



**British School
Overseas**
Inspected by Penta International

Inspection Report

**The British School
of Gran Canaria**

**Las Palmas
Spain**

Date
Inspection number

1st – 3rd February 2023
20230201

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 70 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Lesley Birtwell and Amy Edmundson.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school has a strong commitment to promoting a broad British ethos and curriculum that meets the needs of its largely Spanish cohort. Pupils develop excellent personal qualities and communication skills that will enable them to participate very effectively in the European community. Pupils are keen to learn, so that by the end of key stage 5 almost all pupils transfer onto further education with a high standard of education that exceeds schools in the UK. Across the school pupils present as well-rounded individuals who are socially responsible and inspired to learn more.

3.1 What the school does well

There are many strengths at the school, including the:

- The care, guidance and support provided to all pupils
- A strong sense of community across the school
- Pupils' high level of attainment at key stages 4 and 5 in external examinations
- A broad range of extra-curricular opportunities that develop pupils' self-esteem, confidence and talents
- Pupils' outreach work in the local community.

3.2 Points for improvement

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

1. The school's leaders to make effective use of data to inform all aspects of school development planning
2. Raise standards of writing for pupils in key stage 2
3. Further develop the quality of teaching through regular monitoring and evaluation of teachers' plans, pupils' workbooks, and the use of assessment data.

4. The context of the school

Full name of School	The British School of Gran Canaria				
Address	Carretera a Marzagán s/n. El Sabinal 35017 Las Palmas de Gran Canaria Las Palmas, Spain				
Telephone Number/s	+34 928 35 11 67				
Website Address	www.bs-gc.com				
Key Email Address	information@bs-gc.net				
Headteacher/ Principal	Julian M. Clark director@bs-gc.net				
Chair of board/Proprietor	Susan Cranfield chairofgovernors@bs-gc.net				
Age Range	18 months to 18 years				
Total number of pupils	661	Boys	321	Girls	340
Numbers by age	<i>0-2 years</i>	17	<i>12-16 years</i>	215	
	<i>3-5 years</i>	110	<i>17-18 years</i>	29	
	<i>6-11 years</i>	290	<i>18+ years</i>	0	
Total number of part-time children	0				

The school was established in 1966 by British expatriates living in Gran Canaria for their children. Currently the school provides for a large majority of Spanish pupils, although there are over 40 different nationalities on roll. Across the school almost all pupils speak English as an additional language. Many pupils enter school with Spanish being the mother tongue of most students. This is due to the limited amount of English used in the community.

The school operates on two distinctly different sites on the island of Gran Canaria. The original and larger school site is situated in Tafira and is close to the capital Las Palmas. The Tafira site accommodates almost 75% of the number on roll. This school provides the school's only secondary department and a primary and early years department for pupils aged 3 to 5 years. The Tafira school was renovated and significantly expanded in 2014.

A second school is sited in the south of the island in Maspalomas. This is referred to as the South School and offers education to pupils aged 18 months to age 11. At this school just over half the pupils on roll are Spanish. Other nationalities such as British, Italian, Indian and German contribute to a more diverse pupil population than the Tafira site. In addition, the South School, situated in a tourist area, has much greater pupil mobility. The school calculated that approximately 17% of pupils on roll at the South School stay for less than two years. In comparison, the Tafira site with a larger population of Spanish nationals is more settled. At the end of year 6, most pupils at the South School join the secondary department at the Tafira site and make a return bus trip each day.

A few South School pupils may choose to join EYFS at the start of year 2. Compulsory schooling in Spain does not start until year 2, although the school actively encourages an earlier start.

The school is run as a not-for-profit organisation and all parents are members of a parent's association. Through the association they delegate power to an elected board of governors and the school's director. The school's director has been at the school since 2012 and oversaw the large expansion of the buildings at the Tafira site. Most teaching staff are British, and the school's senior leaders are all British. The school is part of the Council of British International Schools (COBIS), National Association of British Schools in Spain (NABSS) and also an association of British schools in the Canary Islands.

4.1 British nature of the school

- The school delivers the English national curriculum (ENC)
- The school delivers the early years foundation stage (EYFS) curriculum in pre-nursery, nursery, and reception classes
- An UK approved phonics programme is taught to pupils in EYFS and key stage 1
- Standardised assessments are sourced from the UK and results benchmarked against standards in schools in England and Wales.
- The school promotes British values through the school's vision, curriculum, teaching methods, extracurricular activities, and displays
- The schools' board of governors replicates that of a UK school
- The senior leadership replicates a British school structure
- Policies mirror those required by UK government schools
- The school is well resourced in materials that are in use in British schools
- Libraries are stocked with British literature and reading schemes are UK sourced
- The opportunities for older pupils to take on leadership roles and to act democratically and influence the day-to-day running of the school
- Pupils are encouraged to respect other people and debate issues raised by the Equality Act 2010
- All pupils wear school uniform, except for key stage 5
- Pupils in year 6 and year 8 are provided with residential trips to the UK
- The house system, rewards and sanctions replicate those in use in UK schools
- The school shares British cultural events, such as the platinum jubilee celebrations and funeral of the Late HRH Queen Elizabeth II
- A majority of teaching staff have UK qualified teacher status, and have recent experience of teaching the English national curriculum

5. *Standard 1* The quality of education provided by the school

The quality of education provided by the school is good.

