



British Schools Overseas

School inspection report

Calpe School Marbella
26 and 27 May 2015



Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
1	19/06/2015	BRO	FG		Draft
2	25/06/15	BRO	FG	CDH	Draft for school

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Purpose and scope of the inspection

- One inspector carried out this inspection. The inspector visited 11 lessons, parts of lessons or small groups and held meetings with staff and pupils. The school's data on pupils' achievements over the past three years, schemes of work, policies, the school improvement plan and the school's self-review were also examined.
- Inspectors used the Department for Education standards 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 owners on the overall effectiveness of the school and the standard of education. Cambridge Education reports to the Department for Education (DfE) on the extent to which schools meet the relevant standards for British schools overseas as follows:
 - the quality of education provided by the school (curriculum, teaching and assessment)
 - the spiritual, moral, social and cultural development of students
 - the welfare, health and safety of the students
 - the suitability of the proprietor and staff
 - the premises and accommodation
 - the provision of information for parents, carers and others
 - the school's procedures for handling complaints
 - leadership and management of the school.

The inspection team:

- Brian Oppenheim Cambridge Education

Information about the school

- Calpe School Marbella is a small fee-paying school for children aged two to nine years. Currently 85 pupils attend and are from a variety of nationalities and backgrounds. The school opened in 1973. Pupils are taught subjects based on the National Curriculum for England and Wales as well as Spanish as required by the Spanish Ministry of Education.
- Pupils start school with a wide range of skills and knowledge and all have little or no English language skills.

- The school is authorised by the Spanish Ministry of Education to offer a British education to children of all nationalities and is a member of the National Association of British Schools in Spain.

Overall effectiveness

- This small, family focused school ensures that all its pupils receive a good education. Teachers are hard working and committed to the school's vision. As a result, they all promote high standards of personal, social and academic achievements effectively.
- Pupils do well during their time at the school and most make good progress with their learning. Although most children start school with limited skills in English, they make generally good progress to reach standards that are similar to or above those found typically in schools in the UK. When they leave the school at the end of Year 4, pupils are equipped well for the next stage of their education. Standards in English and mathematics are at least in line with expectations and often above. Pupils become fluent in English and are able to use the language to write for a variety of purposes and audiences. In mathematics, pupils have a secure understanding of calculation and how to apply this to solving simple problems.
- All pupils, including those who speak English as an additional language or with special educational needs, achieve well from their starting points. Boys' and girls' achievements are similar.
- Leadership and management are good. The school's director/owner has a clear vision for the school's direction and purpose, which is shared, by teachers and support staff. In this small school, the strong team approach is very effective in setting clear expectations and promoting a positive ethos. For example, because every member of staff knows every child, individual circumstances and needs are taken into account most effectively. As a result, nearly all pupils make good progress, regardless of their starting point or ability. Self-evaluation tends to be informal and is not always informed by the data.
- Pupils' behaviour is typically good or very good in classrooms and around the school. Pupils play well together in the playground showing respect to others in the way they take turns using the equipment. They have positive attitudes to school: they enjoy learning a great deal and being with their friends.
- Teaching is good overall and promotes pupils' personal and academic achievements well. As a result, learning is good and pupils gain the skills, knowledge and understanding they need for the next stage of their education. This is the case for all pupils, regardless of starting point or special need. However, in some cases, lessons are focused on completing the task rather than developing pupils' learning. Where this happens, progress is not as brisk as it could be.

- The curriculum is based firmly on the National Curriculum for England and Wales and is thus suitably broad and balanced. The school endeavours to ensure that the values of democracy, tolerance and respect are promoted effectively. The impact of this work is good so that pupils develop a secure understanding of life in modern Britain. They also know about Spanish culture. The range of activities before and after school, and at lunchtime, extends the taught curriculum appropriately.
- Pupils' spiritual, moral, social and cultural development is promoted well. The strong emphasis on caring for, and supporting pupils, no matter what their need ensures that all are able to develop at a suitable pace. Pupils are respectful of others, have a good understanding of right and wrong, and are polite and well-mannered.

Compliance with regulatory requirements

- Calpe School Marbella meets the requirements for British schools overseas, as laid down by the UK Department for Education, in full. The school promotes British values effectively. The school meets the requirements of the Spanish Ministry of Education.

What the school could do to improve further

- While not required by regulations, the school might wish to consider the following points for development.
 - Improve teaching and learning by:
 - using marking more consistently to give pupils feedback on their progress and how to improve their work
 - make sure that learning objectives identify what pupils will learn rather than what they will do
 - use questioning more consistently to check progress and extend pupils' thinking
 - share good practice so that all benefit from new ideas and developments.
 - Raise achievement further by:
 - extending the use of Classroom Monitor to track pupils' progress more accurately
 - using the data to ensure that expectations are high, especially for the more able.
 - Sharpen self-evaluation so that it is evidence driven and is used to advance pupils' learning and progress.

