

Santo Angel British School

Calle Arroyo Fontarrón 209, 28030 Madrid

School's regional authorisation number: BOE 28077051

Date of Inspection: 29th November 2022

Inspection Team:

(Lead Inspector)	David Russell
(Team Inspector)	Nicole Fielding

Reason for the Inspection:

To assess the school from nursery to year 9 for renewal of the current authorisation as a British school in Spain and to authorise the school's expansion into years 10 and 11.

Overall Recommendation:

The school is recommended for authorisation from nursery (3 years old) to year 9 (13 years old) for a period of 4 years for 400 pupils. The next inspection is due in November 2026.

The school is recommended for authorisation from year 10 (14 years old) to year 11 (15 years old) for a period of 2 years for 100 pupils.

The next inspection is due in November 2024.

*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:

Santo Angel British School opened in September 2015 on the same site as its Spanish sister school, Colegio Santo Angel. Both schools are privately owned by Laurentino Galán. The British school is currently authorised from nursery to year 9 and has 200 pupils on roll. The student body is 95% Spanish with five other nationalities represented.

The purpose of this inspection is to assess the school for continued authorisation from nursery to year 9 and for its expansion into Key Stage 4 (KS4).

Accommodation and Resources:

The school has good accommodation and resources with well-designed and attractive indoor and outdoor learning areas. The provision for secondary practical science is not sufficient. The one secondary science laboratory lacks the space and equipment needed to run a full key stage 3 (KS3) practical science programme.

The school site is spacious and provides a comfortable environment for pupils and staff. In response to previous inspection reports, there has been considerable development of the Early Years and Foundation Stage (EYFS) classrooms and outdoor areas. The classrooms are large, brightly decorated and provide a range of learning opportunities for pupils. Resources are varied, appropriate and encourage pupils to learn by exploring and experiencing. There is well supervised access for EYFS pupils to a dedicated outdoor area.

Primary and secondary classrooms are housed in separate blocks and are also attractive and suitable for pupils of these ages. Primary classrooms boast imaginatively decorated and well stocked reading corners and display celebrates pupil work. Specialist rooms include a primary role play room, a library, a well-resourced music room with a range of instruments and a newly refurbished computer suite. Since the last inspection, there has been significant investment in computer hardware. Many classrooms have interactive screens and mobile computers are used regularly by secondary pupils in lessons.

Ample sports areas provide excellent facilities for physical education and recreation. There are covered areas and seating next to the main football pitch which can be used by pupils in the event of bad weather. A multi-purpose hall is used for indoor sports, assemblies and drama. An area has been developed for gardening. Food is cooked on the school premises and the dining room facilities are adequate. Toilet facilities are appropriate and accessible.

Health, Safety and Welfare:

The school grounds and buildings are well maintained, meeting the expected standards regarding health and safety. Effective arrangements are in place to safeguard the welfare of students.

Pupils access the site via three separate entrances, which are supervised by staff at the beginning and end of the day. Break times are well managed with allocation of different outdoor areas to different age groups and appropriate levels of supervision. Evacuation routes are displayed in all areas of the school and fire extinguishers are positioned strategically. Accident procedures are understood by pupils and staff. The school has policies in place for safeguarding and anti-bullying. Appropriate checks are carried out to ensure the safe recruitment of all adults who work in the school.

The Curriculum:

The school provides a relevant curriculum which is clearly based on the framework for the EYFS and the National Curriculum.

The curriculum is appropriately broad and balanced with suitable programmes of activities to ensure that pupils make progress. The school has invested in published resources to support teaching across primary and KS3 classes, meaning that pupils experience a coherent programme as they progress through the school. However, the primary mathematics programme is adhered to very rigidly and teachers do not adjust their planning to meet the pupils' differing needs. As a result, some pupils are not challenged to make the progress that they are capable of. The language of instruction is English and students demonstrate good levels of speaking and listening across the curriculum.

The personal, social, health and economic education (PSHE) programme reinforces the school's values, but the year 9 programme does not currently provide pupils with sufficient guidance in preparation for key stage 4 (KS4) and subsequent career decisions.

Staffing:

Teachers are appropriately qualified and committed to the school. Staff feel supported and are always treated with respect. The teacher-to-pupil ratio is good across the school and teaching assistants are used well to support learning in the EYFS and primary classes.

There are issues with retention of staff. However, the school responds well to minimise the impact of changes of staff on pupils' learning by quickly identifying and appointing suitably experienced replacements. Teachers contribute to the school's development and their opinion is sought by leadership on curriculum and resource matters.

As the school expands into the secondary stage, some teachers are expected to teach outside of their subject specialisms. Whilst this is reasonable in KS3, the school intends to prioritise the appointment of computer science and humanities specialists as pupils embark on KS4 courses.