5.1 Curriculum

The quality of the curriculum is good.

A written policy on the curriculum is supported by appropriate plans and schemes of work. The school delivers the English National Curriculum (ENC) and Early Years Foundation Stage (EYFS) adapted to meet the requirements of the Spanish education ministry. Pupils in Key Stage (KS) 4 sit iGCSE exams and A-Levels are offered for sixth-form pupils.

Most pupils entering the school present with Spanish as a first language, or other languages. A few pupils were observed in the reception class with very low levels of English and difficulties following instructions. This heavily impacts on the pupils' ability to access the curriculum in the youngest year groups. Within the EYFS and KS 1 curriculum the acquisition of the English language, for pupils who speak languages other than English is not yet sufficiently promoted. Further consideration could be given to the weighting of English in the key stage 1 curriculum to improve outcomes for this significant group of pupils.

The EYFS curriculum provides a range of structured, teacher-led and independent, learning experiences, delivered through a theme-based curriculum. There is a strong emphasis on the teaching of phonics and numeracy within lessons. Across both Tafira and the South site, long-term and medium-term plans highlight opportunities for progression in acquisition of skills and knowledge. Teaching assistants in KS 1 at the Tafira site are used effectively to deliver tasks to small groups of pupils, well matched to their needs. They also teach groups alongside the class teachers, where they positively impact on pupils' learning.

Published schemes are used throughout the primary years on both school sites to ensure progression in phonics, reading, writing and maths. However, there is a missed opportunity for further collaboration between the two primary sites to map out the curriculum and work collaboratively to moderate assessments and secure accurate teacher judgements. At the South site, pupils enjoy learning about a wide range of topics. Phonics teaching is well embedded across the curriculum in EYFS and KS1, and on the South site, is delivered in streamed groups with the support of teaching assistants.

Pupils in the primary school read regularly in school to class teachers and teaching assistants, both 1:1 and in small groups. There is an expectation that parents hear pupils read at home. A primary library supports reading with books in English and Spanish. Pupils in the primary schools are encouraged to use the library regularly and share books at home.

The secondary curriculum provides pupils with a broad choice of options, including core subjects, humanities, arts, languages, and Spanish government requirements. Clear guidance is given to students choosing options for the sixth form. The school is able, in most cases to meet pupils' subject choices when timetabling option blocks.

The structure of learning is well supported through the curriculum plans, particularly for pupils for whom English is an additional language in the secondary school. This is due to teachers in the school implementing the 'Rosenshine' principles.

The curriculum design in the secondary school supports pupils to make accelerated progress and, as a result, pupil attainment is above the national average at Key Stages 4 and 5. In subjects such as PE and PHSE there was detailed and clear progression of skills from the EYFS to Key Stage 5, however this was not evident across all subjects.

Leadership opportunities, through the 'Learn to Lead' programme, give pupils of all ages a variety of opportunities to contribute to the wider life of the school and local community. In addition, in-service lessons in the sixth form encourage all pupils to contribute to the life of the school. For example, sixth form pupils work to support pupils in the infant school.

The rich programme of extra-curricular activities, and a varied range of off-site trips and visits enhances the curriculum. Year 12 & 13 pupils visited Geneva to observe the Hadron collider to support their studies in physics. A variety of visiting speakers to the school, both in person and online enhance the curriculum. In the past an Antarctic explorer visited the school and talked to pupils about a recent expedition. A newspaper journalist visited the school to support pupils in their work towards an interhouse newspaper competition.

Parents are expected to support their children with learning at home. A homework policy details that involvement. An online app links parents with the class teacher in EYFS. Pupils talked about completing reading and multiplication tasks at home. However, there was some confusion about the school's expectations around homework for primary pupils.

The primary schools are fully inclusive at the point of admission. Pupils with specific needs are identified early and are supported in class through quality first teaching. Through carefully considered intervention strategies, pupils with special educational needs are supported effectively.

