced pedagogical skills for developing children's oracy, such as partner work for example. On occasions, adults in their desire to help, speak for the children or talk too much. Adults need to trust themselves more and change activities when they see they are not meeting the children's needs rather than continuing because it is something they planned. Assessment for individual children is very thorough and gives excellent information for the teacher and the parents. Currently it is not possible to compare individual children's progress against that of the whole cohort on the information technology being used. Teachers have to enter this information separately onto a spread sheet which is time consuming and allows room for error.

Parents have excellent information about what their children are learning and how well they are doing.

## Compliance with regulatory requirements

The school complies in full, and the requirement for checks on all staff have been supported due to the new Spanish safeguarding legislation that allows checks to be carried out for staff in post before 2009.

## What the school could do to improve further

Develop the aspects of teaching identified by the school to further enhance the children's learning such as improving phonic knowledge and developing pedagogy skills

Support the further development of the school by giving dedicated time to the leadership role.

Enable the analysis and interrogation of progress information through better assessment technology.

Stop using templates for colouring, mark making and construction to develop the children's belief in their own ability.

Continue to work with parents to develop the independence of their children to foster their learning.

# The quality of education provided by the school

## Pre-nursery on both sites and all provision at British Council Infant School at El Viso

### The curriculum

The curriculum follows the Early Years Foundation Stage Curriculum for England and Wales, and includes the subjects required by the Spanish Ministry of Education. Children have a rich and high quality experience which is well planned to cover the full range of the Early Years Foundation Stage activities. These help them make good progress in learning English and in the early learning goals. There is an appropriate focus on speaking and listening at the start.

The vast majority of children arrive at school at speaking no English and in a short time can respond to commands, name objects and use simple sentences in English. They enjoy school, develop in self-confidence and readily try activities as introduced. All of the children have dedicated physical education and music lessons, where they learn to play the violin. Outdoor provision is well used to increase children's range of experiences. The children are given good opportunities to learn about life outside the school through trips and visitors. Children's independence is developing well in school but on occasions this is slowed when carers do everything for the child, such as taking off, or putting on coats and bags.

### The quality of teaching and assessment

In the short time this provision has existed the quality of teaching is generally good and is very effective in helping the children settle well in school for the first time. Children engage in activities for good lengths of time considering their age. Staff work with patience and skill to ensure children experience the full range of activities over time. This has been effective in introducing children to all aspects of learning and ensures they do not stick to their favourite. Resources are excellent and are used well to interest the children and support their learning. Some less experienced staff occasionally lack strategies to maximise children's learning, for example, asking children to colour in templates or by following a plan rather than the children's learning. These developments are all recognised by senior staff but there has not been the time to carry out this training.

The specialist teaching for music and physical education is skilful and well adapted to suit the ages of these very young children, so that they remain interested and learn well. The medium for teaching these subjects is Spanish and fulfils the Government's requirement for a percentage of the curriculum to use this language. Staff are vigilant in their observation and recording of children's interests and learning, and these are recorded effectively with photographs. This information gives very good evidence of individual development and is shared well with parents. It is used well to determine the next experience individuals need to be encouraged to take part in. Currently this data has to be entered onto a separate spreadsheet to compare individuals with the rest of the children. Staff use this

appropriately to observe patterns and trends across the cohort to ensure that children are making the best possible progress. Re-entering data leaves room for error, as it's easy to make mistakes in entry and is very time consuming.

## The spiritual, moral, social and cultural development of the pupils

The children show a fascination and enjoyment in their learning. They love using their imaginations and being creative in adult led activities and when they explore on their own. They are keen to behave well and have begun to understand the difference between right and wrong. Their social skills are developing well, they learn to share and can show generosity and empathy to one another. In the short time they have been at the school they have relished being at a British school and learning to speak English.

## The welfare, health and safety of the pupils

The children are cared for extremely well. They are always well supervised by staff who have their very best interests at heart. There are excellent medical facilities on both sites.

## The suitability of the proprietor and staff

The British Council, as the proprietors of the school, set very high standards for ensuring the suitability of staff and governors. The school meets the requirements for British schools overseas. The school has adopted the British Council's policy on safeguarding which meets the requirements of the UK Government and changes in Spanish legislation allow the school to check the backgrounds of staff employed before 2009. The school keeps appropriate records and checks on the suitability of staff and governors are thorough.

## The premises and accommodation

The school has outstanding premises on the Somosaguas site. The accommodation in El Viso is used extremely well to offer a safe, secure and nurturing environment for the age of the children. The outdoor area gives excellent opportunities for learning and play. There are plans for the appropriate expansion of classes on this site.

## The provision of information for parents, carers and others

The information given to parents is interesting and of high quality. Parents are invited into school for activities and receive regular informative reports about how well their child is doing. Parents feel they get excellent information and can come into school at anytime to follow up queries and to find out about their child's

experiences and activities. There is a bilingual baby club for parents who wish to introduce their under two year olds to school.

## The school's procedures for handling complaints

The school meets the BSO requirements for handling complaints. The school's complaints procedures are effective. Parents' concerns are dealt with promptly and successfully.

## Leadership and management of the school

The leadership and management team have been extremely successful in setting up the school and getting it running smoothly in such a short time. The children at the British Council Infant School at El Viso started in September 2016, and those at Somosaguas in October. El Viso has a safe and welcoming atmosphere identified by parents as one of the reasons their children were happy to stay at the school so quickly when they started. There is a real drive to ensure that all the children receive an experience of the very best. The expertise of the senior leadership ensures that the need for developments in teaching and the curriculum are identified accurately and astutely. However, the school's leadership recognise that greater time is necessary for leadership to bring about the planned improvements and build on the successes of the setting..

The monitoring of children's progress is thorough and a close eye is given to ensure children have the full range of experiences and where specific needs are identified they are met appropriately.

Staff have developed quickly as a team and work together well, making the wellbeing of the children paramount. More time will enable the team to become further established and effective in a range of situations yet to be met.

Safeguarding meets all statutory requirements and everyone who works in the school takes a pride in keeping the children safe and happy. There is training for all staff in child protection.

The promotion of equality and a celebration of diversity is a feature of the school with children feeling great pride in their home language and in learning English.

The developments identified for improving the school further are appropriate and match those identified in the inspection.

## Glossary of terms

### What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

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

### Pupils' spiritual, moral, social and cultural development

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

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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### Leadership and management

The quality of leadership and management		√		
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## School details

<b>School status</b>	Private, Independent, Co-Educational, Day		
<b>Type of school</b>	Infant School in El Viso Early Years to Year 11 in Somosaguas		
<b>Date school opened</b>	September 2016		
<b>Age range of pupils</b>	2-4 in El Viso, 2-3 Pre Nursery Somosaguas		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	40 El Viso		
<b>Annual fees (day pupils)</b>	4,794 – 9,030€		
<b>Address of school</b>	c/Alfonso Rodriguez Santamaria 23-25 28002 Madrid Spain		
<b>Telephone number</b>	+34 91 562 1508 El Viso +34 91 337 3611 Somosaguas		
<b>Fax number</b>	N/A		
<b>Email address</b>	<a href="mailto:school@britishcouncil.es">school@britishcouncil.es</a> (Somosaguas) <a href="mailto:schoolvisoadmin@britishcouncil.es">schoolvisoadmin@britishcouncil.es</a> (El Viso)		
<b>Headteacher</b>	Gillian Flaxman		



