



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

British College La Cañada

May 2018



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SCHOOL'S DETAILS

School	British College La Cañada			
Address	British College La Cañada Calle 299 No. 25 46182 La Cañada (Paterna) Valencia Spain			
Telephone number	+34 96 132 40 40			
Email address	info@britishcollegelacanyada.es			
Principal	Mrs Rosario Palau Domenech			
Proprietor	Mrs Ana Ramirez Sandoval			
Age range	3 to 11			
Number of pupils on roll	510			
	Boys	259	Girls	251
	EYFS	115	Juniors	395
Inspection dates	21 to 24 May 2018			

1. Background Information

About the school

- 1.1 British College La Cañada is a private school for boys and girls between the ages of three and fourteen years. It is located in a residential area north of the city of Valencia, in Spain. The school opened with Nursery and Reception classes in 2008 and has extended its age range year on year so that, at the time of inspection, there were pupils up to and including Year 9. The school is organised into primary and secondary departments and this inspection, the first by a British inspectorate, only inspected the primary department for pupils from three to eleven years.
- 1.2 The school is owned by a Spanish company, one of whose members is the school's general administrator. The principal is Spanish and ultimately responsible for both the primary and secondary departments. The head of primary is responsible for all academic areas within the British curriculum.
- 1.3 The school has three purpose-built buildings arranged around its recreational areas. The infant building accommodates the Nursery and Reception classes and the adjacent primary building houses Years 1 to 5. Year 6 is currently accommodated in the secondary building.

What the school seeks to do

- 1.4 The school aims to provide a safe, secure and stimulating learning environment where pupils develop their motivation for learning. It seeks to provide the best possible British education with high academic expectations, through a broad, balanced and rounded curriculum which promotes independence and the uniqueness of each individual pupil. It aims to prepare pupils to be lifelong learners who can contribute with confidence to the global community, and to equip them with diverse and transferable skills and attributes so that they fulfil their academic, emotional, creative and physical potential. The school sees the development of positive relationships between home, school and the community as a priority.

About the pupils

- 1.5 A very large majority of pupils come from professional or business families where Spanish is the first language. Of the remaining pupils, twenty-five different nationalities are represented, including pupils from China and Russia. The pupils travel up to an hour to attend the school. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for conditions such as attention deficit hyperactivity disorder and autism, as well as undiagnosed difficulties. Whilst 503 pupils have English as an additional language (EAL), only 12 require additional support outside of the classroom for their English. The school has begun to register pupils who are particularly able, gifted or talented. They are provided with additional challenge in the classroom or directed to a corresponding enrichment club.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. This is the school's first inspection.

Key findings

2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

2.3 Pupils follow a curriculum based on the English National Curriculum and the framework for the Early Years Foundation Stage (EYFS). A fifth of teaching time is in Spanish, where, in line with Spanish law, pupils maintain and develop their knowledge of the Spanish language, science and the history and geography of Spain.

2.4 The school's curriculum is suitable for the ages and aptitudes of the pupils. The curriculum is broad and balanced and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum policy is supported by appropriate schemes of work and planning. The programme places appropriate emphasis on the acquisition of English language skills as well as mathematics and computing and, where appropriate, subjects are taught through cross-curricular topics. French is taught from Year 5. Pupils' educational experience is enriched by a programme of extra-curricular activities which enables them to develop their interests and skills. The school's personal, social, health and economic education (PSHE) programme enables pupils to learn about British values and history as well as to develop their awareness of diversity, so that they are prepared for life in western society. In the pre-inspection questionnaire the overwhelming majority of parents agreed that the range of subjects is suitable for their children.