Admission to the secondary school is offered to pupils in the primary sections. Pupils who seek to join the secondary department from other schools, must demonstrate they have the abilities by completing an entrance test. This ensures pupils who are new to the secondary school have the acquired knowledge and skills to meet the demands of a rigorous curriculum in English medium.

Transition support is smooth where pupils transfer from key stages within the same school. Pupils who transfer from the South site at year 6 to the Tafira site for secondary schooling visit the school before the transfer. Handovers between teachers of pupils' information is routine and there is a close professional relationship between the primary head teachers. The sharing of specialist teachers, such as PE, and transition activities ensure pupils from the south have regular contact with their future classmates and settle easily. However, parents talked of difficulties in contacting teachers at the Tafira site. They noted a decline in the strong lines of communication that existed previously when their children attended the South site.

Pupils are supported to make careers choices through vocational guidance sessions provided weekly by the school. Year 11 and year 13 attend a range of university fairs and the school hosts a Spanish university fairs event every two years. KS5 students attend a scheduled vocational guidance lesson, once-a-week, which guides students in their research of careers and universities around the world. The school uses an online database which supports pupils with information relating to career opportunities and international university profiles. Y9 students receive introductory talks to options subjects prior to making IGCSE options. Y11s receive taster lessons and careers guidance talks prior to making AS level options.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

Across the school teachers plan tasks that use time well and enable pupils to learn. Teachers in the secondary section focus on the rigours of the exam syllabus. Here assessments systems to inform planning are well embedded so that older pupils can benchmark their performances and are clear of the next steps. Teaching in secondary is delivered by subject specialist who source highly relevant content that engages pupils. Teachers in the primary schools deliver topics that pupils enjoy but are less focussed on the use of assessment.

In the secondary school on the Tafira site, regular assessments provide pupils with opportunities to reflect on their learning as well as to receive feedback from teachers under the headings 'what went well' and 'even better if'. This method of feedback is effective in informing pupils of what they need to do to improve.

In secondary language development is reinforced in all subject areas. Teachers share key words, ensure subject specific language is used correctly and explain new vocabulary. In year 7 mathematics, the teacher focussed on 'February' whilst pupils were writing the date, drawing attention to spelling and February facts. Pupils are encouraged to articulate their learning and explain thinking. For example, in year 7 pupils explained how they knew an angle was obtuse and how to calculate a complimentary angle. Through discussion in a year 9 English lesson exploring inference, the pupils created a detailed scenario based on a sentence about luggage at the station.

Learning is well scaffolded and sequenced over time. Opportunities for recapping and over-learning are particularly strong. Starter activities, such as quizzes in year 11 history, provide opportunities to check and reinforce previous learning. In year 10 English, pupils used a familiar structured grid to critically analyse an unseen poem. This was supported by the teacher making frequent reference to responses to a previous poem. In year 12 pupils prepared revision PowerPoints to recap their learning in preparation for the mock examinations. Visual representations, practical activities and learning through investigation reinforce learning. For example, in year 7 mathematics pupils explored angles on parallel lines before the teacher explained the rules. Clear links were made between subjects, for example waves in physics and trigonometry in mathematics. Teachers routinely summarised learning at the end of lessons.

Further secondary teachers make excellent use of closed and open questions to promote learning and check understanding. For example, in year 13 English, probing questions comparing 'The Handmaids Tale' and 'Frankenstein' encouraged thoughtful reflection. This ensured pupils had an in-depth understanding of the themes in the texts.

Teachers plan opportunities to challenge stereotypical views and encourage respect for the law. In year 9 ICT studying the Computer Misuse Act, pupils learnt that whilst people may be employed legally to hack, the act of hacking without permission is illegal. Through discussion in year 10 English, pupils compared past and present views about men crying. In year 11 history, pupils use sources to consider the impact of intolerance on groups, for example immigrants.

Although assessment for learning strategies are established in secondary, they are not yet used consistently. Teachers intervene in lessons to identify misconceptions and extend learning. Excellent verbal feedback was provided in a year 11 music lesson to identify the strengths of the performance and the skills required to improve. In many pupils' exercise books sampled self, peer and teacher feedback was evident, but limited to end of unit assessment. Pupils were able to explain what they needed to do to improve but not always how to achieve this.

From year 9 teachers ensure that pupils have the skills and knowledge to succeed in public examinations. They draw pupils' attention to examination expectations and how to meet them. As a result, pupils make strong progress and achieve well.

At the Tafira site in the primary and EYFS teachers effectively use the spaces available to enhance pupils' learning. This was particularly evident in the EYFS and KS1 areas. In the best lessons, teachers plan effectively for differentiation and use careful questioning to deepen thinking. This was particularly evident in a year 3 science lesson where pupils were conducting experiments using different types of rocks. Verbal feedback was effectively observed in several lessons to progress pupils' learning, for example, in a year 1 music lesson where pupils were using instruments and body percussion to tap out a variety of rhythms. The teacher gave each pupil verbal feedback and adapted the learning to ensure that all pupils made progress within the lesson.