The quality of education provided by the school

The curriculum

- The curriculum is good overall and provides a broad and balanced experience for pupils. The curriculum follows the National Curriculum for England and Wales and includes the subjects required by the Spanish Ministry of Education.
- The Early Years Foundation Stage (EYFS) curriculum provides a suitable environment for children to develop their skills and make effective progress with their learning. Most children speak little or no English when they start school but they make good progress so that they move into Year 1 with sufficient knowledge to access the curriculum. The school's data shows that at the time of the inspection 14 out of 18 children in the Reception class had achieved or exceeded the expected standard in English.
- The curriculum in Years 1 to 2 includes a suitably broad variety of subjects and a balanced range of experiences that help to meet the needs of pupils effectively. For example, as well as English and mathematics other subjects including science, humanities, music, ICT, art, design and technology and PE are a regular part of the timetable. There remains a strong emphasis on English language acquisition so that pupils become increasingly fluent in speaking. The school has a strong focus on phonics and reading: during the inspection, a large-scale reorganisation of the library area was taking place. This focus is helping pupils to develop their reading and writing skills effectively. The school's data shows that the current Year 2 pupils are making at least expected progress and some better than expected progress. Although attainment remains lower than expected, this represents good progress from low starting points.
- In Years 3 and 4, pupils continue to experience a broad and balanced curriculum with the clear focus on phonics. Pupils enjoy the range of experiences and, for example, showed great enthusiasm for work in science on the names of the bones that make up the human body. Overall, the curriculum has an effective impact on pupils' learning and the school's data shows that 12 out of 15 pupils achieve average or above average standards in English and mathematics. More pupils reach the higher levels in mathematics than English because of their low starting points in the latter.

The quality of teaching and assessment

- Pupils make good progress overall because teaching over time is effective. The characteristics of teaching that lead to good progress and learning include:
 - Teachers have very positive relationships with their classes and are very encouraging. This means that pupils are confident, upbeat about their learning and have a strong desire to learn.

- Teachers' expectations are suitably linked to pupils' needs and interests. Most of the time this means that teachers give pupils work that stretches them.
 - Teachers use a variety of methods to help pupils learn. These are successful in making sure that pupils are able to work by themselves and with others in groups.
 - Behaviour is managed well by teachers and routines are well established. There is a supportive caring environment, in which praise is used well to encourage and reinforce confidence. As a result, pupils feel safe and secure. The positive climate throughout the school promotes learning well.
 - Staff in the nursery set clear and consistent expectations of pupils; for example, about putting up their hands, and listening to and respecting others.
 - Teachers and teaching assistants often intervene just at the right time to support pupils. This has a positive impact on learning.
 - Teaching assistants play a central role in supporting pupils and ensuring that they make good progress with their learning. Teaching assistants are deployed well and have a strong impact on learning and progress.
- There are some aspects of teaching that need improving to promote learning and progress even more successfully.
 - Sometimes, pupils are given work that emphasise completing a task rather than learning something new or deepening understanding. This limits the progress of some pupils, especially the most able.
 - The use of marking to give pupils some feedback about how well they are doing and how to improve their work is inconsistent. This limits progress because pupils are not stretched to the full.
 - The use of questions to check pupils' progress and stretch their thinking further is not well developed.

The spiritual, moral, social and cultural development of pupils

- Pupils have positive attitudes to school and their spiritual, moral, social and cultural development is good. These positive attitudes help pupils to achieve well: they enjoy being at school and learning a great deal. One boy said that he wanted to stay at the school and not leave because he "learns a lot and it's interesting."

- The school's warm and caring family atmosphere promotes pupils' social and moral awareness very well. Pupils show tolerance and respect towards others, and their teachers, and this ensures a strong sense of community. Pupils are polite, well-mannered and welcoming to visitors.
- Pupils' spiritual and cultural development is reinforced effectively by the school's culture and curriculum. There are a range of opportunities for pupils to develop an understanding of other cultures and beliefs, for example, by raising money for charity or writing and performing songs in music. These opportunities help pupils to develop their personal skills well.
- British values are promoted effectively through the school's curriculum. For example, a Year 3/4 literacy topic was based on castles, Kings and Queens and activities include science investigations and design and technology. The curriculum also promotes pupils' creative skills well.