- 2.5 Pupils' progress is promoted by teaching which is generally well-planned to include effective strategies to promote learning and supported by suitable resources and equipment. Pupils with SEND receive additional individual or group support outside of class as well as work adapted to their needs in the classroom. Although most teaching is in English, children who start in Nursery with little or no knowledge of English are supported by staff who speak Spanish and English. The school has a suitable framework to assess pupils' progress and attainment.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The school's ethos, its assemblies, topics and PSHE programme promote the pupils' personal development and provide them with opportunities to gain an understanding of values such as democracy, the rule of law, individual liberty, mutual respect and tolerance, which underpin British and other western societies. Pupils are encouraged to develop self-knowledge and confidence, and are taught to understand right from wrong and to recognise the consequences of their behaviour through the application of the school's code of conduct which, in seeking to promote positive behaviour, accords priority to responsibility, thoughtfulness and respect. Pupils learn about public services, including the exercise of law in Spain and England, through the school's programme of topics and visits.
- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.11 The school makes suitable arrangements to safeguard and promote the welfare of pupils, taking account of both local and UK statutory requirements. Appropriate policies relating to safeguarding are implemented effectively. The staff have undertaken distance-learning safeguarding training from an accredited UK provider, including at a higher level for the designated safeguarding lead (DSL) and deputy. New staff receive suitable training at induction. The proprietor monitors the implementation of safeguarding procedures and undertakes an annual review. The school maintains suitable records relating to children of concern as well as of staff training. Pupils state that they feel safe in school.
- 2.12 The school implements a suitable policy to promote good behaviour. It employs appropriate rewards and sanctions and maintains thorough records relating to pupils' behaviour. Suitable measures to reduce the risk of bullying, which conform to local requirements, are in place and the school keeps careful records of its response to any incidents, which may include support from the school's psychologist. Pupils report that bullying is rare and that they are confident that teachers will address any problems.
- 2.13 The school's arrangements to promote health and safety, including fire safety standards, comply with local and UK requirements. The school has a suitable risk assessment policy and, following the pre-inspection visit, extended its range of risk assessments to ensure that pupils' welfare, health and safety throughout the site and on trips are thoroughly addressed. The school's first aid policy is comprehensive, and a large proportion of staff are suitably trained, including in paediatric resuscitation. There is suitable provision for pupils who fall ill or who are injured in school. Medication is stored securely, parents are informed of any injuries beyond the minor, and records are kept of first aid or medication administered. Pupils are properly supervised and report that they can always readily find a member of staff. The admission and attendance registers are maintained as required.

Part 4 – Suitability of staff, supply staff, and proprietors

2.14 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.15 In preparation for its first inspection to be recognised as a British school overseas, the leadership made a committed effort to augment the checks previously carried out on prospective staff, to include all those required by the British Standards for overseas schools. By the inspection, all checks were complete apart from two which were being processed. All staff have the child protection certificate required by Spanish law. For staff who have lived or worked in other countries, the relevant checks from overseas authorities are made. Staff who have worked in the UK within the last ten years are now checked to ensure they are not barred or prohibited from teaching or managing a school.

2.16 The school, as a Spanish company, is currently unable to obtain an enhanced criminal records check (DBS) for British staff who do not have a UK address. It has, therefore, obtained a basic DBS check in respect of these staff and has also recorded evidence of any previous enhanced DBS. The school does not employ staff from a supply agency but requires contractors to confirm in writing that they have carried out the requisite checks on their staff. At the time of the pre-inspection visit, the register of appointments did not provide a complete record of suitability checks, but by the end of the inspection all the necessary information had been entered so that it now meets requirements.

Part 5 – Premises of and accommodation at schools

2.17 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.18 Pupils are provided with suitable and well-maintained toilet, washing and changing facilities. The school has adequate accommodation for the short-term care of pupils who fall ill or hurt themselves during the day. The premises are maintained in good condition to ensure, so far as is reasonably practicable, the health, safety and welfare of pupils are promoted. Lighting and acoustic conditions throughout the school are suitable. Water fountains, maintained in clean condition, are dispersed throughout the site. Pupils have sufficient space on a number of covered patios and all-weather pitches for physical education and recreation.

Part 6 – Provision of information

2.19 The Standards relating to the provision of information [paragraph 32] are met.

2.20 The school provides or makes available a suitable range of information to parents and prospective parents. This information includes contact details for the school, the proprietor and the leadership as well as a statement of the school's ethos. Policies relating to safeguarding, admissions, behaviour and exclusions, bullying, the curriculum, health and safety, first aid, provision for pupils with SEND and those with EAL, as well as complaints, are published on the school's website together with other useful information. Particulars of the school's academic performance in the preceding school year are also posted on the website. Parents receive written reports on their children's progress and attainment each term.

