



## **Santo Angel British School**

**Address:**

**Calle Arroyo de Fontarrón 209**

28030 Madrid

**Date of Inspection:**

Tuesday 24<sup>th</sup> May 2016

**Inspection Team:**

(Lead) David Russell

(Team) Clare Mooney

**Overall Recommendation:**

The school is recommended for temporary authorisation for two years to teach pupils in Early Years and Foundation Stage (between the ages of 3 and 5 years) and pupils in key stage 1 and lower key stage 2 (between the ages of 5 and 9 years), subject to meeting the requirements of the action plan following this inspection to be submitted to the lead inspector by the end of October 2016. The school building is also recommended for authorisation after a buildings inspection. This phase of the school currently has a capacity for 150 pupils. New sections of the building in use should be inspected after an interval of 2 years.

## **Introduction**

Santo Angel British School opened in September 2015 with children in the early years foundation stage (EYFS) and key stage 1 (ks1). The school is in a state of transition from a Spanish private school catering for pupils of 1 to 18 years old, to becoming a British school. It is intended that the gradual conversion will grow through the whole school year on year. The British school currently shares facilities with the separate establishment, Colegio Santo Angel, and is located on the same site.

The purpose of this inspection is to assess the EYFS and ks1 for authorisation as a British school in Spain and authorise expansion into key stage 2 (ks2). A building inspection is also required to determine the suitability of the site.

## **Accommodation and resources**

The school has adequate accommodation, but insufficient resources to fulfil the requirements of the framework for EYFS and the national curriculum (NC).

There are two entrances for pupils to access the school site. The majority of the British school pupils use the entrance next to their classroom block, which is secure and well supervised. The gate is locked after arrival in the morning and opened again at the end of the school day. Arrival during the day is managed at the school reception where pupils, parents or visitors report on being let in. Entry to and exit from the site is well managed and safe.

The British school is housed in a large classroom block which is physically separated from the adjacent Spanish school. Although children from both schools share facilities such as the dining room in this block, a separate identity has already become established. The EYFS and ks1 classrooms are on the ground floor along with a pre-nursery room. Classrooms vary in size and are currently appropriate for the number of pupils in each group. There is considerable room for the expansion of the British school into the upper floors, which comprise a variety of well-sized rooms. Wide staircases provide safe access to the higher levels and a lift is in place to accommodate disabled children.

Classrooms are suitably furnished for use by children in EYFS and ks1. Although the nursery classroom is small, it has been set up to maximise space and is suitable for the number of students in the class. The bright and imaginative displays and carefully designed resource areas enable children to learn, move and enjoy their surroundings. The other classrooms currently used provide a suitable learning environment, but the decoration is not visually invigorating and colours are not used effectively to stimulate children's interest. A library is also located on the ground floor and this is used for small group or individual reading and support. A good selection of reading books has been provided, but continued investment will be needed to ensure that age appropriate and relevant books are provided as the school expands. Teachers currently have no allocated preparation area and the library is sometimes used for this purpose. Dining facilities are well maintained, and there is suitable access to toilets and wash basins close to or within the classrooms.

Directly in front of the classroom block, a well supervised recreation area is available for EYFS and year 1 pupils at break times. A separate play area for pre-nursery age pupils is located behind the classrooms. The site also boasts a large playground and sports pitch, which are shared by year 2 with older students using the site. This area provides ample space for physical education (PE) lessons. A wide range of ages plays ball games in the same restricted zone. This arrangement hinders the play of the younger children. A large indoor gymnasium is available for indoor PE in the event of bad weather.

The outdoor space for EYFS and year 1 provides a safe environment for children to work and play, including a small playhouse and sand and water tray. However, resources are not wide enough in range to meet the requirements of the EYFS outdoor curriculum. Opportunities for role play and for development of motor skills are presently limited. There is potential to increase the use of the play area at the side of the classroom block and to expand areas used for gardening, sand and water play. Better facilities for outdoor learning must be provided as part of the action plan following the inspection.

In the classrooms, adequate resources support learning, but limited variety and quantity mean that there are not enough for pupils to become individually involved in activities and do not therefore have the opportunity to explore ideas for themselves. There are insufficient numeracy resources such as cubes, dice, measuring equipment and clocks. Limited materials restrict creativity and progress in art and music. The availability of practical resources to support learning in these areas should be increased.

Each classroom has a projector, but computers are provided by individual teachers. Pupils currently do not have access to information and communications technology (ICT) either for the computing curriculum or for learning in other subjects. A trolley with tablet computers is available, but as it is stored in the Spanish classroom block it has not been used by teachers.

The school organises trips to a range of locations such as farms, parks, swimming pools and theatres which provide excellent opportunities for off-site learning.

### **Health and safety**

Policies are in place to ensure the safety of children on the site. Evacuation procedures are practised regularly and each classroom displays instructions for leaving the building. Fire extinguishing equipment is not readily accessible in the EYFS and ks1 corridor. Teachers are aware of the procedures for accidents and the anti-bullying guidelines.

The school has implemented procedures for the safeguarding of children, but the documentary evidence to ensure that all adults employed to work with children are suitable was not available on the day of the inspection. The school must provide this evidence as part of the action plan following the inspection. Procedures should also be updated to use the International Child Protection Certificate for newly appointed international staff.

## **The curriculum**

A curriculum clearly based on the EYFS framework is in place and this is reflected in planning and classroom practice. The planned curriculum and allocation of time for ks1 is appropriate, but this is not followed closely enough. Children do not study all statutory subjects from the national curriculum and therefore do not experience a suitable breadth of learning. The teaching of the art, computing, history and music programmes is presently insufficient to meet the needs of the children.

