



INSPECTION REPORT

Jigsaw British School of Tarragona

**Address: Avda. Paisos Catalans, 15A, Local 2
43007 Tarragona**

Date of visit: Tuesday 10th June 2014

Lead Inspector: Joan Gemmell

Team Inspector: Andrew Hurst

1. Introduction

- Jigsaw British School of Tarragona opened in 2008. The school belongs to a group which, together with six other companies, are all related to sports and education enterprises.
- At present, the school caters for children in pre-nursery (3 months to 3 year olds) and in the nursery class. There are 60 children in the school, 9 of whom are in the nursery class.
- All the children are Spanish and come from the local area.
- The school is in the centre of the city.
- The school building itself, previously a private residence, has been restored and adapted to provide adequate indoor facilities for the number of children on roll. Outdoor provision is good, but playtimes should be staggered to avoid pre-nursery children mixing with nursery children when the space is so limited.
- Next year, a Reception class will open on these premises and plans to build larger premises outside the city centre are in place for 2015, when school hopes to expand into Key Stage 1. The purpose of this inspection is for the school to be part of the National Association of British Schools in Spain (NABSS)

2. Accommodation and Resources

- The site consists of a three-storey building with an interior patio area. Access to the site is from two different entry points. Both points of access are locked and suitably supervised at entry and exit times.
- Classrooms are bright and sufficiently spacious for the number of children on roll.
- There are adequate toilet facilities throughout the school and they are appropriately positioned to enable children easy access.
- There are several partitioned rooms, enabling assistants to take out small groups for activities such as art and drama.

- Children's work is displayed throughout the classrooms and corridors and positively reflects work undertaken in the classrooms.
- The dining area is appropriate and there is on-site catering. Staggering lunch sittings should be considered to help keep numbers more manageable when children use the outdoor play area after lunch.
- Resources are appropriate and enhance learning by creating opportunities for stimulating activities. However, some resources are insufficient, especially for role-play, building kits for construction, books for the reading area, and for sand and water play. Further investment will be necessary as numbers increase in future years.

3. Health and Safety

- The school has a satisfactory health and safety policy of which staff are aware.
- All staff are trained in First Aid as part of the school development programme.
- Although fire evacuation procedures are part of the policy, these are not displayed in the classrooms and corridors as is required.
- Fire drills have not yet been carried out as managers feel that the children are too young. Nevertheless, staff need to know what procedures to take in case of a fire and should practise escape routes.
- Children learn about personal hygiene. All floor surfaces throughout the building and in play area are child- friendly and non-toxic. The layout of the rooms allows staff and children to move around safely and freely.
- The outdoor area is safe and secure, and the sandpit is covered when not in use and cleaned regularly.
- All outdoor activities are supervised at all times and all external doors and gates kept locked.
- All equipment is regularly checked for cleanliness and safety.

- All medicines, cleaning materials and equipment are kept locked away in their designated places.
- The school environment is safe and the school has policies dealing with bullying and other child protection issues.

4. Curriculum

- The Nursery class uses the Early Years Foundation Stage curriculum very efficiently and long, medium and short-term planning is very thorough. The range of subjects taught and their time allocation are appropriate. There is also provision for the Catalan language.
- The head teacher takes responsibility for monitoring, planning and ensuring the implementation of the curriculum. This results in effective teaching.
- The curriculum is effectively adjusted to meet the needs of more able children who need to be challenged.
- There is a wide range of extra-curricular activities within the extended school day, which are enjoyed by parents as well as pupils. These include cooking, arts and crafts, swimming and story-telling among others. The school also organizes activities throughout the year which include Music Week, Grandparents' Day, Teddy Bears' Picnics and Let's go to the Farm; all of which enrich the curriculum considerably.

5. Teaching and Learning

- The school offers a well-balanced curriculum underpinned by the secure understanding of the teachers. Children understand the objectives of the lessons, and teaching and learning are good.
- Teachers consolidate prior learning effectively and when children are questioned they can explain what they have learned.
- English is used appropriately at all times in the classroom, except during Catalan lessons.

- Good use is made of electronic resources to enhance the enjoyment of learning.
- Children are encouraged to use their imagination and to stimulate their interest, teachers set targets for each child based on their capabilities. During the first interview with parents each child has an “All about me” booklet containing the 7 areas of development found in the Early Years Foundation Stage curriculum. Teachers get together weekly to discuss each child’s targets and their progress, and they take note of what has been learned.
- Regular assessment is carried out through an individual pupil tracker which covers aspects of each area of learning of the Early Learning Goals, indicating clearly the amount of progress each child has made.
- Classroom management is good and there is a very positive relationship between teachers and pupils. Children are praised regularly for their good effort and achievement.
- Communication between school and parents is very good and children have a daily report completed by staff. Three parent-teacher events take place annually and parents can discuss their child’s learning and well-being daily at pick-up time.

6. Staffing

- The teacher to pupil ratio throughout the school is very good. There are nine members of staff and 60 children. Five members of staff are British trained and four are Spanish trained.
- Staffing at school reflects a good range of experience. Teachers are enthusiastic: they have high expectations of the children and ensure they reach their full potential.
- The teachers are suitably qualified and experienced to deliver the Early Years Foundation Stage and management should continue to recruit British trained staff to help implement the National Curriculum for the Reception and Key Stage 1 classes they plan to open.

- Regular staff meetings take place but are not systematically followed up to ensure outcomes of meetings are put into practice.
- Partly because it is a small school, teaching staff are not kept up to date with changes in the Early Years Foundation Stage and the National Curriculum, or provided with regular training.
- All members of staff have regular Criminal Record Bureau checks or similar checks from the Spanish authorities, where appropriate.
- The school successfully creates opportunities for Spanish and British staff to work together.

7. Leadership and Management

- The head teacher and owner are fully dedicated to the success of the school. Their energy and enthusiasm are contagious and can be felt throughout the school.
- The head teacher has a clear vision for the future and her planning is well adapted to promote the targets for the school.
- The regular staff meetings discuss success criteria for future development and detailed development plans set out sensible targets for future school improvement up to 2015.
- The school's self-evaluation shows that the school knows which changes need to take place to ensure standards of teaching and learning are raised. The head teacher and owner are clearly committed to recruit new British trained staff for future classes.
- Parents have access to detailed calendars of events and news through a monthly newsletter. The school's website provides a very good source of information for parents and prospective parents, although at present the website is in the process of being translated into English.

8. Conclusion

Jigsaw British School of Tarragona fully complies with the requirements of the Early Years Foundation Stage in a safe and suitable environment. All classrooms fulfil the expectations of British schools in terms of accommodation and resources.

9. Recommendation

Jigsaw British School of Tarragona is recommended for full authorization for 3 years for pre-nursery to Reception age groups. The school has a capacity of up to 80 pupils.

10. Points for Consideration

- The school should carry out regular fire drills using both exits from the premises.
- The management should keep minutes of staff meetings and suggestions from staff should be followed up. Key policies should be decided by all staff.
- The school should ensure that playtimes and lunch times are staggered, to avoid overcrowding in the playground and lunch room.
- The school should continue to recruit British trained teachers for Reception and Key Stage 1 classes.
- The school should ensure that all areas in the nursery class are well resourced by continuing to invest in role play materials and updating and renewing books. Water and sand trays should be available in outdoor areas.