At the South site, primary and EYFS teachers create inviting learning environments that celebrate the work of pupils. Presentation in books was of a good standard and teachers celebrate the work of pupils through attractive displays. Teachers apply well established routines to manage behaviour and enable pupils to feel confident, have opportunities to learn and enjoy school. Teachers plan tasks that pupils enjoy and can achieve. As a result of creative planning pupils enjoy topic work and this was evident in display work and in talking to pupils.

In a year 2 geography class about the Amazon rainforest, pupils enjoyed learning facts about Brazil. Worksheets are used to help pupils organise their work and textbooks support the teaching in maths. However, in English lessons teachers did not follow closely the curriculum objectives for each year group, so that progression across the curriculum in English was lacking. Across the South site school KS 2 pupils

could be presented with a greater level of challenge. Older pupils complete tasks set in the time quickly.

Although primary pupils' work is assessed there was limited evidence of teachers using this to plan tasks that were closely matched to pupils' abilities. In a sample of books scrutinised across both primary sites, English workbooks provided praise and correction of spelling errors but contained limited useful feedback to pupils. Maths books indicated to pupils where there were errors. But there was limited evidence of teachers informing pupils of what they needed to do to improve. Pupils are given too few opportunities to write independently in EYFS and KS1 and embed their learning in English. In addition, teachers do not make use of data sufficiently to track attainment and progress for pupils. As a result, teaching does not always challenge pupils sufficiently. Summative assessments are in place for reading, writing and maths at regular times of the year. This data is beginning to be used to analyse the attainment and progress of pupils but is not yet fully embedded.

5.3 Standards achieved by pupils

The standards achieved by students are good.

Pupils at both sites behave exceptionally well, they are courteous and polite towards staff and one another. They are respectful of the school's resources and maintain a tidy and organised working environment. Pupils enjoy school, particularly the after-school activities and, as a result, attendance over time is improving.

Attainment at the end of key stage 4 and key stage 5 is above the national average for UK schools. In 2022, at iGCSE 75% of pupils attained grade 5 and above, in English and mathematics compared to a UK average of 49.6%. The overall pass rate was 92% with 48% attaining the highest grades. At A level, the overall pass rate was 97% with 37% attaining the highest grades. Internal data based on CAT4 testing describes year groups in key stage 3 as broadly average and key stage 4 and key stage 5 as a good average. This reflects the strength of teaching in lessons observed and learning outcomes sampled. Pupils describe some of their learning as challenging, for example year 7 English, studying Spanish literature. Internal tracking data suggests pupils are making expected progress in key stage 3 with evidence of accelerated progress from year 9 to year 13.

Most of the behaviour observed in secondary classes was very good. Learning behaviours are well established and supported by classroom display. A large majority of pupils take pride in their work, and this was particularly evident in the 'Opportunity to Fly' projects produced by groups and individuals. Pupils are engaged, diligent, listen respectfully to each other, and actively contribute to discussions. Pupils are confident when presenting to their peers. They are enthusiastic about their learning. For example, year 9 described, in great detail, a recent project to create their own App and how they were able to apply skills learnt previously. Pupils describe learning as fun. This was evident in a year 10 physics lesson where a class 'Mexican wave' and 'shared clap' reinforced their understanding of transverse and longitudinal waves.

At the Tafira site, standards in science and maths attainment by the end of key stage 2 are in line with UK expectations. The most able pupils are working in line with UK expectations in reading although standards in writing are low across the primary school.

At the South site, standards in reading and maths attainment by the end of key stage 2 are in line with UK expectations. Reading is strongest at upper key stage 2. Writing standards in pupils' workbooks is slightly lower than the expected standards in the UK which may be attributed to the majority of learners with English as a second language. The school's summative assessment data indicates that the progress of pupils who have been at the school for two years or more is significantly higher than

those who have recently joined. This group of pupils show consistent progress from year 4 to year 6 in all subjects assessed.

At the South site, standards at key stage 1 and in early years are low due to many pupils arriving at school with limited levels of English language. This was observed in classrooms when talking to pupils in reception and year 1. However, over time most pupils catch up so that by the time they leave the school they meet age related expectations in speaking, listening, and reading.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meet all aspects of the BSO standards and are excellent.

The provision for pupils' spiritual, moral, social and cultural development is met through a carefully considered approach by the school's leaders. They ensure that pupils across the schools have opportunities to take responsibility, make choices, and can influence decisions about the business of the school. The student leadership programme, 'Student Voice' is particularly effective in engaging the pupil leadership committees. Pupils are inspiring ambassadors for their school and have excellent relationships with their peers, teachers and external visitors. All pupils are members of a house system that promotes healthy competition between the houses. House leaders are elected to their role.

