



British Schools Overseas School inspection report

King's Infant School, The British School of Elche

24th & 25th May 2018

Cambridge Education
22 Station Road
Cambridge CB1 2JD
United Kingdom

T +44 (0)1223 463500
F +44 (0)1223 461007
camb-ed.com

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Purpose and scope of the inspection

Overseas schools describing themselves as “British” are subject to recognition by the British government under the voluntary inspection scheme. The Department for Education (DfE) has put in place arrangements for inspection against a common set of standards that British Schools Overseas (BSO) can choose to adopt.

The purpose is to inform parents of pupils in British schools overseas how those schools measure up against the standards that apply to independent schools in the United Kingdom. As an inspectorate authorised by the DfE, and quality assured by Ofsted, Cambridge Education can inspect British schools overseas using the agreed criteria.

Following the inspection, the lead inspector will prepare an inspection report that is made available to parents and prospective parents, via the DfE’s website, so that they are informed about the quality of education in the inspected school and its compatibility with independent schools in the United Kingdom. An essential element of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils’ achievements.

By achieving UK inspection based accreditation, participating schools demonstrate that they provide a British education that has similar characteristics to an education in an independent school in the UK. The inspection will also identify what the school does well and what needs to improve. Inspectors will report with integrity the extent to which the school achieves its aims and meets the requirements for registration.

Information about the school

King's Infant School, The British School of Elche, is part of the King's Group of schools in Spain, UK, Panama, Latvia and Germany. It is a new school, opening in Autumn 2017. As a specialist infant school, it provides a wide curriculum based on the National Curriculum of England and Wales, with compulsory elements of the Spanish Education system, to children aged 18 months to 8 years, (pre-nursery to Year 2). Currently there are 8 girls and 14 boys on role. The school has a capacity for 200 pupils when full.

The head teacher is also head teacher of King's College Alicante. Pupils can transfer to this sister school in Alicante at the end of Year 2. There are very strong collaborative links with the other King's Group schools. All the current teaching staff have previously worked at other King's Group schools which the school feels provides continuity and quality assurance of provision.

Information about this inspection

The inspection took place over two days and was carried out by one inspector, Penny Holden, who spent time in each classroom and outside to observe learning in every age group. Some of these sessions were jointly observed with the school's lead practitioner. All teaching adults were observed working with the children. Snack times, lunchtimes, siesta and break times were also seen. Children using 'Bob', the red London bus in the playground were joined for their visit. The inspector observed the assemblies for nursery to Year 1 children and she looked at arrangements for the beginning and ends of the day. Children's work was looked at in and outside the classrooms. Displays around the school showing a range of activities for parents and the community were looked at. Discussions were held with senior leaders, parents and children. A range of documentation and policies was scrutinised, including the school's self-evaluation, records of pupils' behavior and attendance, assessment information and school newsletters and the school's website, was studied. Records, policies and procedures relating to safeguarding were reviewed.

Overall effectiveness

Effectiveness of leadership and management

Effectiveness of leadership is good.

The school, consisting of pre-nursery, nursery and reception/Year 1 classes has made an excellent start bearing in mind it has yet to complete a full academic year. Good day-to-day routines have been established. Classrooms, the outside areas and other rooms are used well to nurture the children's learning. Leadership has rightly been focussed on developing the most effective systems for planning, assessment and developing learning whilst using established King's Group policies that are relevant.

Leaders have demonstrated an excellent attitude to ideas from outside visiting specialists and are keen to try to constantly improve provision. Planning for next steps is a good example of developing practice and has resulted in children's improved progress in specific and manageable ways. Duties within the school are clearly defined with everyone knowing what is required of them but with an understanding of how important it is to support one another and be flexible so that the children's wellbeing is put first. Expertise within King's College Alicante is used extremely well to support and strengthen the staff team's range and knowledge whilst King's Infant School becomes more established. The changeover of senior staff for next year offers a challenge to the new school leaders as they must maintain the good practice evident now and embed it into long term and sustainable behaviours and customs overtime. Leaders have ensured that the requirements for being an effective British School overseas are met.

There is emphasis on how the operation of the school celebrates the British way of learning and teaching, all the teachers are British and trained to teach the English National Curriculum. The school clearly ensures children are getting appropriate exposure to the British values for tolerance, fairness and respect. Many aspects for school life celebrate the link to Britain, from singing classic nursery rhymes to celebrating British national events such as the recent Royal wedding and learning how to queue to get onto the school red bus and present their tickets. Safeguarding processes are robust and benefit from using the well tried and tested systems of the King's group.

Quality of teaching learning and assessment

Quality of teaching, learning and assessment is good.