Part 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

2.22 The school has a suitable complaints policy which is available to parents on its website. This provides for a three-stage process with suitable timescales, including an informal first stage. Should a concern not be resolved, parents may proceed to a formal stage. The school also makes provision for complaints which remain unresolved to be heard before a panel which includes one member independent of the management and running of the school and which may be attended by the

parents, accompanied if they so wish. This panel may make findings and recommendations which are communicated to the complainant and, where relevant, the person complained about. A confidential record is kept of all complaints indicating any action taken by the school, whether or not the complaint is upheld. The school's records indicate that any complaints have so far been resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

2.23 The Standard relating to leadership and management of the school [paragraph 34] are met.

- 2.24 The proprietor ensures that the leadership and management of the school have sufficient knowledge and understanding to fulfil their responsibilities effectively so that the Standards for British schools overseas are met consistently and the well-being of pupils is actively promoted. The leadership responded promptly and effectively to address any issues identified during the pre-inspection visit to ensure that the school meets the Standards.
- 2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is good.

3.2 The quality of the pupils' personal development is good.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that all lessons consistently reflect the high levels of pupil engagement, creativity and personalisation of learning observed in many lessons.
- Promote pupils' fluency in English by actively encouraging its use during collaborative learning activities in UK curriculum lessons.
- Provide pupils with a greater range of opportunities to contribute to the school and wider community such as through developing the role of the school council and house system.

The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is good.

3.5 Children, most of whom enter Nursery with starting points below expected levels and with little or no English, make good progress during the EYFS, so that when they leave Reception, they are well on the way to achieving the expected levels of development for children of their age in the UK. Staff observe the children's response to the wide range of activities made available, and their planning ensures their interests are followed and particular needs are addressed. Pupils continue to make steady progress throughout the primary department. Standardised test data in English and mathematics for pupils in Years 5 and 6, indicate they attain standards which are broadly in line with UK national averages. These results are confirmed by teacher-assessed UK National Curriculum tests, scrutiny of pupils' work and

lesson observations. This represents good progress since almost all pupils have English as an additional language.

- 3.6 The school has improved its procedures to identify and provide effective interventions for pupils with SEND so that, where possible, the attainment gap with their peers is reduced. These measures are in their first year of implementation, so their impact has yet to be evaluated over time. In the questionnaire, a small minority of parents were less happy with the school's support for their children's learning needs. Inspection evidence confirms that pupils with SEND now receive appropriate support. Pupils who may have specific learning difficulties are referred to the school psychologist for more in-depth assessment and possible external referral. More able pupils make good progress in the majority of lessons where they receive suitably challenging extension work. In the questionnaire, an overwhelming majority of parents were pleased with their children's progress and most parents were similarly pleased with their progress specifically in learning English. Almost all pupils agreed that they were making good progress with their work and in learning English.
- 3.7 Most pupils demonstrate good skills in spelling, punctuation and grammar, and in their creative and extended writing. Younger learners use their developing English confidently in collaborative activities, and demonstrate positive achievement in whole-class phonics work, as well as in their writing and spelling. Progress is strongly promoted in Reading Café sessions which involve family members in enjoyable reading sessions at school with their Reception children. Achievement in literacy across the school is supported by teaching which is, predominantly, focused, lively and responsive to the needs of pupils with EAL and different ability levels. For example, older pupils deepened their understanding of nuanced vocabulary since they discussed a text with the teacher in a small group, which ensured that their comprehension was secure. Many pupils demonstrate good listening skills, and some express their ideas with confidence and appropriate articulacy; others require support with their pronunciation, in order for their speech to be clearly understandable. The depth and general agility of pupils' receptive and expressive speech are hindered in some UK curriculum lessons where conversation during collaborative activities occurs between pupils in Spanish. The pupils' facility with Spanish is supported well by most Spanish teaching in the school.
- 3.8 As they progress through the school, pupils develop numerical competency since skills are methodically taught and gradually developed through repetition, practice and extension. Older pupils say they have improved their mathematical skills as the result of warm-up sessions at the beginning of lessons, which also provide opportunities to re-visit previous learning. Pupils are successful in applying their mathematical knowledge and understanding in other subject areas. They enjoy investigative work and are able to apply their numerical skills, for example using Roman numerals, placing dates on a time line showing increments of a hundred years, as well as in science, when measuring how much time it takes for chocolate to melt. In most lessons, pupils achieve well, but when teaching has less energy and is over-reliant on auditory learning, their interest is less engaged, some pupils misunderstand, and others receive insufficient challenge; on these occasions, slower progress is made. Pupils demonstrate growing confidence in choosing the correct operation to solve word problems in numeracy. This is an effective response from the leadership to a need identified through their monitoring of the quality of learning.
- 3.9 Pupils develop good knowledge, skills and understanding through their work in science and cross-curricular topics, as well as in creative subjects and sports. In the questionnaire, almost all parents expressed satisfaction with the range of subjects offered to their children. Pupils' knowledge of science is enhanced through work covered in the UK and Spanish curricula, such as observed in Year 5 *Ciencias* where pupils applied their knowledge of forces to explain simple and complex machines, competently using tablet computers. Pupils were observed to gain a secure understanding of mummification in a science experiment linked to their Ancient Egyptians topic, through practical work mummifying a tomato, about which they were enthusiastic and enjoyed a real sense of discovery. Pupils recall and apply information from previous learning as the result of probing open-ended questioning from their teachers. For example, pupils in Year 2 relate knowledge about the Great Fire

