



**British Schools Overseas**  
**School inspection report**

**Colegio Hispano Británico**  
**January 2014**

## Issue and revision record

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The school is authorised by the Spanish Ministry of Education to offer a British education to children of all nationalities and is a member of the National Association of British Schools in Spain.

## Overall effectiveness

Overall, Colegio Hispano Británico provides its students with an effective education. It meets the requirements of the Spanish Ministry of Education. The Hispano Británico system ensures that there is an emphasis on teaching the National Curriculum for England as well as giving students an understanding of British society and British characteristics. Providing IGCSE, AS and A level examinations means that many students move on to study at UK universities. The Hispano Británico system also ensures that those that want to study at a Spanish university are able to do so.

Students make good progress overall by the time they leave school. Progress is best in Key Stages 3 and 4, and in the sixth form, where they make significant gains in knowledge, skills and understanding as a result of teaching that is closely linked to the demands of the IGCSE, AS and A Level examinations. Lower down the school, students do not make the same sustained progress because teaching is not always related clearly to National Curriculum expectations.

Students' performance in the IGCSE examinations is good. In 2013, 91% reached five or more A\*-C grades which is high compared with all schools in England. This maintains the high levels achieved in previous years. Students in the sixth form achieve well. AS and A level results are also high and the great majority of students go on to university in Britain. Students with learning difficulties and disabilities also achieve well. The small classes mean that they receive good support.

Pupils' welfare and the way they are supported and cared for are good with some aspects that are outstanding. Teachers create a very positive climate for learning in which pupils feel respected. As a result, behaviour is exceptionally good, and pupils have excellent attitudes towards school and their work. They treat the buildings, each other and staff with the utmost respect. Pupils' high quality personal skills have a strong impact on their achievements: they are keen and eager to learn, to persevere and to do well at school. They enjoy school a great deal and feel safe and well supported.

Teaching and learning are satisfactory with some good features. Teaching is not yet securely good because in the Foundation Stage and Key Stages 1 and 2 expectations are not always high enough. This is because work is not matched properly to the demands of the National Curriculum. Teaching improves in Key Stages 3 and 4 and in the sixth form where teachers use the examination syllabuses to provide work that is suitably challenging. The basic skills of literacy (in both Spanish and English) and numeracy are promoted well.

The curriculum is good. It is broad and balanced and meets the needs of most pupils effectively because of the wide range of subjects offered. Extra-curricular activities add appropriately to the range of opportunities for students.

Leadership and management are good. Reflected in students' personal qualities and attitudes. There are priorities made for small classes, a broad curriculum, and high university entrance. Spanish requirements for staff appointment are rigorous and met.

## **Compliance with regulatory requirements**

Colegio Hispano Británico meets the requirements for British schools overseas, as laid down by the UK Department for Education, in full. The school promotes a British education for its pupils well through its teaching, climate, curriculum and the focus on IGCSE and AS/A Level examinations.

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- Improve teaching further by:
  - ensuring that in the Early Years and Key Stages 1 and 2 teachers are clear about age related expectations in relation to English literacy and numeracy and that students are working at the right level
  - giving greater emphasis to reading in the Early Years so that children develop their early skills more rapidly
  - ensuring that lesson objectives identify learning rather than just the task to be completed
  - using marking to give students advice about the steps they need to take to improve their work
  - sharing practice more widely so that teachers have a shared understanding of the characteristics of effective teaching
  
- Ensure that progression and continuity is more robust in primary classes by:
  - Using the National Curriculum materials to set work that is suitably challenging and links clearly to both previous work and the next stage of learning
  - developing further the use of data to track the progress of individual pupils.

## **The quality of education provided by the school**

### **The curriculum**

The curriculum is good because of the breadth of subjects provided; the preparation students receive for their future, especially higher education, and the range of activities available for students outside of lessons. The curriculum covers the subjects of the English National Curriculum, and meets the requirements of the Spanish Ministry of Education.

