

The British College of Benalmádena

Urbanización Torremuelle. Paseo del Genil s/n
29630 Benalmádena Costa. Malaga.

School's regional authorisation number: BOE 29001029

Date of Inspection: 26th April 2019

Inspection Team:

Lead Inspector: Gill Kaye

Team Inspector: Steve Evans

Reason for the Inspection:

To evaluate the educational provision in Pre-Nursery to Year 13 with a view to renewing the current authorisation as a British school in Spain.

Overall Recommendation:

The school is recommended for authorisation from **Pre-Nursery** (age1) to **Year 13** (age 18) for a period of **4 years** for **1200 pupils**.

The next inspection is due in April 2023.

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

History and Context of the School:

The British College of Benalmádena opened in September 2000 and is family owned. It is housed in a purpose-built building in the urbanisation of Torremuelle on the coast of Benalmádena, Malaga. Although it has grown considerably since opening, it has maintained its family atmosphere. There are 820 pupils on roll between the ages of one and eighteen. Sixty one percent are Spanish and the remaining thirty nine percent is made up of British and other nationalities.

Accommodation and Resources:

The school has four floors with disabled access to all. Classrooms are spacious, well-organised and very well resourced. Rooms are bright, some with additional internal windows opening onto the corridors, creating an open atmosphere. All rooms are air-conditioned. The Pre-Nursery and Early Years Foundation Stage (EYFS) classrooms have interconnecting doors and all have direct access to the outside play and learning areas. All have toilet facilities within the classrooms. Resourcing inside and outside is excellent and appropriate to the age group. Each primary classroom has a consistently used interactive whiteboard, computer and library area. There is plenty of storage space for the children's personal belongings. Specialist facilities include two computer suites each with 27 computers, science laboratories, two libraries, an art room and a well resourced music room with pianos, keyboards and a variety of percussion instruments. There is an independent study room for sixth form students which has an additional five computers. In addition to the three large outdoor sports pitches with spectators gallery, there is a gymnasium, ballet area and seven attractive play areas which are well used by the children at recreation times. A large hall in the centre of the building is used for assemblies, school performances and for dining. There is a very stylish vertical garden in the centre of the building. The corridors and classroom walls are very attractively decorated with displays of pupils' work and visual materials to support learning. This helps to create a pleasant working environment for staff and pupils.

Health, Safety and Welfare:

The school is extremely clean and well-maintained. Fire evacuation procedures are clearly marked and comply with local legislation. Hoses and extinguishers are placed in corridors throughout the school. The school has a high level of security with CCTV monitors throughout classrooms and public areas. All exits used at the end of the day are supervised by the staff, and students are well supervised at all times. All staff have an annual first aid training course and ten are trained to use the portable defibrillator housed in the main office. Parents of pre-nursery, nursery and reception children are able to view their children in the classroom using a personal code which allows access to the school's private and secure intranet CCTV system. Appropriate police checks are in place for all members of the staff to ensure safe recruitment.

The Curriculum:

The school offers a broad and well-balanced curriculum where students make the most of the opportunities the school provides. Students also gain essential learning skills from a good range of extra-curricular activities which provide opportunities to work in teams as well as individually in such pursuits as tap dancing, healthy-eating club, debating and drama. Children speak English with confidence, encouraged by all staff. French is

introduced in year 3 and taught by a specialist teacher. Information and communications technology is effectively taught throughout the school.

The curriculum in EYFS and year 1 is well planned and is delivered through cross-curricular topics covering a range of skills and providing opportunities to develop and achieve the Early Learning Goals. The curriculum for years 2 to 6 builds successfully on the EYFS programme, is broad and balanced and meets the needs of all learners. Children are appropriately challenged and make swift progress in their learning.

The secondary curriculum offers a good variety of subjects including music, drama and psychology and a very good selection of subjects is offered at IGCSE and A level. Careers guidance begins in year 9 with both individual and group meetings to discuss appropriate option choices in year 10.

Appropriate schemes of work are followed by all staff and are updated regularly. Planning is monitored by all senior staff to ensure consistency in practice.

Staffing:

Staff are well-qualified and effectively deployed throughout the school. There is a good mix of longstanding teachers and new arrivals from the UK. Staff retention is very good. Professional development opportunities are very good. For example, all staff have completed online training including safeguarding for children and child protection. Teaching assistants are also well deployed and make a good contribution to learning. Staff-teacher ratios are very good and additional staff are well used to support learning throughout the school.