of London to the resources available to overcome fire in the modern world. Pupils' application of their knowledge is particularly well developed, since the leadership strongly promotes a cross-curricular approach. For example, pupils identified similarities between the problems of twentieth century South Africa with the history of the Vikings and Romans. Pupils' creative skills are evident as they describe the key facets of artists whose work they have studied, such as Sorolla, and reflect their techniques successfully in their own artwork. Younger pupils display a well-developed sense of rhythm and enthusiastic singing, due to systematic and encouraging teaching and opportunities for performance in the school's well-appointed theatre, which they clearly enjoy. Pupils' acquisition of a broad range of knowledge and skills is strongly supported when teachers use a variety of interesting resources and ensure that the planning and pace of the lesson provide sufficient challenge. Occasionally, when tasks are over-structured and require only simple short responses, pupils' progress and creativity are limited. Throughout the primary department, pupils' learning is enriched by the interesting programme of educational visits available to them.

- 3.10 From the earliest age, pupils become confident users of information and communication technology (ICT) due to the ready availability of a range of devices such as programmable toys, tablets and laptop computers. Children in the EYFS develop manual dexterity as they use age-appropriate software to support early concepts and skills. Lessons utilising technology are well planned, and teachers support pupils by giving clear demonstrations. This was evident in a lesson in the discovery garden where pupils in Year 2 learned highly effectively how to use tablet computers as cameras. As they progress through the school, pupils extend their competencies, using technology for research and to make presentations. Effective use of a web-based learning platform enables pupils to share their learning with their peers and teachers. Pupils in Year 5 demonstrate strong coding skills and the ability to write, improve and debug algorithms, thinking clearly and logically; they use coding for a range of purposes, such as to control animatronic models. Pupils with a particular interest in this area were observed developing their understanding and skills in a robotics club, where they deconstructed and reconstructed a computer.
- 3.11 Firm foundations for pupils' study skills are laid in the EYFS and these confidently develop as pupils move through the school. Younger children learn to persevere not only in chosen activities, but in teacher-initiated ones, and they become increasingly willing to play and select resources independently. Pupils are encouraged by their teachers to try to work out their own solutions to problems, such as in a current topic where those in Year 6 are inventing their own countries. They have researched and evaluated different legal systems and reached their own conclusions. Pupils develop sophisticated skills and the ability to synthesise because lessons often facilitate analysis and hypothesis, before returning to the taught theme. For example, pupils in Year 5 analysed mass and weight to arrive at a hypothesis about gravity. Pupils use timeline and illustration to extend their understanding, demonstrating higher-order thinking skills such as when discussing Nelson Mandela. In lessons planned to enable independent research, pupils' creative ability and independent thinking are able to flourish; however, some teaching provides limited opportunities for pupils to use their own initiative. The school provides suitable technology resources for study, but the library is under-stocked to provide sufficient opportunities for independent research and private reading.
- 3.12 Pupils develop their interests and achieve success in the wide variety of extra-curricular activities available at lunchtime and after school. Pupils who take ballet lessons work with enthusiasm and a commitment to achieving high standards seen, for example, when they rehearsed for their forthcoming dance show. All pupils, including children in the EYFS, take part in annual year group productions which are well received by their peers and parents. Pupils who have instrumental tuition are successful in UK music examinations in keyboard, flute or recorder, most achieving merit or distinction. The school's sports teams compete against other local and international schools in Valencia and both the girls' and boys' football teams have been successful in the local league.

