

The British School of Lanzarote

Juan de Echevarria, 10
35507, Tahiche
Lanzarote
Islas Canarias

School's regional authorisation number: 35008378

Date of Inspection:

Friday 29th November 2019

Inspection Team:

Lead Inspector: Steve Evans
Team Inspector: Amaya Lorenzo

Reason for the Inspection:

- Reauthorisation of the school from Nursery to Year 11
- Authorisation for the school to expand into Year 12
- Authorisation of the new secondary building

Overall Recommendation:

The school is recommended for authorisation from **Nursery** (aged 3) **to Year 11** (aged 16) for a period of **4 years for 300 pupils.**

Year 12 (aged 16-17) is recommended for authorisation for **1 year** for up to **20 pupils.** It is also recommended that the school's new **secondary building** be given authorisation for a capacity of **150 pupils from Year 7 to Year 13.**

This increases the school's current total capacity to 450 pupils from Nursery (aged 3) to Year 13 (aged 17/18).

The next inspection for the Nursery to Year 11 is due in **November 2023.** The next inspection for Year 12 is due in **November 2020.**

*Schools are **authorised** by regional authorities after **inspection** by NABSS (or another recognised inspection service) and **certification** by the British Council.*

Schools should not refer to themselves as being authorised by the British Council, NABSS nor any other inspection service. Schools must not use the logos of any of these organisations in their publicity. NABSS member schools may use the NABSS logo.

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 school of Lanzarote was founded in 1985. There is now one owner who took over the school in March 2016. There are currently 238 pupils on the school roll. The school is one form entry from Nursery to Year 11. 86% of pupils are Spanish, 8% are British and a further 6% are from other nationalities.

Accommodation and Resources:

The British School of Lanzarote provides accommodation and resources that are suitable for the delivery of the British curriculum and for current numbers.

The school is about to expand over two sites, having a new building just completed for secondary pupils.

In the original building, the corridors are wide and well lit, with many colourful displays celebrating the children's work and the school's values: *to create a positive atmosphere based on a sense of community and equality*. Most of the classrooms are adequately sized. The year five classroom is considerably smaller and is only appropriate given the low number of children in the class. More rooms will become available when the upper school moves into the new building.

The Early Years Foundation Stage (EYFS) has two large, well-resourced classrooms. Both classes have direct access to a large outdoor playground, which includes a sand and water area. The current floor surface around the water area is slippery when wet and can therefore be a potential hazard. The school should consider installing a non-slip mat underneath.

There is an adventure playground, an area where small animals are kept and a garden located on the other side of the building from the EYFS classrooms. This provides an excellent resource for science projects for the whole school. Walls are decorated by murals drawn by the pupils, enhancing the friendly and fun atmosphere in the play areas.

Sports lessons are delivered on the large school pitch, which is also the main playground. There are plans to re-surface the pitch as it is damaged in some places and markings have faded. Key stage three pupils make use of the facilities at a local sports centre in Arrecife every Wednesday.

Primary classrooms are decorated with stimulating displays that are used to reinforce teaching. For example, a large 100 square on the mathematics display in the year one classroom was continuously referred to as the children practised counting in 10s.

In a few secondary classrooms, such as the English classroom, helpful displays contribute to a purposeful and attractive learning environment.

There is a staffroom where teachers can prepare lessons and take breaks. The new building contains a bright new meeting room and staff area with photocopying facilities.

The room designated for the teaching of information, and communications technology (ICT) has 21 laptops each with broadband internet connection. These are used by all classes for ICT lessons. All staff have also been issued with laptops for use in their rooms.

Most classrooms in the main building do not have projectors or interactive whiteboards so laptops have to be plugged into televisions, which are relatively small in size. The children then crowd around a small television or watch a demonstration on a laptop. Consequently, although children enjoy the lesson, they have difficulty being able to see the screen.

There is currently one science laboratory housed in a prefabricated extension building. It is adequate for the delivery of the science curriculum up to key stage 4. The new building has an additional laboratory, which will enable more than one practical lesson to take place at the same time. The new laboratory is very spacious and includes plenty of lockable storage under the desks. There is no fume cupboard.

The school has one specialist art room. This is a small room for a class of 20. However, the new building offers a much bigger and more flexible space.

The dining area is a modest sized space and therefore lunch is served in three sittings in order to accommodate all pupils comfortably. Healthy meals are cooked on site.

Key stage one and key stage two pupils have library areas with a good selection of literature available. The secondary reading books are currently stored within the English classroom. The school plans to convert one of the current primary classrooms into a secondary library once more space is available when secondary students move to the new building.

Overall, the educational resources are just about adequate. Teachers do a very good job with the limited and outdated resources available such as overhead projectors. Much of the work is photocopied and textbooks are limited.

The new building is located approximately 50 metres down the road. There is no direct access, and pupils and staff will need to walk along the road between sites. As some specialist subjects, such as ICT, will continue to be delivered on the current site, a full time monitor is to be recruited to safely accompany pupils back and forth.

On the new secondary site there are six, bright and spacious classrooms fitted with digital projectors, spread across two floors. Benches are to be added in the small surrounding grounds for pupils to use during break times. There are sufficient toilet facilities including a disabled toilet. There is no disabled access to the top floor, though there is a space for a lift to be added in the future.

The new building is modern, clean and bright.

Health, Safety and Welfare:

The site is secure and clean. All relevant policies are clear, detailed and followed by the staff. All criminal record checks are up to date.

Almost all members of staff hold first aid certificates and have completed a refresher course within the past year.