The curriculum provides a good range of subjects for students to study and for the most part it meets their needs and aspirations, especially in the secondary classes. Languages are given special emphasis and German is offered as a third modern language. Overall, the curriculum is one of the reasons that all students, regardless of ability, make good progress with their learning. The formal curriculum is supported well by extra-curricular opportunities which include activities such as fun runs, plays and a small range of after school clubs. Students are very positive about their experiences at school and are especially upbeat about the school's approach to learning languages.

There are, however, some areas still to improve. Planning sequentially from year to year needs improvement, especially lower down the school where some teachers are not clear about what students have covered previously and set work at too easier level. This is because the curriculum lower down the school does not take enough account of the expectations of the National Curriculum so that, for example, Year 1 students are working at Early Years levels in mathematics and in Year 2 are only reaching Level 1.

In Nursery and Reception not enough emphasis is given to developing children's literacy skills and more should be done to encourage the development of their English reading and writing skills. However, it is clear that by the time they leave the school, students' language achievements are good.

### **The quality of teaching and assessment**

Teaching is satisfactory overall but with some good features. One of the most significant characteristics of teaching is students' very positive attitudes to school and to their learning. They are very well motivated, show lots of interest in their work and are very keen to learn. Where students learn best they are encouraged to develop their knowledge and understanding: teachers have very positive relationships with their students which they use effectively to keep them engaged and engrossed in their learning.

Overall, teachers' subject knowledge is good and students respond particularly well to the encouragement they are given. However, in some cases, especially lower down the school, teachers' knowledge of age related levels of achievement within the curriculum, and the coverage expected, is less secure. As a result, expectations are not sufficiently

challenging and students' achievements are not high enough. Planning is appropriate but while teachers are clear about what students are going to do, they are less clear about what they are to learn. This is much less of an issue higher up the school where IGCSE examinations provide clear expectations.

While students achieve good levels of English by the time they leave school, in the lower years more should be done to encourage emergent and confident attempts at writing. Similarly, reading is not given enough emphasis in the Nursery and Reception classes and opportunities, such as reading corners, are missed to develop early literacy skills. In some Spanish lessons in the Early Years the work is not challenging enough and children get bored quite quickly resulting in silly behaviour and poor attitudes to their learning.

Assessment practice is variable. There are some examples of good practice where marking is helpful and provides students with feedback about how to improve their work. But this is not a consistent feature and means that assessment does not have as much impact on students' learning as it might.

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

Students have very good attitudes to school and to their learning. This has a significant impact on their learning and contributes to the good progress they make during their time at the school. Students are very keen to do well, mostly behave very well, are well mannered and respectful to others. When teaching does not stretch students sufficiently, behaviour is not as good. However, students thrive as they move through the school to become mature, confident, eloquent and thoughtful young people who are well prepared for the next stage of their lives. Sixth form students spoke very warmly of the school and the contribution it has made to their achievements.

There are good opportunities for students to take responsibility for the way the school works. The roles of head-boy and girl, and the house captains, are taken seriously by students and contribute effectively to the life of the school.

## **The welfare, health and safety of the pupils**

The way the school looks after students' welfare, health and safety is good. The school's very optimistic ethos creates a very positive climate for learning and contributes significantly to students' well-being and achievements, academic and personal. There is a good team spirit amongst staff and they provide effective support for all students including those with special needs and disabilities. Students value this support very much. One student in the sixth form felt that the small classes made all the difference and another that learning English fluently has been a great asset for achieving good GCSE grades and aspiring to achieve good A Levels.

The school is very successful in helping students get into universities in the UK and Spain. Nearly all students, if not all, go on to university, mostly in the UK, where the school maintains strong links and has significant experience in placing students at the right university. This year one boy has an Oxbridge interview.

Attendance and punctuality are good. The small size of the school ensures that all children and students are known well by teachers. Bullying is very rare and students are confident that they can go to teachers with problems.

The school has recently added a full range of policy and procedure documents to its website that meet the local regulatory requirements. These include policies on health and safety, child protection, anti bullying and student discipline.

### **The suitability of the proprietor and staff**

The proprietor ensures that all staff are subject to all the required local or UK checks for suitability to work with children. Where appropriate, the UK's DBS enhanced disclosure is used to check the suitability of teaching staff. Procedures meet the requirements for British schools overseas. Spanish requirements for staff appointment are rigorous.