There is excellent practice when adults' outstanding knowledge of individual children enables them to tailor teaching precisely where needed and at the correct level so maximum benefit is achieved. Roles and responsibilities in class are effective with teamwork being a strength. It is often difficult to identify who is the teacher and who the teaching assistant as all play a full part in managing the classes and promoting good order, individual progress and the quality of learning. The youngest children starting at

the school are just 18 months old and due to the thoughtful and skilful management of the adults in the pre-nursery class they settle quickly, saying goodbye happily to their carers.

During the long day they stay focussed and engaged in meaningful activities that develop their skills in line with that appropriate for their ages. Activities are well moderated to allow children time to relax as well as learn, for example; the majority take advantage of the siesta time, which ensures that all are able to sustain a whole day at school. Nursery children are also learning well and their learning journals demonstrate how much progress they are making in the skills, knowledge and understanding necessary to achieve the early learning goals. The three children in the reception and Year 1 class have very individualised programmes for learning that have ensured they make the maximum progress possible in the time they have been at the school, considering their previous experiences and abilities. Adults are very skilful in judging how and when to intervene and to insist on joining in in class activities. They know the right amount of resistance to take to ensure each individual is involved. This good practice is also evident when a child is doing something unhelpful, as an alternative is quickly provided to enable its focus to change into a positive activity.

Personal development, behaviour and welfare

Personal development, behaviour and welfare is good.

The school has a very strong ethos celebrating the British values of fairness, respect and kindness. Children quickly learn from their peers and from adults about 'how we do things around here'. All the children have amended their thumbprints to the six school rainbow rules that are displayed in classrooms and around the school. Children are aware of what these mean. As good behaviour is speedily recognised the children become their own behaviour monitors quickly noticing if someone is behaving well or not. This peer pressure is evident even with the youngest children and helps them become self-aware and responsible for their own actions. Kindness and sharing are quickly identified and celebrated.

Special individual acts of kindness are recorded by adults on a label which is hung on the kindness tree in the school's reception. Assemblies and lessons focus of many aspects of spiritual, moral, social and cultural issues. In the celebration assembly a child who was awarded for trying new foods was transported with pleasure and kept looking at her certificate and then at her reflection in the window whilst holding it proudly under her chin. The opportunities for children to help others and to look beyond the school are taken up with enthusiasm, for example at Christmas the children put on a concert for the local old peoples' home with the oldest children acting as master of ceremonies. The children have an interest and a thoughtful curiosity about the world beyond school. They talk with excitement about what they did and what they saw on all visits outside the school.

Outcomes for pupils

Outcomes for pupils is good.

The judgments about outcomes and progress are limited because the children have not yet spent a whole year at the school as it opened this academic year. All the children love singing songs and listening to stories which are regularly used by the school to introduce the teaching of many aspects of the curriculum.

The youngest children, those in pre-nursery, have settled into school routines well, leave their carers with considerable confidence and readily take part in purposeful play and other activities. They quickly explore new activities, finding out how things work and developing their skills to manipulate small objects, often staying at an activity for a considerable length of time and showing great concentration. They make activities their own, often using them in a way that the adults don't expect. They are playing alongside others and are learning to share and be kind to others, although they are still individuals. Baseline assessments taken in the child's first half-term are used to track future progress. The most significant progress has been in their acquisition of English. The majority of children started with no English and are now understanding and responding well in everyday situations.

The nursery children have also made excellent progress in English language, understanding and speaking, and they love being read to and looking at books. They can listen carefully and retell parts of the plot in their own words. Many have started to recognise the sounds and names of letters as well as words. They are keen to do their own mark making and clearly understand and are developing well in all the areas of learning, showing interest in counting and simple problem solving. These children have a real interest in exploring and understanding new materials and activities. Their ability to persevere and concentrate at individual activities is good and prepares them well for work in the future. They have good physical skills and love music and movement, which allows them to explore a variety of movement and develop these abilities.

The reception and Year 1 class are developing strong early reading skills. They have a good phonic knowledge (letters and sounds) and know the sounds of many digraphs and phonemes. During a phonics session one girl goes rapidly through the alphabet showing that she knows both the sound and the name of each letter. As she gets towards the end she decides to have a little fun with the exercise, and rather than say the name for v she says van, and water for w, collapsing in giggles. Children use their confident phonic knowledge well to write sentences and to build stories and descriptions inspired by the work they are doing. On several occasions these children are producing full pages of good quality writing. They can count accurately up to 20, can put numbers in order and tell you which is one more or one less than a given number. They enjoy doubling, halving and sharing and solving simple problems. The children can talk about size, position, and British coins to compare quantities and to solve problems. They love discussing and making patterns and use mathematical language to describe them, such as a sphere in the classroom. They love using their imaginations and making pictures and objects, such as "Supertato" using a variety of materials.