There is a lack of technical support to ensure the smooth operation of the information and communications technology (ICT) infrastructure. The introduction of mobile computers as a resource for classroom learning puts pressure on teachers to solve technical issues themselves, in addition to their teaching.

Teaching and Learning:

The overall standard of teaching is good and consequently pupils are making good progress.

Lessons have a clear structure and learning objectives are obvious to pupils. Teachers use a variety of methods to interest pupils and to promote learning. Interaction between pupils and teachers is always courteous and respectful. Pupils are encouraged to behave responsibly and are expected to use English in class. The best learning is evident when teachers use a range of questioning styles to encourage children to think through problems. In these lessons, teachers clearly understand the needs of all learners and adapt their interaction to support and challenge as appropriate, leading to

high levels of participation and achievement. Teachers use a variety of resources to support learning and encourage discussion of ideas.

In a few lessons, work is not personalised to meet the needs of the learner and pupils experience the same teaching with the same resources regardless of their level of ability. In primary mathematics lessons, all children have the same stimulus material. Whilst this provides appropriate learning for most pupils, some children find it difficult to access and others find it too easy. Nevertheless, teaching is always at least satisfactory.

In the EYFS, teachers prepare a wide range of activities to provide children with experiences inside the classroom and outside. Children are encouraged to experiment and reason, learning through interest and play. In a nursery mathematics lesson, the teacher skilfully introduced the concept of number patterns using a range of coloured resources. The teacher explained enthusiastically how number patterns work before encouraging the children to independently practise making patterns themselves. The children enjoyed the activity and were fully engaged throughout.

In a year 9 English lesson, pupils were challenged by their teacher to identify, use and create clichés. The teacher introduced the concept by asking pupils to analyse text, which was shared on their personal computers, and to highlight phrases that match the criteria for a cliché. This activity generated a range of examples from pupils, allowing the teacher to explain further and resolve misconceptions. Well selected questioning was used to support, challenge and involve all members of the class and pupils were thoroughly engaged in the topic. The teacher welcomed pupils generating ideas from their own experiences, making the learning relevant and rewarding for the pupils.

Assessment:

The marking of pupils' written work is inconsistent and generally lacks comments designed to help pupils improve.

Some marking of work is thorough and constructive, particularly in the primary classes. In a year 4 classroom, assessment of pupils' progress is used to generate specific targets for pupils to focus on and these are attached to their desks. Targets are reviewed periodically with the children who understand what they need to do to improve. However, whilst marking of pupils' books generally provides information on quality it does not inform the learner of their level or what they need to do better. Teacher marking is therefore motivational, but not sufficiently meaningful for pupils.

Spiritual, Moral, Social and Cultural Development:

Pupils behave well around school and are interested in their work. They feel cared for by their teachers and enjoy school. Positive relationships are at the heart of every aspect of pupils' experiences and a strong sense of community permeates the school. Pupils are free from bullying and feel listened to.

Pupils are confident and are encouraged to participate actively in lessons. Teachers welcome pupils' ideas and build their self-esteem skilfully with the use of praise.

Leadership and Management:

The headteacher demonstrates commitment and has a clear vision for the school, which is reflected in its ethos. The school leader is supported by dedicated and creative middle managers who share her high aspirations and desire to improve the school.

Leadership is aware of the school's strengths and areas for improvement. There is a strategic plan in place to continue the development of the school through its expansion, which includes addressing issues highlighted by previous inspections. However, the preparation for the introduction of IGCSE programmes next academic year is limited. Although leaders understand the need for additional subject specialist teachers and have planned recruitment accordingly, decisions over subjects and options are yet to be finalised. The designated IGCSE coordinator does not currently have allocated time to prepare teachers for this new key stage.

Teachers are observed teaching by the school leadership and are encouraged to observe each other to share good practice. There is a regular programme of primary, secondary and whole school meetings which address a variety of themes related to school organisation and teaching. However, the system of performance management is not thorough enough to systematically identify examples of the best practice to be shared amongst colleagues or to highlight specific areas for individual teachers to improve. Neither is this linked to further training or the school's development priorities.

Response to the previous inspection report:

The school has responded very well to the recommendations made in the previous inspection report. Measures have been taken to improve the provision for outdoor learning in the EYFS, including structuring the day to allow pupils to learn both indoors and outdoors. Further investment has been made in ICT ensuring adequate access to computers for all.

Recommendations:

Recommendations to address before the next inspection are to:

1. Provide time for the designated IGCSE coordinator to prepare teachers for the introduction of IGCSE programmes and include IGCSE guidance in the PSHE programme for year 9.
2. Improve opportunities for practical science by providing better laboratory accommodation, increased materials and technical support.
3. Make marking more informative for the pupils and more consistent.
4. Introduce more challenge into the primary mathematics curriculum.
5. Employ specialist teachers for secondary humanities and computer science.
6. Provide technical support for ICT to ensure that technology can be used more effectively for teaching and learning.