The welfare, health and safety of the pupils

- The school's warm and nurturing family ethos supports pupils' welfare, health and safety effectively. Its small size, stable staff and close links with parents and the community all help the school to provide well for pupils' welfare. All adults show great concern and care for all children and, as a result, pupils receive good care and welfare for both their personal and academic development. This good care and support is evident in the good progress the children make in their personal development and in their good behaviour.
- There is good support for pupils' health, including eating properly, dealing with cuts and bruises, and providing opportunities for physical activity through regular PE lessons and play equipment in the playground.
- Pupils say that there is rarely any bullying. If does happen, they say, it is dealt with by the school effectively. They all feel safe at school and know about internet safety and who to go to if there is a problem. The school works successfully to provide a safe and secure environment.
- Pupils with special educational needs are supported well. The small classes and family atmosphere make it possible to provide individual support quickly. As a result, pupils with special educational needs achieve as well as their peers.
- Pupils feel that behaviour in class and around the school is good. This is supported by the evidence seen during the inspection as well as the very few recorded incidents. The school uses a range of effective methods to promote good behaviour, for example sitting at the "Captains Table" at lunch as a reward and again "class of the week" for good behaviour in the playground.

The suitability of the proprietor and staff

- The school's director, who is also the proprietor, ensures that the school meets the safeguarding requirements for British schools overseas. The checks on the suitability of staff are thorough and the school's records are well kept and up to date.

The premises and accommodation

- The premises and accommodation are adequate for teaching the English National Curriculum. The building is small but best use is made of the limited space to ensure that pupils experience a broad range of subjects and activities.
- Overall, the building provides a safe a secure environment for all pupils and meets the BSO requirements.
- There are generally enough resources to support learning. This is especially so for reading books. The school has been focusing particularly on promoting English literacy and has bought a wide range of books to support the development of pupils' reading skills. This is one of the reasons why pupils make good progress in developing their English language skills.
- Resources for the early years are sufficient and well planned, including the outside play area. As a result, children gain an appropriate range of experience especially in personal, social and emotional development, and physical development.

The provision of information for parents, carers and others

- The information provided by the school for parents meets the requirements for British schools overseas. Parents are provided with an appropriate range of information, including details of the curriculum. A school handbook is available on-line, and in hard copy, and provides an appropriate range of information for parents about school policies and procedures. Links with parents are strong because the size of the school allows staff to know each parent by name. Parents are able to meet with teachers to discuss their children's progress regularly and receive termly reports. News about school activities is available each month on the school's website.

The school's procedures for handling complaints

- The school has an appropriate complaints policy available on its website. There are very few complaints because of the close links with parents; any concerns are quickly dealt with without the need to use formal procedures. The school meets the BSO requirements for handling complaints and the relevant local obligations.

Leadership and management of the school

- This small and family focused school is led effectively. The owner/director sets clear expectations for staff, pupils and parents. There is a real sense of team in which all members of staff, including teaching assistants and non-teaching staff, share the core values of the school and a commitment to equality of opportunity for all the children in their care. This commitment is one of the main reasons why pupils develop their personal and social skills effectively and the positive climate that pervades the school. It also demonstrates the school's capacity to improve further.
- The school has established some good procedures to check pupils' progress and identify those who need extra support. In addition, teachers know their pupils very well. As a result, the level of support provided for pupils is good and has a positive impact on their achievements.
- Data are beginning to be used well to monitor and evaluate the school's provision and performance. It uses a range of commercially available tests and software and the range of data collected is secure. As a result, the school knows how well pupils are achieving. For example, data about pupils' reading skills has enabled the school to focus on improving standards of literacy. Pupils' literacy skills have improved as a result. However, self-evaluation is relatively underdeveloped, and is not used fully to provide a robust understanding of strengths in provision and areas for development.
- The school sets clear expectations about teaching standards. Formal monitoring of teaching is not a feature of this small school and tends to be informal. Teachers are clearly held to account but this is not always based on robust evidence. Nevertheless, the strong team approach means that most weaknesses are addressed appropriately.
- Leadership in EYFS is good. There is a clear emphasis on developing children's English language skills. These are successful in ensuring that children make good progress: by the time they move into Reception, nearly all children can communicate effectively in English. Children's progress is monitored regularly and thoroughly through the Foundation Stage profiles. These show clear evidence that children are making good progress with literacy and communication.
- Access to training and professional development is usually through the National Association of British Schools in Spain. However, the school also brings over experts from the UK to support teachers' development, for example on assessment and progress tracking. This has a clear impact on improving provision and outcomes for pupils.

Glossary of terms

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs		✓		
How effective teaching and assessment are in meeting the full range		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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Leadership and management

The quality of leadership and management		✓		
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School details

School status	Independent, day
Type of school	Primary
Date school opened	1973
Age range of pupils	2 - 9
Gender of pupils	Mixed
Number on roll (full-time pupils)	Total: 85
Annual fees (day pupils)	6,000 euros to 7,350 euros
Address of school	Los Eucaliptos, 60 Urb. Linda Vista Baja 29670 San Pedro de Alcántara (Málaga)
Telephone number	+34 952 786 029
Fax number	N/A
Email address	info@calpeschool.com
Director/proprietor	Mr. J. Proetta