

Inspection Report



Name and address of school:

The British College of Andorra

Ctra. de la Comella i de la Plana, S/N, AD500 Andorra la Vella, Andorra

School's regional authorisation number: BOE - N/A

Date of Inspection: 4th June 2021

Inspection Team: Julie Harris (Lead Inspector)
Judith Dean (Team Inspector)

Overall Recommendation:

The school is recommended for authorisation from Nursery (age 3) to Year 9 (age 14) for a period of 4 years for 242 pupils and from Year 10 (age 15) to Year 11 (age 16) for a period of 2 years.

The next inspection is due in June 2025 for Nursery to Year 9 and in March 2023 for Years 10 and 11.

This recommendation is dependent upon the completion of a new building containing 11 classrooms before September 2021 and a satisfactory building inspection being carried out in August 2021.

Reason for the Inspection:

to evaluate the educational provision for pupils from Nursery to Year 9, and for the admission of pupils into Years 10 and 11.

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:

The British College of Andorra opened in 2018. The school currently has 120 pupils on roll from nursery to year 9 and 180 pupils registered for September 2021. Sixty percent are Andorran and the remaining forty percent are Spanish, British, American and Australian. Pupils in key stages 1 and 2 are currently taught in mixed-age classes. The school plans to move to one class per year group in September and to open a year 10 class. The school is owned by an Andorran company, British College Overseas SL

Accommodation and Resources:

The school building has three floors with a lift to provide disabled access to all areas. The Early Years Foundation Stage (EYFS) classrooms have direct access to the outdoor play and learning area. Part of this area is covered by a roof which gives protection from the weather and thus enables children to engage in outdoor learning throughout the year. The outdoor area is well resourced, allowing for a wide range of activities to be provided.

The nursery classroom is very spacious and the reception pupils make use of a space in the hall area, in addition to their classroom and their designated outdoor space. All EYFS areas are appropriately furnished, with a wide range of resources including sand pits, construction equipment and home corners. The year 1 and 2 classroom also has direct access to an outdoor learning space which is well-used for a variety of activities, including growing flowers and vegetables.

Primary classrooms are spacious, appropriately furnished and well-resourced, with a variety of practical resources for the teaching of mathematics, textbooks and a good selection of reading books in each classroom. Classroom displays are of a high standard and are both informative and used as an opportunity to celebrate pupils' work.

An information and communications technology (ICT) room contains 18 computers, and is used by all pupils from reception to year 9 for their weekly ICT lesson. There is also a class set of 20 ipads which can be booked by teachers. All classrooms contain free-standing electronic screens, in addition to whiteboards. The science laboratory is well resourced and there is a separate preparation room which allows for safe storage of chemicals and equipment. The current laboratory provision is adequate for key stages 3 and 4 but will need to be increased to meet the needs of key stage 5. A well-resourced art room is used by all primary and key stage 3 pupils. A separate sports hall provides a large space for indoor physical education (PE) lessons and is also currently used for music lessons. An indoor climbing wall is used during PE lessons and during after-school activities. It is inspected and maintained regularly by specialists.

The dining hall is large and the food is cooked on site. There are good facilities for staff to work and relax.

Outdoor areas are well-maintained. Pupils have access to a football pitch, a grassed area and a hard surface playground. Good use is made of the wooded areas which are adjacent to the school, and pupils in the early years and primary classes use these regularly for outdoor learning experiences across a variety of curriculum areas.

Health, Safety and Welfare:

The school site is well-maintained and cared for. The school provides a safe environment for all students and staff, with safety features such as a soft play surface and protection on pillars in the early years' outdoor space. The school perimeter is secure and all visitors are required to sign in and out and wear an identification badge. The entry into the school is via a buzzer system.

The school has good procedures for dealing with on-site accidents and first aid training has been provided for designated staff. Students and staff are aware of the fire safety and evacuation procedures, which are displayed in all classrooms and around the school. Regular fire drills are carried out. There are sufficient fire extinguishers throughout the school. Procedures and equipment are compliant with Andorran regulations and are checked by the appropriate authorities

The school has policies for safeguarding, child protection, health and safety and anti-bullying which have been shared and agreed with staff. Pupils are aware of the action that they should take if they feel unsafe in school. All staff have undergone safeguarding training and know the school's child protection procedure. The headteacher is the safeguarding lead.