Teaching and Learning:

Teaching ranges from good to excellent and overall it is very good. Teachers have a secure knowledge of their subjects and have high expectations of students. One of the great strengths of the school is the attitude of the pupils and the way they respond to their teachers and the work they are given. The children are proud to be part of the school and are happily motivated by their lessons. A reception child eagerly showed the chrysalis from which the moth emerges and described the lifecycle of these insects very well. The exemplary behaviour creates a strong climate for learning. Where teaching is very good, lessons are well structured and many begin by reinforcing prior learning. Pupils are confident when answering questions and explaining their answers. For example, business studies students in year 13 clearly explained specific concepts when answering an exam question. The teachers' question technique is strong, providing opportunities for immediate assessment. Appropriate praise makes a significant contribution to learning. Very good use is made of the outdoor space as a learning environment in the EYFS and year 1 where children are active, show confidence in their explorations and take part in activities which fascinate them.

There is a good range of teaching styles. Work is well matched to pupils' abilities including challenging extension work for more able pupils. English is the language of instruction and a high level of competence is demonstrated at all ages.

Good attention is given to pupils with special educational needs. Individual plans provide clear, achievable targets and these are regularly reviewed. All staff are well informed about effective practice with pupils with additional learning, communication and emotional needs.

External examination results are very good and overall attainment by pupils is good. The school has achieved a considerable number of 'Best in World' results both at IGCSE and A level. SATS and KS2 progress results also show high achievement.

Assessment:

Teachers constantly monitor progress and achievement through direct observation of students' work in the classroom. Great importance is given to homework to help increase the rate of progress in learning, consolidating and extending the skills and knowledge acquired in the classroom. Constructive feedback is given and students are encouraged to be critical of their own work. The primary teachers mark work in line with the school policy for marking and assessment; the secondary teachers do not do this as consistently in all subjects. The early years teachers keep comprehensive records of progress towards the Early Learning Goals. Concise and informative reports to parents are issued three times a year throughout the school.

Spiritual, Moral, Social and Cultural Development:

Students are respectful towards their teachers and their peers. The school enables and encourages students to distinguish between right and wrong. This is supported by a caring approach shown by all staff, which ensures pupils behave responsibly and understand the importance of a contribution to community life in school. For example, new pupils are introduced carefully to school life, looked after and found friends in their early days in the school. Year 6 pupils also value their 'buddy system' with the children in year 1 which they particularly enjoy. They arranged an Easter Egg hunt for them at Easter, regularly help with reading if it is needed and are always available at rainy playtimes. The school is inclusive and those with learning difficulties are supported with a special educational needs coordinator (SENCO) and school psychologist who work with teachers to provide the necessary help within the classroom setting. Assemblies are held regularly and are based on issues addressed in personal, social and health education. It is the responsibility of every class to present at least one assembly a year. Year 6 proudly presented a successful assembly on bullying. A special strength of the school is the friendly, family atmosphere created by the pupils and staff alike.

Leadership and Management:

The headteacher and deputy headteacher are responsible for the academic management of the school and lead with a passion that exemplifies the school's positive ethos. They are assisted by a very competent, dedicated leadership team. There are very positive relationships between the staff and managers. An extensive range of policies are in place which are systematically monitored. Regular staff appraisal by senior managers makes them clearly aware of the teachers' strengths and areas for further staff development. The clear expectations create a strong climate for learning.

Response to the previous inspection report:

The school has responded well to the recommendations made in the previous report.

- A well organised peer review and observation system is firmly in place and teachers are provided with help when needed.
- Marking and recording of work is now systematic throughout the school.
- The primary library has a wide range of fiction and non-fiction reading books, and there are more library books in individual classrooms.

- All staff are involved in curricular planning and time is given for departments to work together.
- Diagnosis of special educational needs has significantly improved and effective provision is made for individual children throughout the school.

Recommendations:

- The school should maintain the excellent attitudes of the students to their work and the high standards of teaching that produce such good results.
- The school should make marking and feedback in key stages 3 and 4 more systematic so that it matches the high quality attained in the best primary practice in the school.