Pupils demonstrate confidence within themselves and are very welcoming to visitors who enter the school. They have a clear sense of pride for their school and its' community. The school's behaviour policy ensures positive praise is prevalent in almost all lessons. Each class has a slightly different method of behaviour management, adapted to the individual needs of the pupils. House points are used effectively as a reward method and are well-valued by pupils. During lesson observations and book scrutiny, a consistent approach to awarding house points was observed as a method of reward.

When pupils misbehave the school acts swiftly to respond. The school's behaviour log is evident of sanctions being applied where behaviour does not meet the school's expectations. Individual pupils are guided by the school's pastoral leads to know right from wrong, this is further supported by assemblies and the school's PSHE curriculum.

A whole-school approach to the teaching of PSHE is provided using the 'Jigsaw' programme which is delivered through discrete teaching from the EYFS to KS3. This also targets specific issues within individual classes or cohorts when the need arises. At key stages 4 & 5 pupils use tutor time to talk about issues that are relevant. This is complemented by a varied programme of visiting speakers. At the South site, the PSHE programme is evident in a display of 'bucket fillers and bucket dippers.'

Pupils reported that bullying does not take place and when they have disagreements with their peers, they work together to resolve issues. When pupils have disagreements, they are well-equipped to talk through their issues and follow a restorative approach.

The family-style approach to lunchtime provides the youngest pupils with the opportunity to develop independence skills. They are expected to clear their own plates after lunchtime and take responsibility for good behaviour. They develop strong social skills in the dining hall, which are embedded through well-established routines.

The school successfully promotes the fundamental British values of democracy and the rule of law. Pupils in the secondary school can take on roles of leadership. Pupils are encouraged to participate in charitable activities, such as community fundraising and service work at the local hospital. Food donations are made to the less fortunate in the community following events at the school held annually. Year 3 took part in a beach clean-up campaign. Older secondary pupils through the in-service opportunities, promote recycling across the school and take responsibility for news displays.

A wide range of school trips and residential visits for pupils enhances pupils' personal, social, and cultural enrichment opportunities. In addition, almost all pupils attend at least one extracurricular activity each week. During the inspection, primary pupils at the Tafira site were observed developing resilience, social skills and independence through a roller-skating club. A Saturday class and summer camp provided by an external provider is held at the school.

Opportunities to learn subjects in the creative arts across the school, including options at KS4 and KS5, allow all pupils to showcase their talents. The school enables pupils to participate in various musical ensembles, house events and through the vast array of artwork on display around the secondary school. A wide range of artists from different cultures and backgrounds are displayed around the school for pupils to draw inspiration from and the standard of pupils' art work displayed was high. Pupils also take part in competitions at regional and national level in subjects such as debating, where they have achieved a high level of success in recent competitions.

Pupils learn about the four major world religions through the school's timetabling of religious education in the curriculum. Displays of pupils work in understanding symbols used in major religions were on display at the South site. Pupils are also given time to reflect and celebrate the diversity of humanity. Pupils were seen working independently at break times and supporting one another. The school celebrates cultural days and events, such as international day and aspects of both Spanish and British culture.

7. *Standard 3* The welfare, health and safety of the pupils

The school meets the standard; provision for welfare, health and safety is excellent.

The school's strong focus for promoting the well-being of the whole community is supported by a wide range of policies and procedures. This is further embedded by excellent communication between staff. Pastoral care and support systems, including the recent appointment of a well-being lead, ensure pupils are well cared for, feel safe and are valued.

Rigorous safeguarding procedures and policies are based on statutory guidance from the UK and Spanish law. Policies include guidance regarding radicalisation and extreme views. They are fully understood and implemented by all staff. Appropriate records are kept securely. Pupils report that they understand who to talk to if they have a safeguarding concern, and that they are taught about staying safe.

The school's ethos is to promote positive behaviour with a zero approach to bullying. The school aims to "provide a safe, secure and happy environment for our school community, where diversity is celebrated and an interest in difference is promoted". Behaviour policies outline high expectations and sanctions covering all areas of school life, including travel to and from school. Records are kept of rewards, detentions, and serious sanctions. Parents feel that behaviour is well managed. Pupils are taught to respect difference and know it is wrong to make fun or laugh at people. A year 4 pupil said: "If I make a mistake in class, I know no-one will laugh."

