

## Hastings School

Paseo de La Habana 204, 28036 Madrid  
Calle Bendición de Campos 5, 28036 Madrid  
Calle Azulinas 8, 28036 Madrid  
Ronda de Sobradíel 31/33, 28043 Madrid  
Calle Lorenzo Solano Tendero 11, 28043 Madrid  
Calle Manuel Marañón 8, 28043 Madrid

### School's regional authorisation number:

28007462

### Date of Inspection:

24<sup>th</sup> April 2023

### Inspection Team:

Adrian Massam (Lead Inspector)  
Kevin Irvine (Team Inspector)  
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Sarah King (Team Inspector)

*Schools are **authorised** by regional authorities after **inspection** by NABSS (or another recognised inspection service) and **certification** by the British Council.*

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## Reason for the Inspection:

To consider the renewal of the authorisation for the three sites in the Chamartin (28036) area and update the authorisation for the three sites in the Arturo Soria (28043) area, hence aligning future inspection dates for all six sites.

## Overall Recommendation:

The school is recommended for authorisation from Pre-Nursery (age 2/3) to Year 13 (age 17/18) for a period of four years for 1850 pupils in total, distributed across six sites as follows:

Paseo de La Habana: 150 pupils

Calle Bendición de Campos: 300 pupils

Calle Azulinas: 200 pupils

Ronda de Sobradiel: 240 pupils

Calle Lorenzo Solano Tendero: 450 pupils

Calle Manuel Marañon: 510 pupils

The next inspection is due in April 2027.

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## History and Context of the School:

Hastings School was founded in 1971 in the Chamartín area of Madrid. The school has enjoyed significant growth in the last 25 years and has maintained its central city location by expanding across six sites in two different residential areas. The current number on roll is 1307 pupils, in the age range 2 to 18.

Pupils follow the English curriculum leading to international GCSE and 'A' level qualifications. The school has recently introduced the International Baccalaureate Diploma as an alternative option to 'A' levels.

Approximately 80% of the pupils have Spanish nationality, although some of these are dual nationals. In total, around 50 different nationalities are represented within the school's intake.

The sites accommodate different age groups, and pupils progress through the school as follows:

Early Years in Paseo de La Habana, Years 1 to 4 in Bendición de Campos, Years 5 and 6 in Azulinas. After that, they move to the Arturo Soria area to complete Years 7 to 10 in Lorenzo Solano Tendero and Years 11 to 13 in Manuel Marañón.

In 2016, the school opened another site in Ronda de Sobradiel. This has recently been expanded and now accommodates early years and primary children, in the same residential area as the secondary school premises.

Hastings School has been under the ownership of the Cognita Educational Group since 2010.

The three sites in the Chamartín area were inspected in December 2018 and their authorisation is due for renewal. The pre-nursery sections on two sites (Paseo de La Habana and Sobradiel) were inspected in June 2019 and therefore will shortly be due for re-inspection. The sites in the Arturo Soria area were inspected in May 2021 and their next inspection would not have been required until 2025. However, the school opted to have all sites inspected now so that future inspection renewal dates would coincide.

## Accommodation and Resources:

All of the school sites provide spaces for learning which are fit for purpose, taking into account the range of school years that each site accommodates. These include specialised facilities such as science laboratories and rooms for art and music. There are suitable, age-appropriate areas for reading or library resources. The older students on the Manuel Marañón site have access to outstanding study facilities.

Classrooms are adequately furnished and generally provide attractive learning environments for the pupils. Many of these include useful displays, although the quality varies from one room to another. The school corridors and shared areas are well decorated, and some excellent examples of pupils' artwork can be seen around the school. Most classrooms are equipped with interactive screens and the new rooms for the older students have glass partitions and white walls which can also be used as surfaces for teaching.

The accommodation for children in the early years sections takes into account their learning needs with classrooms having easy access to outdoor spaces and toilet facilities.

Outdoor play spaces and sports facilities are limited by the nature of the school's inner-city sites, but these are still sufficient to provide for the sports curriculum and the

children's recreational needs, and very good use is made of the available space. On some sites, external sports facilities are used to provide for physical education. Other essential areas, such as dining facilities, toilets, a room for first aid provision and workspaces for staff and administrators are all adequately provided on each of the sites. The school does not have changing facilities, but children attend suitably dressed on the days their sports lessons take place.