- 3.13 Pupils demonstrate a positive attitude to both individual and collaborative work. This is due to a culture of collaborative working which is enjoyed by the pupils as it allows them to spark off each other's intellectual ability. Pupils conspicuously enjoy their learning when teachers give them a degree of autonomy for directing this, as is particularly evident in the EYFS. They are enthusiastic and settle quickly to their work and as they move between tasks, especially when lessons are well planned and managed. In the questionnaire, almost all said that the teachers help them learn and most said that they are encouraged to do things for themselves and work independently.

The quality of the pupils' personal development

3.14 The quality of the pupils' personal development is good.

- 3.15 Pupils develop self-confidence, particularly as they become able to share their ideas readily in English. In the EYFS, children learn how to be good friends, supported by staff who explore with them how to express their feelings and manage their relationships. They are increasingly happy to try to do things for themselves, due to encouragement and focused praise from the staff. The leadership places importance on ensuring that pupils' well-being and personal development are supported. This focus has led to the formation of nurture groups which support pupils who find social situations difficult, in articulating their feelings, so that they learn self-management strategies which raise their confidence and self-esteem. As they grow older, pupils are able to evaluate their strengths perceptively. They are confident that, with continued effort, they can improve their weaker areas and achieve success, due to the school's promotion of this approach to learning, as well as being trained in peer- and self-assessment. Due to consistent encouragement, pupils of all ages develop sufficient resilience to try to solve difficulties for themselves before seeking help. They are also ready to offer assistance to their peers. Many older pupils demonstrate genuine empathy as the result of good relationships between teachers and pupils, which generate an atmosphere in class of honesty and openness.
- 3.16 As they progress through the EYFS, children are increasingly happy to decide by themselves how to tackle a task and with what resources; teachers encourage them to assess their thinking and set them challenges. In some but not all lessons, pupils demonstrate the ability to take a lead in their own learning, since they are challenged to work out solutions for themselves. Such teaching is characterised by planned pauses, which allow pupils time to discuss and decide what to do next. Pupils decide on their own options for activities in *Golden Time* and *99 Club*. They are keen to participate in decision-making through more formal activities, such as the school council, and they also understand about making the right choices in their own behaviour and attitudes, through assemblies focusing on the school's values, PSHE, and the system of rules and rewards, which they all understand.
- 3.17 Pupils discuss emotions such as fear and loneliness with confidence, underpinned by a generally respectful and kind attitude to others. For example, children in the EYFS discussed the positive emotions surrounding the birth of their younger siblings and primary pupils constructed friendship circles tracking the key relationships in their lives, learning how to seek help or advice when worried or facing a problem. The youngest children participate enthusiastically in emotional literacy sessions, involving elements of yoga and mindfulness. Older pupils were observed engaging in a thoughtful discussion about people, events and memories special to them, referring to pictures brought from home; they demonstrated a high level of sensitivity in relation to peers who had experienced bereavement. Pupils' imagination is fired, and an appreciation of nature and other non-material aspects of life encouraged, by activities such as growing silkworms and reflecting on the emotions conjured by Monet's work. Pupils state that they appreciate the benefit of quiet reflection during their busy school day, but they are not always afforded opportunities or an appropriately calm space for this.