Is ks1, pupils are developing literacy and numeracy skills through activities that are appropriate for their abilities. However, as this is the first year for pupils in the British system progress is slower than expected. Curriculum coverage is disjointed as lesson time is spent on basic linguistic weaknesses and not on the intended learning objectives. Coherent schemes of work for literacy and numeracy are not implemented systematically to guarantee progress from year to year.

The school day includes a two hour lunchtime session where a range of extra-curricular activities are offered to children. The majority of children in EYFS and ks1 are not involved the extra-curricular programme, meaning that this session becomes an extended playtime for them, and time for learning is lost.

## **Staffing**

The adult to child ratio in each class is good, with teaching assistants in both EYFS classes and in year 2. The small number of children in the year 1 class means that the teacher is able to provide the necessary attention to each child without the support of an assistant. Additional reading support is provided by an extra teacher who either supports groups in class or takes individuals out to the library.

The effectiveness of the teaching assistants (TA) varies. Where the best practice is seen, the teacher works closely with the TA at both the planning and implementation stage of lessons. Both adults use English consistently with the children and responsibilities are clearly defined within the classroom. The TA is fully involved in lesson activities and interacts with children throughout the lesson. Training for TAs is needed to ensure that the role is fully understood and that pupils' learning is therefore supported effectively in lessons.

The school supports staff with teaching and a programme of continued professional development is in place. All teachers and assistants have benefitted from training courses and the involvement of an external consultant to provide guidance for EYFS staff has been particularly effective in developing good practice. Teachers have an increased understanding of the requirements of the national curriculum and the design of the EYFS classrooms promotes independent and group learning.

## **Teaching, learning and assessment**

The overall standard of teaching is satisfactory.

Lessons are generally aimed at the correct level and activities are appropriate for the ability of the pupils. Lower ability pupils are supported with extra attention from the class teacher or the teaching assistant, who are knowledgeable about the learning levels of each child. The language of instruction is English, although this is not consistently used by all teaching assistants when interacting with children. Children do not use English enough when interacting with each other or when communicating with adults. This affects pace of lessons and standards of behaviour as children often find it difficult to listen and pay attention, resulting in groups of children not fully participating in the intended lesson activities. Strategies to deal with inattentive or unproductive groups of children are used sparingly and with little effect in ks1. The school should develop guidelines for a consistent approach to improving pupil concentration and productivity.

EYFS pupils experience a variety of stimulating activities, where a degree of choice and productive cooperation with others promotes good learning. In a very productive nursery class session, pupils worked on the topic of transport. The children were fully engaged in the tasks, which included painting with feet, water play and sketching. Each activity focussed on the key vocabulary and ideas from the topic, and the children had lots of fun working with each other, experimenting and sharing their ideas with the teachers.

Attainment in numeracy is good and pupils demonstrate understanding expected for pupils of their age. Progress in literacy is below the expected level in reception and ks1 because teachers do not follow a coherent programme of study to ensure that all aspects of language development are addressed.

In ks1, assessment of pupils' written work is thorough and constructive. Written feedback is provided for children on their literacy and numeracy work, which helps pupils identify areas for improvement. Progress of pupils in the EYFS is recorded effectively in detailed individual profiles, which include examples of work and teacher assessment.

### **The spiritual, moral and cultural development of pupils**

The school develops positive attitudes and values in the pupils with an emphasis on caring relationships.

Pupils interact with each other in a friendly and respectful manner both inside and outside the classroom. Teachers are positive and calm and the children feel safe and cared for. The relationships between teachers and pupils are very positive and warm.

### **Leadership and management**

The head teacher provides support, organisation and direction for the staff and her high aspirations for the school are reflected in the attitudes of all members of the community. However the impact of leadership on the quality of teaching and learning is hindered by a lack of relevant experience in the British educational system.

The school leadership is reflective and thorough self-evaluation forms part of the fabric of the school. External advice is sought to provide objective evaluation and support to ensure that the school continues to move forward. Extensive development planning is in place to build on the good start made in the transition to become a British school this year. The head teacher ensures that the school is well organised and runs smoothly. Strategic planning is in place to manage recruitment and resourcing.

Procedures are in place for performance management of staff, but lack of relevant experience in the British system limits its impact on improving teaching and learning, especially as the school does not have a primary school leader with relevant experience.

### **Recommendations**

- Provide documentary evidence for the safeguarding of children to demonstrate that all adults employed to work with children are suitable.
- Purchase sufficient outdoor resources to meet the requirements of the framework for EYFS and the National Curriculum.
- Implement and monitor programmes of study to cover the full National Curriculum to ensure systematic teaching, especially of literacy, and take measures to check on pupils' progress from year to year.
- Increase the availability, range and quality of practical resources to support teaching and learning across the curriculum, with particular regard to numeracy, art and music.
- Provide access to ICT facilities in classrooms for teaching and learning.
- Insist on the use of English in class by both teachers and pupils, and improve the learning behaviour of children in ks1.
- Provide training for teaching assistants to ensure that pupils are supported adequately in the classroom setting and that the assistants fully understand what is expected of them.
- Consider the appointment of a primary school leader with relevant experience to the management team in order to support staff, and improve teaching and learning.

A plan covering these points should be submitted to the lead inspector by the end of October 2016, outlining the action the school intends to take to remedy the weaknesses described above and in the rest of the report.