

School name: Hastings School

**Address: Ronda de Sobradiel, 31. 28043 Madrid.
C/Lorenzo Solano Tendero 11. 2803 Madrid.**

Date of Inspection: 04/04/2016

Inspection Team:

(Lead) GILL KAYE
(Team) AMAYA LORENZO

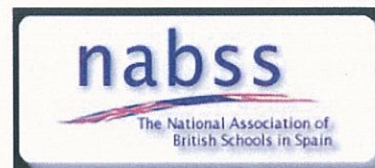
Overall Recommendation:

· The school is recommended for authorisation for 4 years for 550 pupils from Nursery (3 years) to Year 13 (18 years)

"The authorisation of British schools in Spain is governed by Royal Decree 806/1993, which specifies that schools must satisfy the legal requirements laid down in the country of origin and that the education received by the pupils be officially valid for that country. The main purpose of inspection by NABSS is to ascertain whether a centre should be recommended for authorisation or have its authorisation as a British school in Spain revalidated. To comply with the Spanish decree, the school must have acceptable facilities and offer a British education based on the National Curriculum, taught by suitably qualified staff and using accepted methodology and teaching resources. Before authorisation can be granted by the Spanish authorities, satisfactory compliance with the decree has to be certified by the diplomatic representative for British education in Spain. This is the responsibility of the British Council's Director in Spain who acts as Cultural and Educational Counsellor for the British Embassy in Madrid."

from the *Handbook for the Inspection of British Schools in Spain*, NABSS

Inspection Report



HASTINGS SCHOOL, MADRID.

Date of Inspection Visit : 04/04/2017

Inspection Team:

Gill Kaye (Lead)

Amaya Lorenzo (Team)

1) Purpose of the inspection.

Hastings School opened in September 1971. It comprises five buildings in residential areas of Madrid, two of which are new this year. The purpose of the inspection is to consider for authorisation La Ronda Sobradriel, a new Early Years and Key Stage one building and Lorenzo Solano Tendero which houses Year three, Key Stage four and Key Stage five pupils. There are currently 248 students on roll in the two buildings; there are 30 different nationalities but most have at least one Spanish parent. The school became part of the Cognita Group of schools in November 2010.

2) Accommodation and resources

The Ronda Sobradriel site has attractive grounds with large terraces for outdoor play. Resourcing is very good. Classrooms are spacious, light and conducive to learning. The Lorenzo Solano Tendero site has adequate sized classrooms. They are all equipped with well used interactive whiteboards. There are good facilities for information and communications technology (ICT) with 26 computers and 50 laptops which can be booked for individual classes. There are three well equipped science laboratories, a library, music and art rooms. Secondary physical education takes place at a nearby sports centre and there is an outdoor play area for small team games on the school premises. A multi – use area provides space for indoor physical education, assemblies and theatrical events. There are beautiful and interesting displays throughout the two sites in classrooms and corridors. Displays reinforce English and celebrate the high standard of children’s work from all areas of the curriculum. The quality of the art displays is outstanding. A supervised area with computers linked to the internet for research, career information and access to British university course software selection is available for Key Stage five students.

There is a policy for health and safety. Fire evacuation plans are on the walls of classrooms and fire extinguishers are appropriately positioned around both buildings. All staff have current police checks. All members of staff receive first aid training. There is a designated safeguarding officer and all teachers have attended appropriate courses. The school buildings are clean and very well maintained. Chemicals are safely and securely stored in the laboratory preparation room.

4) Curriculum

The school offers a broad and balanced curriculum consistent with the requirements of the English National Curriculum and the Early Learning Goals. Planning is extremely thorough with a strong focus on key vocabulary in all subjects. Effective primary and secondary schemes of work help to ensure that pupils are learning successfully. Activities are varied, imaginative and are planned to make sure that all pupils are catered for in each lesson and that work matches individual abilities. There is a strong personal, health and social education (PSHE) programme which makes productive use of tutor time. Pupils reflect on personal and social issues within school and throughout the world. There is a high emphasis on literacy and numeracy in the primary curriculum. The successful comprehensive careers and university guidance programme results in a large number of pupils gaining access to good universities in both Britain and Spain. Various trips are organised throughout the year including a Key Stage three team building and environmental trip to the Gredos mountains and a Key Stage four educational history trip to Berlin. Most of the extra curricular activities take place on the other sites but the school development plans show future ideas for the two new buildings.

5) Teaching and learning

The quality of teaching and learning varies from very good to outstanding. Overall, it is outstanding. One of the strengths of the school is the highly positive attitude of all students and their response to their teachers and the challenges given. This has an impact on the learning. For example in a year two numeracy lesson on the value of coins the teacher had provided appropriate challenge. Individual children were set the problem solving task of finding out how many items could be bought for a given amount. One child succeeded in a further challenge and described the progress he had made and his target for the next week. Pupils' behaviour and the level of spoken English in classrooms and around the school are excellent. Children are encouraged to work independently as well as part of a group. Groups are strategically organised so that a more able student is able to help a less able partner. In a year 12 chemistry lesson, pupils were actively involved helping each other through discussion in pairs sharing the responsibility and providing the opportunity for all students to think, discuss and express themselves. The school's marking policy is followed rigorously by all staff providing effective feedback and targets for further improvement. Secondary teaching is stimulating and purposeful. Pupils are highly motivated and learn effectively making appropriate progress. In a year 11 English literature lesson students applied their prior knowledge and skills to explain the complex hidden meanings of Shakespeare's language in the prologue of Henry Vth. Questioning was skillfully used for immediate assessment. The overall pace and structure of all lessons is very good. Assessment throughout the two sites is strong and consistent. It is used well to ensure that teaching matches pupil's abilities. External examination results at IGCSE and A level are excellent. Reporting to and communication with parents are also excellent.

6) Staffing

Staff are very well qualified and experienced. There is a full-time learning support coordinator who works across all five Hastings sites and Sobradriel also has a permanent full-time support teacher. There are an adequate number of teacher assistants for the primary and early years' pupils. The school enjoys a low turnover of teaching staff.

7) Leadership and management

The school successfully imparts clear values such as perseverance, initiative and independence. The managers in the two schools make a significant impact on learning by encouraging focussed teaching and high expectations. Managers evaluate teaching and learning, monitor marking and track progress and provide feedback and support to staff. In-service training is provided and includes such issues as safeguarding and first aid.

Recommendation.

Authorisation for four years for 550 pupils from nursery (3 years) to year 13 (18years).

Recommendations for further development.

- 1. Maintaining the existing high standards of achievement and the outstanding quality of teaching.**