- 3.18 Pupils understand how to conduct themselves in class, supported by agreed age-appropriate class rules which are prominently displayed. Older pupils understand that a key element of taking responsibility for their own behaviour is accepting the need for self-control and resisting negative peer pressure; most are mature and act as good role models for the younger pupils. The school's value system *PRIDE*, which encompasses perseverance, respect, independence, democracy and equality, is frequently cited by pupils as their reference point. Staff model these values and a respect for others' views in their approach to communication. Younger children learn to understand and adapt their behaviour through teachers' use of a puppet which helps them decide the correct course of action. Pupils' clear grasp of core values was observed when they explored moral and ethical issues in PSHE and through cross-curricular study of figures and themes such as Martin Luther King and Nelson Mandela's campaign for the repeal of apartheid. Pupils understand that human rights and laws in other parts of the world may differ. Older pupils produced empathetic writing in response to the study of a book *Billionaire Boy*, which challenges bullying and materialism.
- 3.19 Pupils are friendly and courteous. They enter into conversation readily and share their ideas and opinions enthusiastically. When working in small groups or with partners they are purposeful and generally achieve a positive result since they understand the need to allocate roles, to listen to one another, and take turns to offer ideas. Teachers plan activities which enable pupils from an early age to harness their natural lively enthusiasm and to collaborate effectively; staff promote cooperative working with gentle reminders and praise. The house system enables pupils to work together across the age groups in events such as science and mathematics days when they come together for investigative and problem-solving work, but is not fully utilised to promote collaboration between pupils across the school.
- 3.20 Pupils are proud of the ways in which they contribute in school and help one another. The youngest children help in class, such as taking the water bottles to the playground or tidying up an area of the classroom. Younger pupils act as classroom monitors with specific jobs to help the class to run smoothly. In Years 5 and 6, pupils with responsibilities of being house and vice house captains, playground buddies and library monitors who hear younger children read and read to them, display maturity in these roles. Pupils' emerging understanding of democracy is supported when they stand as candidates for the school council and vote for its members. In the questionnaire, a few pupils were dissatisfied with how the school listens and responds to their views, a view which inspectors viewed as having some merit. Whilst the council discusses issues of concern to pupils, as yet its impact is not fully established. Pupils enjoy helping others, for example through taking part in events such as an annual race for hunger which raises funds for local and international charities. They contribute to a food and toy bank at Christmas and collect clothes for charities. However, they do not articulate an understanding of the outcome of these activities. In the questionnaire, a very small minority of older pupils did not feel they have sufficient opportunities to take on responsibility and inspectors agreed that existing systems such as houses, the school council and charitable work are not yet fully contributing to pupils' exercise of responsibility.
- 3.21 Pupils play happily with one another, accepting any differences between them. Although the majority of pupils converse in Spanish at break time, they do use English as a common language with pupils who are not Spanish. Pupils have a positive attitude in welcoming people from different backgrounds though lack knowledge and understanding of other cultures and contemporary belief systems which have a limited place in the curriculum. They are very clear, however, about the need to respect one another since teaching encourages a tolerant attitude and emphasises a common humanity. Pupils develop a good understanding of the effect of their behaviour on other people's feelings, gained from PSHE lessons, and articulate strongly the philosophy of everyone being equal though different. In discussions, they demonstrate a positive understanding of issues concerning racial and gender equality, which augments the tolerant climate of the school. In the questionnaire, the overwhelming majority of pupils agreed that they like being at the school and most parents agreed that the school promotes worthwhile attitudes and views.

3.22 Pupils are confident that they know how to keep themselves safe in school because they are taught safety rules, such as exerting self-control in physical education (PE), the safe use of tools in science and how to keep safe when using the internet. They also demonstrate a good awareness of how to keep healthy. Younger pupils have an age-appropriate understanding of healthy foods, the need to drink water, particularly in hot weather, and to stay in the shade. They understand the benefits of exercise and children in Reception are beginning to articulate how their body reacts during exercise. Children in Nursery enjoy yoga sessions which incorporate stories and dolls as well as exercises to develop their understanding of feelings and relationships. Older pupils are aware through PE, science and PSHE lessons that physical exercise, a balanced diet and healthy mind are important constituents of a healthy life style. The school promotes physical fitness through its programme of sports both within the curriculum and after school, as well as the provision of nutritionally balanced lunches.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece	Reporting inspector
Mrs Jeanette Adams	Team inspector (Former deputy head, IAPS school, UK)
Mr Raymond Finch	Team inspector (Former head, COBIS school, Russia)
Mr Umeshchandra Raja	Team inspector (Headteacher, ISA school, UK)