The school is well resourced and provides for all the requirements of its chosen curriculum. Pupils have access to suitable technology, via iPads in primary classes and individual laptops in secondary. Teachers make good use of a range of printed, electronic and practical resources. Secondary science is well provided for, but more use could be made of practical resources in primary science.

Library and reading resources are sufficient to cater for the different age ranges. For secondary, these are mainly fiction, while older pupils have access to good online resources for non-fiction reading and research.

The early years sections have a good range of suitable indoor and outdoor play resources which provide well for foundation stage learning requirements.

### **Health, Safety and Welfare:**

The school has detailed policies which cover all health and safety considerations, and these are effectively applied. The school sites are safe, secure and well maintained. Age-appropriate supervision of pupils is carried out effectively at all times. Emergency evacuation procedures are in place and appropriate drills are carried out.

There are suitable arrangements for dealing with accidents and sickness. A qualified nurse is based on one of the sites, and on all sites, there are sufficient staff members with first-aid training.

Risk assessments are carried out for any activities or specific facilities that require these, including detailed assessments prior to any off-site visits.

Pupils' wellbeing and safety are given high priority. All staff receive essential training in safeguarding children. Pupils have access to support and counselling, and the school has clear policies on child protection and the prevention of bullying. Pupils confirm that they feel safe, happy and well-supported.

All adults who work with the pupils undergo very rigorous safeguarding checks prior to their employment.

### **The Curriculum:**

The school's educational programme is based on the full range of subject areas included in the English National Curriculum, plus the legally required provision for Spanish language and culture. Older pupils have access to a good range of options leading to GCSE qualifications, and from age 16 they can now opt to work towards either 'A' level qualifications or the International Baccalaureate Diploma. By offering both alternatives in its 16 to 18 programme, the school aims to cater for the broad range of intended destinies and educational preferences of its student body.

Curriculum planning and policies ensure consistent coverage of learning objectives at each stage and different needs are planned for within mixed ability groups in all key stages. The primary curriculum places strong emphasis on core skills and enables pupils

for whom English is a second language to attain first language levels in preparation for their secondary education. Teaching and learning time assigned to the different areas of the curriculum is generally appropriate in all phases, although in upper primary more time could be dedicated to subjects such as science and art.

The academic curriculum is effectively enriched and supported by a good range of educational opportunities. These include extra-curricular activities covering sports, creative arts and other skills. Older pupils become involved in community service activities via the Duke of Edinburgh Award or the Creativity, Activity, Service programme in the International Baccalaurate (IB). They also have the opportunity to carry out extended research projects, either within the IB programme or via an Extended Project Qualification.

Educational visits are also frequently and effectively used to give pupils access to a wider range of learning opportunities. There have included some quite ambitious residential trips, to places such as Iceland.

The curriculum in the early years is flexible and very well adapted to the children's needs and interests, with planning based very closely on prior learning.

Very effective tracking of learning and progress throughout the school helps to ensure shorter-term curriculum planning is appropriate for learners. Provision and planning for children with additional learning needs are set up by learning support staff who work in conjunction with teachers to ensure the necessary adaptations.

## **Staffing:**

The school staff are suitably qualified and appropriately deployed to enable the school to meet its curricular objectives.

Together, they have a good range of prior experience from the UK and other international schools. Staff continuity is good, with some staff having been at the school for over twenty years. New staff recruitment is mainly due to expansion rather than turnover.

Staff responsibilities are defined by post descriptions which ensure clarity of individual roles and effective organisation of the whole team. There is a well-structured appraisal system which allows personal targets to be established for each staff member, in line with the school's overall objectives. This system enables the school to effectively identify training needs and staff have access to a good range of professional development opportunities, both through internal meetings and external providers.

Staff are generally very supportive of the school and its ethos and collectively form a well-motivated team.

## **Teaching and Learning:**

Good, and frequently outstanding, teaching and learning can consistently be seen in lessons throughout the school.

In the Early Years, children have access to a good range of learning activities and teachers' planning effectively takes into account prior learning. Hands-on learning is well supported by discussion with the adults whose questions and input serve to consolidate and deepen the children's understanding.

Enthusiastic interaction between children and their teachers is also a strength in primary lessons. These are well planned and take into account different levels of understanding within each class. Pupils work well in groups and are provided with good opportunities to consolidate their learning through discussion and feedback activities.

The school is aiming for pupils to take greater initiative and develop more independence with respect to their learning and progress.