There is excellent provision for teaching about bullying, on-line safety, and all aspects of developing healthy lifestyles, including relationships, through Personal, Social and Health Education (PSHE), Sex and Relationships Education (SRE), PE and science. For example, year 11 learning about psychology in sport were encouraged to consider how the body language, tone of voice and words of a coach can motivate or demotivate a team. Year 4 pupils in Tafira created posters explaining the safe use of electricity. There is strong emphasis on promoting appropriate, respectful inter-personal behaviour, with older pupils understanding that healthy lifestyles are a matter of choice. When discussing healthy relationships, a year 9 pupil said, "You need to make the right choice and understand what is good for you." Another replied, "You need to respect others." Pupils felt they had the skills and knowledge to make informed choices.

Both sites are clean, well maintained, and safe. A health and safety policy is in place and the school uses a local specialist company to ensure full compliance with Spanish Law. A proactive health and safety committee ensures the policy is implemented effectively. Sites are regularly checked, and all issues dealt with. Access to the site is controlled and gates are locked during the day. Laboratories are locked when not in use and hazardous materials are risk assessed, securely stored and checked daily. Strong and robust risk assessments are in place covering, for example, areas of the curriculum, hazardous materials and external visits. Procedures

ensure risk assessments are regularly reviewed. For example, the year 3 swimming risk assessment was annotated to improve communication about the provision in the future.

Both sites comply with stringent fire standards in accordance with UK and local requirements; detailed records are kept of all fire checks. Fire extinguishers are readily available, including in the science laboratories. Emergency evacuation procedures are displayed in all areas, in both English and Spanish. Evacuation routes are marked using the international green 'running man' symbol. Fire drills are regular, and pupils could describe what to do when the alarm sounds. The drills are recorded, and action points noted and addressed.

Policies, procedures, and facilities are in place for effective first aid provision. First aid boxes are located throughout both sites, including early years classrooms and laboratories. Pupil medication is securely stored. Photographs of pupils with allergies are displayed in the kitchen and with the EpiPens. Information and instructions are displayed in English and Spanish to enable all staff to provide effective treatment. Pupils explain how to get help if they fall over at breaktime. Trained staff are always available to deal with incidents, accidents, or injuries. Records are kept of all incidents and first aiders communicate with teachers or tutors if they have any concerns.

Pupils are well supervised at all times, including during the school day, before school and after school provision and when using school transport. Policies ensure staff have clear roles and responsibilities. Systems ensure pupils are collected by a known adult. Procedures are in place to deal with uncollected pupils, manage traffic flow and ensure safety in the parking area. The design of the pick-up and drop off area enables calm, safe and secure procedures for all users.

Attendance and admission information is held securely on the school's management systems. The information is accessible from both sites. Pupils' attendance is registered daily, and attendance is checked at the start of secondary lessons. Registers are also taken for enrichment activities and travel on the school bus. Absences and lateness are followed up with procedures in place in case a pupil goes missing. Attendance data is included as part of reports.

The fresh and nutritious meals cooked on site, further embed and support give pupils the opportunity to try a wide variety of foods as well as to help in pupils' education of healthy lifestyles. Parents are happy with the lunchtime offering at the school and report that their children enjoy the lunches and the wide variety of foods on offer.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school is vigilant in ensuring that all staff who work at the school are suitable to work with children and are appropriate for the role. There are robust procedures and policies in place. The board of governors are fully aware of their duties around keeping pupils safe.

A single central record is in place which details the checks for all staff who work at the school, this includes teachers, support staff, volunteers, governors, and contractors. Checks made are related to identity, medical fitness, qualifications, DBS checks for staff recruited from overseas, police check for local hires, VISA details and reference checks. The director of the school ensures all the records are entered correctly and this is overseen by a governor who is assigned to monitor the single central record termly. The head of human resources ensures personnel files are maintained and updated. Communication between the director of the school and the head of HR are regular, so that no information is missed.

Recruitment procedures are thorough. Advertisements to recruit staff to the school contain a sentence that indicates the school's strong commitment to keeping children safe. Staff are only recruited once references have been taken and all required checks have met the standards. Staff are subject to an initial induction period of 6 weeks, where any concerns from either party can be raised and discussed. The school has in the past removed staff where they were not satisfied that their performance met the standards prescribed. The probationary period of induction lasts for 3 months overall and is monitored through professional observations and code of conduct. A key part of the induction process is the school's child protection policy and procedures around safeguarding.

Every member of staff also must meet the host country requirements regarding suitability, and these are equally exacting. The school is currently working to ensure they meet the Spanish Equality Act and have established a committee to review all aspects of the school's business in this area.