Compliance with regulatory requirements

The school meets in full the requirements of the common set of standards for British Schools overseas (BSO).

What the school could do to improve further

Tackle robustly the challenge of maintaining the good start the school has made with a set of new senior leaders and ensuring that the effective practice is sustained and built upon next year.

Encourage strong English language acquisition through consistent and regular modelling of whole phrases so that children hear words within the structure of language and by encouraging them to copy this so that they learn to use words in context.

Develop the transition experiences and arrangements for those nearing the end of the age range catered for in the school, so that the children are as well prepared for life beyond King's Infant School, as possible, probably in much larger settings.

Standards for inspection of British schools overseas

Quality of education provided

Requirements fully met.

All written policies are in place and used to ensure children have a rounded education as appropriate for their age, education need and stage of learning. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are evident throughout the school at a level commensurate with the children ages. All experience a fulltime education that covers all areas of learning and enables them to acquire skills in speaking, listening, literacy and numeracy. They have access to activities in personal, emotional, social and physical development, communication and language skills. English is the language of instruction except in dedicated Spanish lessons. Children make excellent progress in their learning and achieve well and their experiences prepare them well for future life in British society.

Spiritual, moral, social and cultural development of pupils

Requirements fully met.

Fundamental British values are promoted at an age appropriate level; children are tolerant of differences and respectful of one another and of adults, they relish opportunities to celebrate other cultures and traditions. They develop their self-knowledge and confidence and are very clear about what is right and what is wrong. Given responsibility the children value the contribution they can make to the life of the school.

Welfare, health and safety of pupils

Requirements fully met

Safeguarding arrangements are robust and every opportunity to promote the welfare of children is taken. Good behaviour is evident and supported by the school's policy. Sanctions are clear and children know the rainbow rules for behaviour displayed in each room. Health and safety policies, fire standards are in order and meet local requirements. First aid procedures are sound and supported by written procedures. Children are well supervised at all times by the required number of adults. Admissions and attendance registers are kept and maintained on a daily basis. Risk assessments are carried out and recorded as required by the written policy so that children's welfare is safeguarded.

Suitability of staff, supply staff and proprietors

Requirements fully met.

Rigorous and consistent checks are maintained and recorded to ensure all staff, the proprietors and governors meet all the requirements to ensure they are suitable on all counts to work with children at the level necessary. Checks are made to ensure people have the right to work in the host country. Those employed by outside agencies are also checked and their suitability documented.

Premises of and accommodation at schools

Requirements fully met.

The accommodation, including medical, toilet and washing facilities meet local and BSO standards. The accommodation is new and in very good order, inside and out; and the lighting and acoustics are good and fit for purpose. A shade purchased for the playground blew down in heavy winds and the school is still awaiting its replacement, however there are other areas where children can play out of the sun. Water for drinking, washing and personal hygiene, is readily available at all times.

Provision of information

Requirements fully met.

All information to carry out the inspection was readily available as is that for parents. The school website is comprehensive, it includes the complaint policy plus other information that would be useful including admissions, attendance and aims. The names and contact details of those in charge are displayed as required. The school uses a variety of ways to communicate with parents, such a biweekly reports, dojos and face-to-face informal meetings. As a new school it has not been in a position to post previous years academic records or an earlier inspection report.

Manner in which complaints are handled

Requirements fully met.

The complaints policy is in line with requirements however; it has not been used yet. A parents less formal concerns were handled well and ensured the parent offered full cooperation with school policies.

Quality of leadership in and management of schools

Requirements fully met

Leadership has ensured that all BSO standards are met in the relatively short time the school has been in operation. The school's ability to actively promote children's well-being within the meaning of the Children's Act 2004 is a strength.

Minimum standards for boarding (where applicable)

Not applicable

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.

School details

School status	Private		
Type of school	Fee paying English National Curriculum International School, part of the King's Group		
Date school opened	August 2017		
Age range of pupils	18 months - 8		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	8 girls	14 boys	22 in total
Annual fees (day pupils)	€4,440 - €6,901		
Address of school	King's Infant School, Elche Carrer Antonio Valero Agulló, 7, 03203 Elche, Alicante, Spain		
Telephone number	+34 913 505 843		
Fax number			
Email address	Derek.laidlaw@kingsgroup.org		
Headteacher	Derek Laidlaw, Headteacher Chloe Pyner, Lead Practitioner		