The initial impact of this is already well evidenced in lessons in the secondary section where pupils are frequently required to research independently, or in groups, and then provide feedback to others in lessons. This is supported by well-structured discussions in which teachers are able to both assess learning and to consolidate it by using suitably challenging questions.

Possible improvements, which are only applicable to a small proportion of the lessons observed, would be to ensure that planning fully takes into account gaps in prior knowledge where older children have more recently joined the school and, in the primary section, that differentiated planning ensures all children in the room are kept on task, whatever their ability.

Children with specific learning needs or those that are working at levels outside of the normal range within their group are provided with additional adult support in some lessons.

In all sections of the school, the pupils are enthusiastic learners who respond well to challenges, show very good behaviour and speak confidently when asking or answering questions in lessons. They make consistent use of English in class and, from a relatively young age, even the non-native speakers have a good range of subject-specific vocabulary.

Teachers make good use of available resources to ensure that children are accessing a range of learning experiences.

## **Assessment and Outcomes:**

The high level of teacher-pupil interaction in the majority of lessons throughout the school ensures good ongoing assessment of learning as it happens in the classroom. To achieve this, many teachers require pupils to show their work on individual whiteboards during the initial stages of learning new content.

In the Early Years section, learning is well monitored. Teachers are able to identify and respond to learning priorities and plan the children's next steps.

Learning and progress are tracked in primary and secondary lessons with frequent assessments or evaluation of specific samples of children's work. Marking and feedback of daily work in exercise books are also effectively used in some cases, but this is inconsistent across different subjects and ages. In cases where this is less frequently used, the children are still making good progress, but the quality of presentation of their work varies considerably.

The school makes excellent use of standardised assessments throughout the primary section and at certain stages in secondary. The data from these, along with internal

assessments, is analysed to show progress over time and, as a result, pupils are effectively identified for specific intervention if necessary.

The school's learning support team makes use of this data to track and plan provision for children with difficulties. Children with exceptionally high levels of attainment are also identified and steered towards some of the appropriate curriculum enrichment activities provided by the school.

In general, pupils are making very good progress throughout the school. This is also evidenced by the outcomes for older pupils in external examinations such as GCSE and 'A' level. Results in GCSE examinations are well above average for schools of this type.

### **Spiritual, Moral, Social and Cultural Development:**

The personal development of pupils is well provided for, both by the inclusion of an appropriate personal social and health education programme in the curriculum and by the school's ethos as a whole.

Pupils are well guided and supported but also encouraged to use their own initiative, take responsibility for their learning and develop a mature understanding of the world.

As a result, pupils are well behaved and confident. They are positive about the education they receive and the opportunities that the school provides for them to develop their areas of interest, take on leadership roles and collaborate in projects that look beyond the school, such as supporting the environment or people with particular needs.

Pupils are supportive of each other and there are no concerns about bullying or conflicts between pupils in any section of the school.

The school has a professional counsellor available to provide additional guidance to children when necessary.

The school provides well-structured input to help pupils make academic decisions, such as choosing options and courses or applications to universities.

### **Leadership and Management:**

The school is well organised. The members of the leadership team share a clear vision of its aims and purpose and are clearly dedicated to making it as good as possible.

They have led many changes during the last few years due to the school's growth and the development of new sites, and throughout this time, they have clearly kept the educational needs of the children at the forefront of their development priorities.

The school has robust self-review processes in place, which include close monitoring of pupils' attainment and wellbeing as well as supporting and monitoring the teaching team via a well-structured staff appraisal system. Leadership has ensured that staff are also very much aware of the school's overall vision, and this helps to create a collective sense of purpose which is apparent throughout the school.

Recent school development plans are clear and well-focussed on specific key targets, which are normally achieved within a reasonable timeframe.

## **Response to the previous inspection report:**

The only recommendations in the previous inspection reports were that the school continued to maintain its high standards, and it has successfully responded to this.

## **Conclusion and recommendations:**

Hastings School is providing good quality education and offering a broad, balanced and enriched curriculum which meets all of the expectations for British schools overseas as well as the needs of its pupil intake.

Academic standards are high, and the school is successfully developing confident and motivated learners.

The school provides safe accommodation which adequately meets the needs of the curriculum. It is well staffed and resourced.

Good quality self-review procedures are in place and the school is well organised and led. This will ensure the continuity of the high standards it has already set.

Therefore, while the school may take into consideration some of the observations contained within this report, given the overall standard of the current provision, no specific recommendations are necessary.