

HASTINGS SCHOOL, MADRID

Calle Azulinas, 8 Madrid, 28036, Spain

School's regional authorisation number: BOE : 28007462

Date of Inspection:

Monday 3rd December 2018

Inspection Team:

Gill Kaye (Lead Inspector)

Christa Mickel (Team Inspector)

Reason for the Inspection:

to assess the school for authorisation for existing pupils from Nursery to Year 6.

Overall Recommendation:

The school is recommended for authorisation from Nursery (age 3) to Year 6 (age 11) for a period of 4 years for 540 pupils. The next inspection is due in December 2022.

*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:

Hastings School was established by a private owner in 1971. In 2010 the school was acquired by the Cognita group and since then the school has enjoyed continual growth. The school has five sites in central Madrid. There are 1100 pupils on roll in total. The school was last inspected in 2012 under the British Schools Overseas School inspection scheme and was given full authorisation for six years.

Accommodation and Resources:

The primary site comprises three buildings: Habana, Benedición and Azulinas. There are 511 pupils on roll. 82% are Spanish and the rest are from various nationalities including 4% British. Each building has three forms of entry. The outdoor space in each building is organised and managed well to provide play areas for the different age groups. The primary buildings have a music room, food technology room and libraries. The Early Years Foundation Stage (EYFS) building is well planned, with sufficient resources to provide a good early years education. Resources in all areas are well used. Facilities for physical education include an indoor gymnasium but games are played at an outdoor facility nearby. Class sets of ipads give the children the opportunity to learn the use of technology throughout the curriculum, and allow the pupils to work at their own pace and level.

Health, Safety and Welfare:

The buildings are very clean and well maintained with a high level of security. There is an appropriate policy for health and safety and effective anti-bullying procedures. All staff receive rigorous safeguarding training. Fire evacuation plans are visible throughout the school buildings and there are appropriately positioned fire extinguishers. Risk assessments are carefully carried out and monitored well. A significant amount of staff in each of the three buildings have had First Aid training. Criminal record checks have been obtained for all staff. Lunch is prepared on the premises every day using fresh ingredients.

The Curriculum:

The school offers a wide and balanced curriculum effectively aligned with the requirements of the English National Curriculum and the Early Learning Goals. The principal language is English. The basic skills of speaking, literacy and numeracy have appropriate focus and the level of English is very good. Schemes of work are implemented effectively and provide an imaginative curriculum. Effective monitoring by managers ensures high quality planning and adapts well to meet the needs of all students. Challenging learning tasks provide exciting opportunities for all children. There is a good personal, social and health education (PSHE) programme offered throughout the school. Displays illustrate the creative nature of the curriculum providing a stimulating working environment for pupils and staff. Enrichment opportunities include movie-making, cookery and percussion which are enjoyed by a number of pupils. Recent educational trips include a visit to a primates sanctuary, and to a pumpkin farm where the children picked the produce. Year 13 fine art students accompanied a year three trip to a local art gallery where they explained the history of the paintings pupils

had studied during lessons. Such excursions enhance classroom learning by making it more meaningful and interesting.

Staffing:

All staff are appropriately qualified and effectively deployed to make best use of their skills and experience. They are committed to the school. Their enthusiastic teaching has a positive impact on the learning and attainment of their students. There is a learning support department of four teachers. One member of the team is responsible for a combined class of year four and five students who follow a modified curriculum to improve their language skills before proceeding to main stream classes. All staff have job descriptions which emphasise their key role in promoting their pupils' learning. There are plenty well deployed teaching assistants throughout the primary age groups. The successful implementation and delivery of technological experiences throughout all subjects in the primary classroom and has a huge impact on teaching and learning. For example in one lesson children and teachers were learning how to research musical styles and then collaborate in groups to produce a piece of music for an English tea party. New members of staff receive a helpful induction period which includes routines and the educational initiatives used in the school.

Teaching and Learning:

The quality of teaching and learning overall is very good. The best lessons are characterised by high expectations, pace and energy. The teachers set clear objectives and use a mixture of teaching approaches, creating a high level of interest among the pupils. Skilful questioning helps assess the pupils' progress, which is monitored closely. The infant children make very good progress during their time in school. They are learning well in all areas of the curriculum, and gaining independence. Pupils have excellent opportunities to work with learning partners and in groups where they cooperate and collaborate successfully in their learning. Frequently, partners offer advice and explain processes to each other and feedback is given by the children as well as by the teachers. In one lesson, a partner encouraged his partner to choose a more difficult challenge at the end of a lesson. This is common to most classes, children have to choose one of three challenges to consolidate their learning at the end of a lesson. Work is well matched to individual pupils' abilities in all lessons. Teaching assistants work skilfully, supporting learning and contributing much to the progress the children make. One of the great strengths of the school is the positive attitude of the students and their confidence when contributing in class. One student commented that he could not pick out anything that particularly made him happy as, he was happy with everything. Lessons are well structured throughout the primary school and as a consequence, pupils make good progress and achieve well. The school develops pupils' competence in spoken English and it is well used in lessons. Positive and constructive relationships are important with parents who work with the school towards common objectives which in turn help the children achieve the best results. There are parent meetings and a good reporting system for parents to see the progress being made.

Leadership and Management:

The senior leaders are engaged in a range of purposeful management duties and the clear educational direction they set supports the school in successfully furthering the

quality of education of the pupils. They are very aware of the strengths of the school but continually strive to make further improvements. An effective appraisal system for the teachers sets targets from the extensive evidence gathered from both classroom observations and the sharing of good practice. The leaders provide opportunities for professional development for the teachers including information and technology initiatives, assessment for learning and safeguarding. There is an extensive range of policies which are followed, reviewed and monitored. The implementation of these policies is clearly having an impact on the raising the standards of education in the school. Teachers are responsible and accountable for the progress of their pupils and are required to be aware of individual specific needs, set appropriate targets and provide intervention strategies. The school has an effective recruitment and vetting procedure which follows the requirements of the Cognita group.

Response to the previous inspection reports:

- the school has reviewed the primary curriculum in order to develop better competency in pupils' writing;
- an effective management structure is now firmly in place.

CONCLUSION.

This is an outstanding school in most respects. It has many strengths and the school has identified areas for development. It has a powerful capacity to maintain excellence as the leaders and managers monitor, evaluate and improve so well, and they have a positive impact on the teaching and learning throughout.

Recommendations:

It is recommended that:

the school continues to maintains the pupils' high standards of behaviour, attitudes to learning and achievement.