All staff receive annual safeguarding training and must read and sign off to say they have read the child protection policy. The designated senior leader (DSL) at Tafira is level 3 trained and has oversight across the whole school. Other safeguarding leaders support the DSL. On entry to the school all visitors are presented with a copy of the school's appointed safeguarding leaders and information regarding their contact details. All staff and visitors are expected to wear a lanyard so that they can be easily identified on the school site. Parents are required to sign in and wear an identification badges when visiting, but this practice does not include those dropping infant students at the start of the day.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO: all aspects are met and are outstanding.

The schools accommodation on both sites at Tafira and Maspalomas in the south are modern, purpose built, with a wide range of facilities to promote teaching and learning. This includes classroom and break out areas, opportunities for outdoor learning in EYFS and key stage 1, libraries, specialist teaching rooms for art, music, science, and ICT. Well equipped sports areas, kitchen and dining facilities and community areas are provided. The design of the building encourages a sense of community. The large open central Agora area at Tafira is one such example and used regularly to host meetings. In primary the effective use of break out spaces supports teaching and learning. The availability of learning booths enables key stage 5 pupils to learn independently.

Classrooms are well-lit and resourced with interactive whiteboards, and materials to support learning. In Tafira there is a well-resourced library. Although some classrooms, especially the science laboratories are quite small, they are well organised to enable learning to take place. The music room is situated so as not to disturb other learning and includes a sound insulated space. The temperature of the building is suitable, and blinds are available to shield out the sun.

Classroom displays support pupils learning, especially the development of learning skills and behaviours. For example, the mathematics teaching room displayed different types of graphs and the PE room inspired pupils by displaying career opportunities in sport. At the South site, corridor displays of writing across all year groups enabled pupils to see where their learning journey would take them.

Outdoor space across the school is fully maximised, especially the outdoor provision for sports and playtimes. The designated spaces include a sports pitches, table tennis tables, and areas for sitting and socialising. The school uses off-site facilities for swimming and the local area for trips and residential. Observations of playtime show facilities are used well, with pupils having opportunities to be active or engaged in calm activities. Appropriate shade is provided at the Tafira site. Pupils at the south site could benefit from more shaded areas and picnic tables to be used at snack time.

Suitable separate toilet facilities are found in both buildings. There is an adequate supply of water and mixer taps ensures water does not pose a scalding risk. Single sex changing rooms and showers are available for secondary pupils. Water checks, by an external company, are part of routine monitoring. Both buildings are accessible to those with mobility issues, including disabled toilet facilities, ramps, and lifts. Drinking water is available at both sites and is clearly marked. Pupils are encouraged to take water bottles to PE sessions. Both sites have spaces suitable for the medical needs of pupils near a toilet facility. Pupil medication is

securely stored and a qualified first aider is available. Tafira school and South school have both recently applied for defibrillators.

A designated maintenance team ensures a high level of cleanliness and issues are dealt with immediately; for example, a cleaner at the south site ensured toilets were clean after breaktime. In house daily maintenance checks and regular checks by external experts ensures that all aspects of the building meet local safety requirements. Outcomes of all checks are monitored by staff and governors to ensure any issues are rectified. The premises are secure, and entry to the sites and buildings are controlled. CCTV cameras monitor the site which has external lighting. The design of the pick-up and drop off areas, including dedicated parking bays and barriers, ensures calm, safe, and secure procedures for all pupils.

10. Standard 6

The provision of information for parents, carers, and others

The provision of information provided by the school to parents, carers and others meets the standards for BSO accreditation.

The school uses a variety of means to communicate with parents including the website, social media, letters, and face to face meetings. Communication is in both English and Spanish.

A comprehensive website and detailed parents' booklets are a good source of information about a variety of matters. The vision, mission, aims and core values are summed up by the statement "Inspiring socially responsible lifelong learners". The vision and core values permeate the website, are referred to in a number of policies and are visible in school.

All the information required by BSO is accessible on the website. This includes contact information for both school sites, headteacher, key teaching personnel, chair of governors, previous inspection reports, and safeguarding and welfare arrangements. Arrangements for admissions and details of the complaints procedures are readily available. An informative policy area includes bullying, behaviour, exclusion, health and safety, first aid and a number of key school policies. Many school policies, including those relating to behaviour, on-line behaviour and safeguarding, have an expectation that the school and parents will work closely together. Separate curriculum and enrichment areas provide information about the curriculum, provision for special educational needs and English as an additional language. Additional information about the secondary curriculum is provided through informative parents' booklets. Inspectors were provided with all the information required to carry out their work.

High achievement awards in international examinations and university destinations are celebrated on the website. Details about academic performance is shared with parents at the start of the school year and is available on the website.