All staff members are required to complete a police check within Spain and staff recruited from the UK have full checks. Staff recruited from countries other than Spain and the UK are asked to provide an International Child Protection Certificate.

The school has put in place appropriate and effective additional health and safety protocols and procedures in response to the COVID 19 pandemic. These protocols and procedures comply with local requirements and are being implemented consistently and rigorously.

The Curriculum:

The curriculum is clearly based on the Early Years Foundation Stage Curriculum and the National Curriculum. The school offers a generally broad and balanced curriculum. English is the principal language of instruction and the school meets the requirements of the Andorran authorities regarding the teaching of Catalan.

The curriculum is extended by the teaching of French and Spanish from nursery upwards and the younger pupils regularly engage in outdoor learning using the adjacent woodland. This helps them to develop their understanding of the world as well as using the natural environment as a stimulus for creative, language and maths activities. The PE curriculum is extended through skiing lessons in the Spring term and swimming lessons in a nearby pool in the Autumn term. Learning in the primary and early years is also enhanced by theme weeks, during which pupils engage in cross-curricular activities.

Pupils' personal development and spiritual, moral and cultural development are well-provided for in a weekly personal, social and health education (PSHE) lesson.

The school plans to offer a good range of subjects in key stage 4 in preparation for external examinations at the end of year 11.

Staffing:

All the teachers have appropriate qualifications and are UK qualified, with at least two years teaching experience. Staff are well-deployed and teaching assistants are used effectively to support the learning of children in the EYFS and lower primary years. The school currently has mixed-age classes in the primary years and is planning to move to one class per year group in September 2021. Appropriately qualified teachers have been employed in preparation for this.

Secondary teachers are appropriately qualified and deployed. As the pupil numbers are currently low in key stage 3, secondary teachers are teaching a range of subjects related to their subject specialism. The school has adequate staffing in place for the transition into key stage 4 next year, which includes the employment of specialists in science, English and art.

The school has had a good level of staff retention since opening in 2018, which has ensured a consistent approach both to interactions with pupils and in areas such as planning, marking, display and presentation of students' work.

The school has provided limited in-house professional development, run by members of the senior leadership team. All staff have received safeguarding and first aid training. The school has identified the need to extend its professional development provision and is planning to make more use of on-line training in the future.

Teaching and Learning:

The standard of teaching is generally good, and in some cases outstanding. In lessons where teaching is outstanding, questioning is skilfully used to check, or extend students' understanding. Teachers have a good knowledge of the learning needs of individual pupils and work is either adapted to meet the individual needs of the pupils, or additional teacher support is provided to those students who require it. This is particularly important as the primary classes are currently taught in mixed age groups and there is a wide range of levels of achievement in the secondary classes. The pace of lessons is good and pupils are engaged in a variety of worthwhile activities during the class. There is a good balance between individual work and opportunities to work with others, either in pairs or small groups. When working together, the pupils collaborate well. They are encouraged to help each other in their learning and respect the opinions of their peers. More challenging activities are regularly provided for pupils who require them.

In the EYFS, good use is made of the outdoor environment, including the local forest land, which children visit twice a week. This provides them with the opportunity to develop their knowledge and understanding of the world and encourages their natural curiosity. Children have many opportunities to make independent choices and are provided with a wide range of activities, both in the indoor and outdoor learning environment. Children have clear rules and routines which they follow well. The teaching of phonics is well structured, which enables children to make good progress in reading and writing. Children's phonic knowledge is applied well in independent writing tasks.

A clear marking and feedback policy is in place throughout the school, and is applied appropriately according to the subject or age of the pupils. Clear teacher feedback ensures that pupils know what their next steps in learning are. Pupils are regularly given opportunities to self-assess or assess others, providing them with the opportunity to improve and re-submit work to their teachers. Older pupils routinely take assessments home to share their achievement with their family and discuss areas for improvement.