Evacuation procedures are displayed clearly in each room. Drills are carried out on a regular basis. The previous drill included a smoke simulation deliberately designed to block a main exit point, requiring staff to show initiative and use an alternative safe route to the assembly point. This was a success and all pupils evacuated quickly

The Curriculum:

English is very much the predominant language throughout the school. Pupils communicate confidently with their teachers and peers using a very high standard of vocabulary. Teaching assistants are well deployed to assist pupils who need additional language support.

The British National Curriculum is evident at all key stages and a broad range of subjects is offered.

The timetable is balanced and sufficient time is allocated to each subject, particularly English. However, there are discrepancies within the primary timetables where the teaching of science, history and geography is combined in some classes.

Although secondary music is not timetabled, the school offers musical theatre as an extracurricular activity together with dance, chess and additional support sessions for Spanish and English. Personal, social and health education is not included in the key stage four timetable, but teachers are encouraged to incorporate issues as they arise within the curriculum, for example healthy eating in science and discussion in global perspectives.

Staffing:

The majority of teaching staff are fully qualified and well-deployed. Subject knowledge is strong and the head gives support where necessary after appraising the teaching. Most subjects have specialist teachers. The head teacher is aware that more specialist teachers will be required to ensure the necessary depth of subject knowledge for key stage five students and plans to recruit accordingly for September 2020.

There are full time teaching assistants in the EYFS who enable several worthwhile activities to run simultaneously. Support staff in key stage one actively assist those pupils with language difficulties and take small groups to deliver ICT alongside lessons.

Staff retention is excellent and there is a strong sense of teamwork. Various courses have been completed and members of staff deliver in- house training in specialist areas. Delegates have also attended training courses at the annual NABSS conferences.

Teaching and Learning:

The standard of teaching ranges from satisfactory to very good. In most cases it is good. Where it is only satisfactory, pupils do not fully understand the learning objectives and lessons are heavily teacher led without much pupil participation. Where it is very good, pupils can confidently explain their learning and its purpose. They are challenged, active and enthusiastic. For example, in a secondary mathematics lesson, pupils worked eagerly to rearrange algebraic formulae. The teacher constantly moved around the class, addressing misconceptions with questions so that pupils could identify their mistakes and correct them independently.

Teachers are very enthusiastic and encouraging. There are strong relationships between the staff and pupils and a high level of mutual respect is evident throughout the school. Pupils are cooperative, polite and very eager to learn. In many lessons, pupils are very keen to answer questions and share their opinions. Discussion often reaches high standards. Pupils are articulate when trying to persuade one another to change their perspective of current issues.

Pupils' work is marked using a new school system. Pupils are aware of the marking codes and carry a key in their school diaries. They show good understanding of the codes but sufficient time is not always given for pupils to respond. The system is not yet consistently embedded across all subjects.

Assessment:

Baseline assessments are now used to enable teachers in Year one to Year seven to pitch the teaching at a challenging yet appropriate level. Pupils with additional needs are identified and allocated additional support.

A new system for tracking progress has been in place for a year. Teachers generate a score out of ten based on significant pieces of work. It has been well received by staff. One teacher stated that it has helped to identify specific areas to focus on for individual pupils which form achievable targets. The school issues reports twice a year which give details of the grades and in some cases targets for how to improve in certain areas.

External exam results are good in most subjects. The lowest grades are in history, geography, business and art. The head teacher is working with the relevant teachers to ensure that the teaching is linked more regularly to exam questions to improve and develop better exam technique.

Communication with parents is good and meetings are arranged quickly either with teaching staff, key stage coordinators or the head. Diaries are used for day-to-day communication between home and school.

Spiritual, Moral, Social and Cultural Development:

The school prides itself on its family atmosphere and all staff and pupils are very polite and welcoming. The sense of community is one of the school's most significant strengths. Pupils communicate with respect and there is a genuine enthusiasm for learning throughout the school.

The school council helps to promote positive action such as anti-bullying campaigns. They approach other pupils in the playground every Friday to identify any common or individual concerns and to check everyone is happy.

Pupils' contributions are valued through positive comments in lessons, and certificates are awarded in assemblies for good work and acts of kindness.

Leadership and Management:

The head teacher, previously the science teacher, took over in 2016. She is responsible for the overall running of the school. She is a dedicated leader who is well respected by staff and pupils. She has surveyed the needs of key stage four students, developed an initial action plan for the introduction of A levels, and is aware of resourcing and staffing requirements.

She has a clear vision of where she wants to take the school and she works effectively, encouraging changes at a manageable pace.

Staff have been asked if they are interested in teaching their subject into key stage five and the vast majority wish to.

The head teacher works closely with teachers and children, demonstrating a very precise understanding of the school's strengths and key areas for development.

Response to the last Inspection Report:

School improvement planning actively involves teachers and the school continues to address points raised in the last inspection report. A marking scheme and a system to track pupils' progress are now in place but are still in their early stages.

Recommendations:

To further improve the general standard of teaching, the school should invest in more up to date resources.

The school should continue to evaluate the effectiveness of the recently implemented tracking system and marking policy in helping the pupils to improve their work.

The school should recruit and deploy more subject specialists who will be needed to deliver the key stage 5 curriculum in September 2020.

Primary teachers should correct the imbalance in time allocated to science, history and geography in their classes.

The school should ensure that national curriculum requirements are covered within the musical theatre activities and other performing opportunities including assemblies.

The school should maintain the high standards of behaviour of the pupils and their enthusiasm for learning.