### **The premises and accommodation**

The accommodation and school grounds provide effectively for the needs of students and the curriculum and meet local regulations. The premises are safe and suitable for the number of pupils the accommodation includes four science laboratories and provision for technology and computer studies. Sports are provided for very well and the site includes a multisport area and a separate basketball area. Outdoor space for Early Years is good. Displays in classrooms support learning appropriately. The accommodation is well maintained and cared for.

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

The school's website has been recently upgraded and provides a good range of useful information for parents including a complaints procedure and policies for admissions and attendance. Parents receive regular information about their children's achievements the website provides information about the curriculum, facilities, examinations, university entrance and events. This information meets the requirements for British schools overseas.

### **The school's procedures for handling complaints**

The school meets the requirements for British schools overseas for handling complaints.

## Leadership and management of the school

Leadership and management are good. The aim of the school is “to enable every individual to make the most of their abilities and fulfil their potential.” It also believes in “developing individuals with their own personality and style.” The school’s emphasis on small classes, a broad curriculum and placing a high proportion of students at university is at the heart of this work, enabling it to achieve its aims effectively. Its success is reflected in students’ good personal qualities, positive attitudes and maturity, and their academic achievements.

The impact of the leadership of the school is evident in the good progress that students make during their time at the school. This is especially so in Key Stages 3 and 4 and in the sixth form where teaching is focused securely on the demands of IGCSE, AS and A Level examinations. Lower down the school, especially in the Early Years and Key Stage 1 where progress is only satisfactory, leaders have less impact on the quality of teaching. This is because teachers’ knowledge of the expectations of the national curriculum are not secure and means that in some classes the work is not challenging enough. A more robust oversight of the impact of teaching on learning and progress is needed so that teachers can be supported to improve their practice.

In other aspects of the school’s work, development priorities are clearly identified and successfully achieved. This has included improvements to the buildings, the way students record their work and the introduction Chinese as a fourth language. Some of these initiatives have still to show an impact because they are relatively new but they illustrate the commitment to continuous improvement.

All staff support the school’s aims and beliefs well and as a result there is a strong sense of team. This serves the school well, particularly in the way all students are treated as individuals.

Data are used in a variety of ways to understand how well students achieve and identify those that are doing as well as they should. An example is IGCSE results table. While this provides helpful information about how well students achieved in each subject, and with each teacher, it does not show expected progress or trends over time. This is, of course, a more difficult analysis: in a small school trends over time need to be interpreted carefully and progress can only be evaluated if there is information about students’ starting points. However, these are important areas for the school to tackle, particularly in helping to ensure that it meets its aim or realising the potential of all students.

## 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		<input type="checkbox"/>		
How well the curriculum and other activities meet the range of needs and interests of pupils		<input type="checkbox"/>		
How effective teaching and assessment are in meeting the full range of pupils' needs			<input type="checkbox"/>	
How well pupils make progress in their learning		<input type="checkbox"/>		

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

Quality of provision for pupils' spiritual, moral, social and cultural development		<input type="checkbox"/>		
The behaviour of pupils		<input type="checkbox"/>		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		<input type="checkbox"/>		
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### Leadership and management

The quality of leadership and management		<input type="checkbox"/>		
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## School details

<b>School status</b>	Independent, day		
<b>Type of school</b>	All through, 2 – 18 years		
<b>Date school opened</b>	1976		
<b>Age range of pupils</b>	3 - 18		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys:	Girls:	Total: 255
<b>Annual fees (day pupils)</b>	1,055€ to 2,765€ per term		
<b>Address of school</b>	Camino Mosegue, 2, Tias (Lanzarote), 35572, Spain		
<b>Telephone number</b>	928 173 066 (from Spain) 0845 512 0370 (from UK)		
<b>Email address</b>	<a href="mailto:info@colgiohispanobritanico.com">info@colgiohispanobritanico.com</a>		
<b>Headteacher</b>	Roger Deign		
<b>Proprietor</b>	Roger Deign		