

HASTINGS SCHOOL MADRID

Paseo de la Habana, 204
28036 Madrid

School's regional authorisation number: 28007462

Date of Inspection:

Friday 21st June 2019

Inspection Team:

Joan Gemmell

Reason for the Inspection: To assess the school for authorisation for Pre-Nursery pupils.

Overall Recommendation:

Hastings School Madrid's Pre-Nursery department is recommended for authorisation for 15 pupils for a period of 4 years. The next inspection is due in June 2023.

*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.

1. History and Context of the School:

- 1.1 Hastings School was founded in 1971 and opened as a family-oriented British school. Today, it is based on five sites in central Madrid with a total of 1100 pupils from two to eighteen years old. The school was bought by the Cognita group in 2010. The school was last inspected in 2018 and was given full authorisation for four years for pupils from Nursery to Year 6. This inspection is for the Pre-Nursery group only.

2. Accommodation and Resources:

- 2.1 The school occupies a good sized site in a residential area and the Early Years Foundation Stage (E.Y.F.S.) has its own outdoor play area which is adequately equipped with resources for the needs of Pre-Nursery children.
- 2.2 All the facilities are well maintained, clean and well suited to their purpose. Fully equipped toilets are attached to the classroom and there is a suitable changing area appropriate for the needs of this age group.
- 2.3 The kitchen and dining room are suitably furnished and children are carefully supervised while eating, during break times and at lunch times by the class teacher and assistants.
- 2.4 All children have a nap in the afternoon and there is adequate provision made for this with beds and a supply of clean bedding. Sleeping children are supervised by two members of staff at all times.
- 2.5 Resources include objects to build with, stack and knock down as well as sensory equipment to feel, squeeze and roll.

3. Health, Safety and Welfare:

- 3.1 The school provides a safe and suitable environment for the 15 pre-nursery children to learn and develop in. All play areas have protective flooring.
- 3.2 Emergency evacuation procedures are in place and practised regularly. The school has stringent policies, procedures and documents in place to ensure the children's safety. Several members of staff are first-aid trained and all incidents are recorded by the health and safety co-ordinator.
- 3.3 All employed members of staff have provided criminal record checks.
- 3.4 The site is secure with good entry and exit procedures.

4. The Curriculum

- 4.1 The Early Learning Goals (E.L.Gs) support the teachers to make accurate judgements about a child's progress and to identify areas where children may be at risk of falling behind. There is an Early Years Special Educational Needs (S.E.N.) specialist who ensures that all children are learning and developing effectively. This teacher works with the team to give early identification of pupils with additional needs.
- 4.2 The seven areas of learning and development in the E.Y.F.S. curriculum are given appropriate importance by the school. In the Pre-Nursery, children are encouraged to undertake appropriate activities both indoors and outdoors and a large proportion of the activities are initiated by the children themselves. In this way, children's confidence is built as they learn to explore and relate to others.

- 4.3 Learning is based on a series of topics and children's interests are followed where appropriate. Short-term weekly planning takes good account of the children's responses to their activities.

5. Staffing

- 5.1 The staff are suitably qualified to carry out the teaching of the E.Y.F.S. curriculum effectively.
- 5.2 The ratio of staff, assistants and support staff is appropriate for the 15 children in pre-nursery at present.
- 5.3 The teachers are motivated and show a positive commitment to the school. Staff contribute to the school's development generally.

6. Teaching, Learning and Assessment

- 6.1 The class teacher and classroom assistants watch, listen and respond well to the children and behave as excellent role models for children to copy. They speak to children in English at all times, although children normally answer in Spanish.
- 6.2 Children use what they have learnt in original ways. For example, when the class teacher presented a large block of ice with plastic sea animals inside, the children tried to explain how this occurred and how they could get the animals out of the ice. They kept on trying and all involved concentrated hard throughout the lesson, ultimately achieving what they had set out to do. The children were encouraged to speculate and test ideas through trial and error.
- 6.3 Purposeful play aids learning and development through both adult-initiated and child-initiated activities. Adult-initiated activities are sufficiently open ended for children to work independently, though guided by the adults. The children also choose to play with play dough to create shapes and they happily take control of their own experiences, time and resources. Several children found new ways of doing things by using their own ideas.
- 6.4 Assessment effectively captures a wide range of children's learning. Assessment takes place unobtrusively through observations and conversations whilst children work. Information about their progress is shared with parents who are involved in the assessment process on a regular basis, encouraging them to take part in their children's development. Each child has their own personal journal containing photos, observations, comments and videos.
- 6.5 All staff use assessment results to plan the children's next steps in learning and monitor their progress.

7. Spiritual, Moral, Social and Cultural Development

- 7.1 Children are confident to speak in small groups and talk about their ideas. They choose the resources they need for their chosen activities and say when they need help.
- 7.2 Children play co-operatively at all times, taking turns with others.
- 7.3 Children work well in groups, following rules and helping build friendships.

8. Leadership and Management

- 8.1 The managers communicate well with each other and they have a thorough knowledge of their department and what needs to be done to develop further. They have a clear vision and inspire and motivate staff with the help of good planning.
- 8.2 Information for parents is clear and reports are sent out twice a year. Parents can speak to teachers daily, if necessary, when they drop their children off at school.

9. Conclusion

Hastings School provides a high quality British education for its pre-nursery class. The site provides welcoming and safe surroundings for both children and staff. Facilities are good and resources are adequate to implement the E.Y.F.S. curriculum. Warm relationships are fostered with the children who make good progress in a caring environment.