

The British School of Costa Daurada

Carrer Mas de la Creu, 4, 43764 El Catllar, Tarragona

School's regional authorisation number: 43012745

Date of Inspection:

Thursday 10th December 2020

Inspection Team:

Richard Cook (Lead Inspector)
Nicole Fielding (Team Inspector)

Reason for the Inspection:

- to authorise the educational provision in pre-Nursery and in Year 7, and to re-authorise provision in Nursery to Year 6 as British

Overall Recommendation:

The school is recommended for authorisation from Pre-Nursery (0-1 years) to Year 6 (10-11 years) for a period of 4 years. The next inspection is due in December 2024.

The school is recommended for authorisation for Year 7 (11-12 years) for a period of 1 year. The next inspection is due in December 2021.

The school has an authorised capacity of 360 pupils.

*Schools are **authorised** by regional authorities after **inspection** by NABSS (or another recognised inspection service) and **certification** by the British Council.*

Schools should not refer to themselves as being authorised by the British Council, NABSS nor any other inspection service. Schools must not use the logos of any of these organisations in their publicity. NABSS member schools may use the NABSS logo.

N.B. A NABSS inspection does not infer membership of the Association. Authorised schools may apply for NABSS membership.

History and Context of the School:

The British School of Costa Daurada, formerly known as Jigsaw British School, was founded in May 2008 and moved to its current premises in January 2017. The school is located in Tarragona in the region of Catalonia in northern Spain. The school is privately owned. There are currently 254 pupils on roll, the majority of whom are Spanish.

The school was last inspected in 2019 and authorised for Nursery to Year 6. The purpose of this inspection is to re-authorise the educational provision in those year groups as British. It is also to determine whether the provision for children aged 0-3 and the planned educational provision for pupils in Year 7 can be authorised as British.

Accommodation and Resources:

The school provides accommodation and resources appropriate for the delivery of the British curriculum.

The school occupies a one-storey building on a large plot of land surrounded by forest. Since the last inspection, a new wing has been added with twelve additional rooms which are adaptable and can be used as six large classrooms, twelve smaller rooms, or a combination of both. All of the classrooms are bright and have a lot of natural light. They are sufficiently spacious for up to the current maximum of 20 students in each. They are suitably furnished. The building is clean and very well maintained. Excellent use is made of display in both classrooms and corridors to support pupils' learning, to celebrate their achievements and to promote the school's values.

One of the new classrooms has been designated as an art room and is suitably equipped for this purpose. The school plans to adapt another of the classrooms into a laboratory for the teaching of key stage three (KS3) science. A library and research area equipped with computers is also planned. Portable devices are used for the teaching of computing and each pupil in key stage two (KS2) is provided with their own personal computer. Good use is made of this technology across the curriculum. Most classrooms are also equipped with interactive whiteboards or screens.

A multi-purpose room is used for assemblies and for indoor physical education (PE) lessons. Outdoor PE lessons take place on a large hard court area. This is also used at break times, along with a variety of other outdoor and garden areas, all of which are well-equipped and well-utilised.

Each classroom has direct access to a well-resourced outdoor area. Outstanding use is made of the outside space in the early years foundation stage (EYFS) and a great deal of learning takes place outdoors.

Meals are cooked on site and are served in a large dining room. Children below nursery age eat in their classrooms with their teachers. There are suitable facilities in these rooms for the hygienic preparation of food.

Suitable changing facilities are provided for babies and classrooms in the EYFS have direct access to bathrooms. There are fewer toilets for the older children and the school

must now determine how to adequately cater for the bathroom requirements of KS3 students, when they are admitted.

As required, a room separate from the main classroom is available for babies to sleep in.

An administrative area consists of six offices and there are three staff rooms in addition to this.

As previously recommended, the school has continued to invest in reading books. Beyond this, however, there are few printed resources available and worksheets tend to be used instead, although these are consistent in quality.

There is a good range of practical resources for the teaching of the British curriculum. Consequently, pupils of all ages, and especially in the EYFS, are provided with ample opportunity for hands on learning.

Health and Safety:

The school provides a safe environment for staff and pupils.

The premises are secure and access into the building is carefully controlled and monitored.

Fire drills are held regularly and evacuation procedures and exit routes are clearly signposted. All classrooms are fitted with smoke detectors and firefighting equipment is appropriately located and serviced regularly.

First aid is administered, in a designated medical room, by staff members with relevant training, including, in the EYFS, paediatric first aid training.

The school has a thorough safeguarding and child protection policy and the required criminal record checks have been carried out for all members of staff working in the school.

The school has suitable health and safety policies and carries out appropriate risk assessments. Due regard is paid in all policies to the specific needs of children aged under three.

The pupils behave very well and this contributes to the safe atmosphere in the school.

The Curriculum:

The curriculum is firmly based on the early years foundation stage framework and the national curriculum.

Adequate time is provided for both English and Spanish subjects and all areas of the curriculum are covered, meaning that it is suitably broad. However, as noted during the previous inspection, too little time is allocated to teach some of the foundation subjects (such as history, geography, art and design). As well as rectifying this in the primary department, the school must give careful consideration to the balance between

subjects when arranging the timetables for KS3, and allocate sufficient time for all of them.

In addition to English, Spanish and Catalan, a small amount of time is devoted each week in the primary department to activities which are taught in German and this is the modern foreign language that the school intends to teach in KS3.

Planning in the EYFS pays due regard to each of the seven areas of learning and development and ensures that children are provided with ample opportunity for planned, purposeful learning through play. There is an appropriate mix of adult-led and child-initiated activities and teachers use their observations of children's achievements to inform their future planning.