Parents receive regular reports on progress. The school uses Tapestry in EYFS and Sew Saw in key stage 1 and key stage 2 to share learning with parents. Written reports contain information about academic attainment, learning attitudes, progress, and attendance. Comments are evaluative. Reports sampled did not include targets that would help the pupils make progress in the future. Parents evenings and workshops are regularly held. Parents and pupils are provided with a range of good quality information on iGCSE options, A level options and further education choices. Parents feel that they understand how well their children are doing. They say teachers know their pupils well. Parents have confidence in the schools' procedures and feel teachers "know their children well and know what they need to do next."

Overall parents are happy with the level of communication with the school. However, some parents feel that e-mail communication via the office could be responded to more swiftly.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school handles complaints through the implementation of its' concerns and complaints policy. The concern and complaints policy states clearly in detail, the context, scope, rationale, and definitions used within the document. Therefore, it is an easy policy to implement. The policy is written to provide guidance for *'all school members and the local community so that they can be provided with timely and considered responses.'*

There are clear stages in the process for sharing a concern and sharing a complaint. The final stage results in the complainant raising their complaint with a complaints panel. However if a complainant is unhappy with the process and procedures followed they may request a procedural review panel to investigate the matter further. Timescales are set clearly within each section of the policy document. There are clear procedures to be followed such as using the school's complaints form which is attached as an appendix. The outcomes will result in an outcome; *substantiated, malicious, false, and unsubstantiated*. Each word is clearly defined so that the outcome of the investigation is clear.

The policy is extremely detailed so that all likely scenarios have been covered. There are sections detailing the actions to be taken by staff who wish to raise a grievance and also by parents who wish to raise a complaint against the chair of the board of governors, a member of the board or a member of staff. Each section contains clear details on the procedures to be followed, the right of appeal. A section is included on how the school will deal with serial and persistent complaints.

As a result of strong lines of communication at the South site and clear lines of communication established at the Tafira site the complaints log had very few complaints since the start of the school year. Parents at the south site talked about concerns being resolved very quickly at pick up and drop off times, when staff were available. They talked of an open-door approach at the South site. All parents reported that complaints were dealt with effectively and rarely reached the formal complaints process. A log of serious issues concerns and complaints log detailed 2 complaints raised by parents over the school year 2021-2022. These had been dealt with appropriately following the school's policy.

Teachers reported that when they raised a concern they felt they were listened to, by senior leaders. A strong system of line management, and a friendly supportive ethos between all members of staff resulted in issues been resolved quickly.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

The school is a not-for-profit organisation. All full fee-paying parents become members of the parent association and transfer decision making regarding the strategic direction, leadership, and management of the school to the board of governors and the school's director. The board of governors act constitutionally to represent the parent body. The board replicates a board of governors in a UK school. They draw upon a broad range of skills that enable them to steer the strategic direction of the school. An established member of the board draws upon previous knowledge of the school's history as a parent and governor since 1988.

The board meets monthly with the school's director. For each meeting the director submits a detailed report on all aspects of the schools business. This ensures that the board are fully informed and can act to support the school's leaders well. The board also have an opportunity to visit the school three times a year and monitor provision. Assigned governors visit the school each term, to monitor safeguarding and child protection, safe recruitment, health and safety and anti-bullying meeting key individuals and reviewing procedures and documentation. The board is very vigilant in monitoring health and safety. A five year plan is in place and the school's financial sustainability is closely monitored. Finances are audited annually by an external provider.

A school development plan is in place which lists the school's priorities. This could be improved if it were aligned to the BSO standards and provision evaluated using the criteria. Currently the school development plan lacks evaluation against a set of standards, and is not specific or measurable in its detail so it is difficult to measure impact over time. An inclusion of data -around all aspects of the school's performance- would enable the school's leaders to have an accurate and measurable view of their progress.

The senior leadership team meet fortnightly, and in the intervening week, the assistant heads of secondary and heads of primary meet with the school's director. This enables the director to remain fully informed across both sites. Staff meetings and 5 INSET days annually ensure staff are updated on the school's priorities and give ample opportunities for continual professional development. A development and collaboration meeting enables staff to feel supported. Staff reported that training sessions were relevant and useful. The recently introduce Rosenshine principles of effective learning have enabled *'teachers to be more mindful of what we do and have created a common language for talking about what we do.'*

Teachers liked the peer reviews for professional development and felt these were beginning to have an impact on improving their practice. Performance management follows the systems in the UK and currently teachers can opt to follow the peer review system or be observed by their line manager. In both cases staff felt that the system helped to improve their practice.

Teachers who were new to the school talked about being fully supported and that the schools' policies and procedures were shared with them from the outset so that the standards in expectations were clear.

The school runs smoothly with a clear focus given to the well-being of pupils. The school's leaders are proactive and knowledgeable about their school. Positive relationships between leaders, staff and pupils support the progress and good behaviour of pupils at the school.