The use of English is insisted upon where this is the language of instruction and pupils consistently speak to each other in English in lessons. Teachers regularly check for understanding of English vocabulary and insist on the correct use of subject specific vocabulary. Pupils attain a good level of English.

Very good behaviour means that class time is used productively. Pupils demonstrate a good level of engagement and motivation in lessons. The relationship between pupils and teachers is positive and pupils feel supported in their learning. Pupils report that teachers are always willing to give additional, individual explanations if required and that they feel comfortable to ask for additional help or clarification.

Assessment:

Pupils' progress and achievement are monitored regularly throughout the school in relation to age-related objectives and the Early Learning Goals at the end of the EYFS and the National Curriculum objectives in

primary and key stage 3. Assessments are completed regularly throughout the year and the results are used effectively to identify the next steps for individual pupils.

In the EYFS, achievement is good, with most children reaching age- related expectations. Particularly good levels of achievement are seen in the pupils' knowledge and understanding of the world. Achievement is generally good in mathematics, with all students in key stage 3 working at an age- appropriate level. More variation is seen in reading and writing, both in primary and key stage 3 classes. Some students are still working below age- expected levels. However, all students are making good progress.

Children who perform below the expected level are identified by teachers, who are then responsible for providing individualised support, which helps them to make good progress. Additional support for children in the early years and lower primary years is also provided by teaching assistants. The school plans to provide additional support in English as an Additional Language (EAL) in key stage 3 next year. The school does not currently have Additional Learning Needs (ALN) specialists on the staff and this specialist advice is currently provided by an ALN specialist in another school in the group.

Spiritual, Moral, Social and Cultural Development:

Pupils are confident and proud of their school. They feel safe and cared for and know who to talk to if they have a problem. The behaviour of the pupils is very good. They listen to each other and work collaboratively on learning tasks. For example, year 1 and 2 pupils were well able to remain on task, take turns and help each other when playing a mathematics game and key stage 3 pupils were supportive of each other when completing an activity in pairs in a mathematics lesson.

There is a PSHE programme in place that ensures the students have opportunities to learn about a range of relevant topics. In years 3 and 4, children shared their responses to an environmental disaster and the impact of this on sea-life, linking this to their own feelings about social responsibility.

Secondary pupils are given the opportunity to develop leadership skills by taking on the role of House Leaders.

Leadership and Management:

The Headteacher has regular contact with the school owner and they have a shared vision regarding the aims and ethos of the school. The senior leadership team (SLT) team consists of the Headteacher, the primary coordinator and the secondary coordinator. They work closely together, have regular meetings and share a vision for the school.

The primary and secondary coordinators have regular meetings with their teams to decide common policies and these are then consistently and effectively applied in practice. Examples of this consistency are seen in the application of the display, presentation of work and marking policies. Coordinators effectively monitor the curriculum and teachers' planning. They also hold termly meetings with teachers in their department to discuss pupils' academic progress, as well as any pastoral issues. This results in the coordinators having a good knowledge of the needs of all children in their department. This knowledge is shared with the Headteacher in SLT meetings. The SLT identifies areas for development and writes the school development plan after consultation with staff and the school owner. Some liaison is currently taking place with the other group school in Spain and the coordinators are planning to develop these links further and share expertise.

The staff appraisal system involves lesson observations and scrutiny of pupils' work. However, this has been replaced by informal drop-in visits to classes during the past year due to the pandemic. The full appraisal process will be resumed next year.

Response to the previous inspection report:

Pupil numbers have increased significantly since the school opened in 2018. The school has successfully transitioned from primary into secondary and has clear plans in place for the move into key stage 4 in September 2021. A new sports hall has been built and a building containing an additional 11 classrooms is currently under construction. This building is due to be completed by August 2021.

The standard of teaching remains high and teachers continue to plan thoroughly and ensure a good level of challenge for all pupils, matching the work to their ability.

Recommendations:

The school should:

- ensure that sufficient laboratory space is available for the transition into key stage 5;
- and maintain the good standards of teaching, learning and behaviour.