Planning for all subjects in primary is thorough and age-appropriate, with clear progression in the activities for different year groups. Whilst some plans indicate how work is to be matched to the differing abilities of pupils, this is not the case for all subjects and so, on some occasions, even when teaching assistants are present in the classroom, all students are asked to complete the same task regardless of their ability.

Whilst, in general, there is consistency of approach across the school, there are some areas, such as the teaching of phonics, where the variety of resources and methods used mean that there is inconsistency in how successfully pupils are learning in different classes.

Several opportunities are provided for off-site learning, including local excursions and regular use is made of the surrounding forest to enrich the curriculum.

Staffing:

Overall, the teaching staff is appropriately qualified and teachers are effectively deployed in their areas of specialism.

Whilst, in general, there is a good staff-to-pupil ratio, and all Spanish legal requirements are met, there are currently fewer staff allocated to teach the very youngest children than is required by the EYFS framework. Therefore, the school has produced a suitable plan to reallocate staff in order to ensure that, from next term, all requirements are met.

Staff retention has improved and teachers speak positively of the school, feel valued and are free to offer their ideas regarding school improvement. They have regular opportunities to meet with the EYFS and primary heads and, as part of the staff appraisal process, are provided with personalised support to improve their practice. Currently, however, there are few opportunities for whole school training and development.

The school has started the process of recruiting specialist staff for the teaching of KS3 and is aware of the need to employ teachers with suitable qualifications and relevant experience of teaching this age group in British schools.

Teaching, Learning and Assessment:

The quality of teaching in the school is good and often very good. Lessons are never less than satisfactory.

In all lessons, pupils enjoy a positive relationship with their teachers and demonstrate an enjoyment of school and a keen desire to learn. Most pupils are happy to talk about their learning and demonstrate good oral communication skills in English. Whilst the school places great emphasis on the fact that children are taught in four different languages, English is very much the principal language of instruction.

In the best lessons, pupils are presented with a wide range of interesting and interactive experiences, well-matched to their abilities. Lessons are well-paced and pupils have sufficient time to practise their skills and apply what they have learned. They are engaged and productive and make good use of carefully chosen, high quality resources. Teachers make clear to pupils what they are to learn and how to complete tasks successfully. They help children to develop their vocabulary and make skilful use of questioning to extend pupils' understanding. The pupils evaluate their own work and that of others. Ensuring that all teaching meets these high standards is one of the priorities that the school has identified for development.

In the primary department, pupils' work is marked appropriately, but not always consistently. Marking does not always relate to the learning objectives from a lesson and so pupils are not sufficiently clear of how best to move forward with their learning. Assessment information is collected regularly and used to determine where intervention is required for particular pupils or groups of students. However, as was also previously the case, assessment is not used to systematically monitor pupils' performance over time or to allow for external comparisons. The school intends that Year 6 pupils will sit the national curriculum tests at the end of this year and is aware that, at present, a number of students appear to be achieving below the expected standard in reading and writing, and is taking steps to address this.

In the EYFS, regular observations are made of pupil's achievements and their progress towards the early learning goals. The required progress check is carried out for children aged two and a foundation stage profile produced for children at the end of their Reception year.

There is very good communication between home and school and parents receive regular written reports about their child's progress.

Spiritual, Moral, Social and Cultural Development:

This continues to be a strength of the school. Its ethos and values are well-promoted and clearly evident in all aspects of school life. Pupils behave well, are supportive of each other and are polite and well-mannered. As of this year, a house system has been devised to provide pupils with opportunities to participate in activities with children from different year groups, to further develop teamwork skills, and to develop leadership qualities.

Leadership and Management:

The management of the school is overseen by a board of directors, amongst whom are the head teacher and the school's financial director. The head demonstrates a clear vision for the school and a strong determination to succeed. She makes good use of external support and advice to help continually improve the school. She is also well supported within the school by the head of EYFS and the head of primary, both of whom share her vision. Since the last inspection, the job descriptions for each of these roles have been made clearer and each person has been allocated more time to carry out their respective responsibilities. The impact of the school leaders is evident in the consistency of teaching approaches seen across the school. However, learning outcomes are not always consistent in different year groups and subjects. Due consideration must also be given to how the new secondary department will be managed.

A thorough process of self-review has led to a school development plan which accurately identifies priorities for improvement.

Response to the previous inspection report:

- All necessary systems related to health and safety and child protection are now in place.
- Staff retention has improved and teachers have now been at the school for three years on average.
- The roles of the head teacher and head of primary are now defined more clearly.
- Assessment evidence in the primary department continues to be collected regularly and used to inform current planning, but is still not used systematically to show progress over time.

Conclusion:

The British School of Costa Daurada is an identifiably British school, which employs suitably qualified and experienced staff to deliver the early years foundation stage curriculum and the national curriculum well. The school has improved tremendously since the primary department was first inspected in 2016, and the rapid and continued growth in pupil numbers indicates the school's popularity and success. The pupils are well cared for and enjoy learning. The head teacher has high aspirations for the school and is committed to its continuous development and improvement.

Recommendations:

To improve further, the school should:

- prepare a detailed plan for the expansion into key stage three, including how much time will be allocated to each subject, which teachers will teach those subjects and what additional facilities and resources will be required;

- ensure that sufficient time is allocated to the teaching of the foundation subjects in the primary department to ensure that all requirements of the national curriculum are covered adequately;
- continue to refine the current assessment systems which track pupils' progress over time and help them know more clearly how to improve their work; and
- share good practice from across the school to make the most of the existing good teaching and to ensure that standards in all classes are more consistently high.