

INSPECTION VISIT TO BRITISH SCHOOL, LANZAROTE

DATE OF VISIT: Monday 25th May, 2015

LEAD INSPECTOR: GILL KAYE

TEAM INSPECTOR: JOCELYN SHIMELL.

1. HISTORY OF THE SCHOOL

- 1.1 The British School of Lanzarote was founded in 1985 to provide a British education to young people aged three to sixteen. It is privately owned by four shareholders.
- 1.2 There are currently 203 students on roll. 85 % are Spanish and 9 % are British. 6 % are other nationalities.
- 1.3 The school is non selective and co-educational.
- 1.4 The purpose of the inspection is to assess the school for reauthorization.

2. ACCOMMODATION AND RESOURCES

- 2.1 The school has a friendly, family atmosphere. The exterior is well kept and freshly painted each year. A section of the playground has been painted by pupils to create a fun outdoor workspace for the Early Years Foundation Stage (EYFS) children. There is easy access to this area. There is an additional outdoor space which is used for physical education classes. The whole outdoor area is used well and pupils are seen to be happy at play.
- 2.2 All primary and secondary areas have bright, adequate sized classrooms which are conducive to learning. There is good storage space in all rooms. All resources are neatly labelled. Teachers are creative and resourceful with materials. Since the last inspection, carpets in the primary classrooms have been secured with metal runners and are no longer a hazard.
- 2.3 There is a staffroom where teachers can prepare their lessons and hold meetings.
- 2.4 Overall the educational resources are adequate. Large and small apparatus is provided for Foundation Stage and Key Stage One (KS1) which successfully stimulates imaginative play. Each classroom has a good range of non-fiction and fiction suitable for the age group and for a range of abilities.
- 2.5 Specialist classrooms include a science laboratory, an art room and an information,

communication and technology (ICT) suite with twenty computers which are all well utilised and appropriately resourced. There are six classrooms with computers and there are plans to purchase more.

2.6 The dining area is spacious for the number of pupils and healthy meals are cooked on site.

2.7 There are attractive, colourful displays in classrooms throughout the school. The corridor displays in the primary section show a wide variety of subject content, provide a bright working environment for the children and staff and support learning well.

3. HEALTH AND SAFETY

3.1 The site is clean, secure and very well maintained.

3.2 Evacuation procedures are well planned and clearly displayed in each classroom, practices are carried out regularly.

3.3 There are adequate numbers of toilets for pupils and staff.

3.4 Six teachers hold first aid certificates and one is a qualified trainer.

4. CURRICULUM

4.1 The British National Curriculum is strongly evident throughout the school.

4.2 There are group support lessons in English, mathematics and science for pupils who need extra help. Language development classes are taught through drama to promote spoken English.

4.3 Overall time allocation for each subject is appropriate and the school offers a broad and balanced curriculum.

4.4 External examination results are good. The students move on to either a British school on the island which provides Key Stage Five (KS5) education or a Spanish school. There are plans to run a small number of A level courses in the future.

4.5 Citizenship is covered through assemblies. Personal, social and health education (PSHE) is effectively taught too and this provides opportunities for students to reflect on values, such as cooperation and equality.

5. TEACHING AND LEARNING

- 5.1 Schemes of work are followed by all staff and ensure that the British National Curriculum is taught consistently. Short term planning caters for the different abilities among the students and work is matched to individual needs. Teaching in the early years' classes provides appropriate physical and educational development for the children. An excellent outdoor lesson in the foundation stage, allowed the children to choose their own activities and improved their physical skills effectively.
- 5.2 Pupils' work is marked regularly but marking is inconsistent in quality. Where it is good, teachers make supportive comments on how to improve and well-matched and challenging targets are set. Children's work is beautifully presented throughout the school.
- 5.3 The overall standard of teaching is good. Teachers set clear objectives, demonstrate a variety of teaching methods including the use of technology, and the lessons are stimulating and informative. Questioning is used effectively to challenge the more able students. Homework is carefully set to reinforce and extend learning.
- 5.4 Teachers are enthusiastic, creating a very pleasant learning environment where pupils are eager to learn and willingly cooperate with others. For example, in a secondary practical science lesson pupils collaborated well with each other as well as displaying initiative and a high level of enthusiasm. Behaviour is excellent and pupils are enthusiastic about learning. All pupils are extremely polite.
- 5.5 English is well used throughout the school. Pupils express themselves clearly showing an awareness of their progress and the learning aims for the lesson. Pupils know their national curriculum levels in science and mathematics. Individuals converse with confidence about previous and current learning.
- 5.6 Reporting to and communication with parents are good. There are regular meetings throughout the year.
- 5.7 Examination results are good, the majority ranging from A* to B, the lowest grades are in art. However, the school has no overall or consistent approach to monitoring pupils' progress as they move through the age range. This limits the effectiveness of long term planning and the tracking of improvements in achievement.

6. MANAGEMENT

- 6.1 There is a competent, effective senior management team responsible for the overall running of the school. Managers have implemented the points for improvement which were raised in the last report regarding curriculum, resources and the monitoring of pupil progress. They recognize the need to further develop the appraisal and self-evaluation system so that the school's strengths and weaknesses can be more clearly identified.
- 6.2 The management team ensures that the staff are suitably qualified with relevant

experience and are deployed effectively. There is a strong feeling of teamwork. Staff feel supported and have high aspirations for the future of the school.

6.3 Staff development is appropriate. Secondary teachers have studied online courses run by Cambridge International Examinations, one new member of staff who has recently joined the team from England has informed other teachers about recent initiatives in the Early Years Foundation Stage and there have been courses on mentoring, assessment and guided reading.

RESPONSE TO PREVIOUS REPORTS

The recommendations for action have all been addressed. The school has provided more resources for all key stages, tracking of pupil progress is now well monitored and school policies have been implemented, helping the overall efficiency in the running of the school.

CONCLUSION

The British School Lanzarote has a history of good educational practice and continues to offer a good British education up to and including Key Stage Four (KS4).

The qualifications of the staff and the quality of the teaching are in line with good British practice.

The managers of the school are dedicated, enthusiastic and experienced teachers who also manage effectively by motivating staff and pupils.

RECOMMENDATION

Full authorization for 300 pupils from Early Years Foundation Stage to the end of Key Stage Four (KS4)

RECOMMENDED POINTS FOR ACTION

The school should:

- Develop a whole school assessment and tracking policy which will run from KS1 to KS4. This will help constructive planning throughout the school and pupils and parents can see how much progress has been achieved.
- Improve the consistency and quality of the marking of work so that all pupils know more clearly what they have to do to improve.