

## The British College of Andorra.

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

**Date of Inspection: 31<sup>st</sup> May 2019.**

**Inspection Team:**

(Lead Inspector) Gill Kaye  
(Team Inspector) Heather Muntaner

**Reason for the Inspection:** to evaluate the educational provision for pupils from Nursery to Year 7

**Overall Recommendation:**

The school is recommended for authorisation from *Nursery (age 3)* to *Year 6 (age 11)* for a period of 4 years for 80 pupils and from Year 7 (age 12) to Year 9 (age 14) for 2 years.

The next inspection is due in *May 2023 for EYFS and KS1 and 2 and in May 2021 for KS3.*

*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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## **History and Context of the School:**

The British College of Andorra opened in September 2018. It is the first British school to be opened in Andorra. The school has currently 47 students on roll from Nursery to Year 7. Sixty six percent are Andorran, and the remaining thirty four percent are Spanish, Canadian, American and Australian. The school is owned by an Andorran company, British College Overseas, SL.

## **Accommodation and Resources:**

The building has three floors with a lift to provide disabled access.

All classrooms contain high quality, vibrant displays which both inform and celebrate students' achievements and create a pleasant working environment for pupils and staff.

The Early Years Foundation Stage (EYFS) classroom has direct access to the outside play and learning area. The classroom has plentiful resources including a wigwam, construction area and home corner which are well used by the children. There is a large teaching area for individual or small group activities and children make good progress with their learning. There is always at least one assistant who engages actively with a group or individual to promote learning.

All primary classrooms are spacious, well organised and fit for purpose. Displays are created which relate to current work, for example, books by the author of the month.

There is a very well used information, communication and technology (ICT) room with 11 computers.

The dining hall is spacious and there is a kitchen where healthy food is cooked on site. This is also used as an indoor physical education space when necessary and for concerts.

A central library on the ground floor has ample fiction and non-fiction books for the number of children. The recently introduced reading scheme books are located in a central area and well used by all classes.

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

The accommodation is a very safe and clean environment.

Criminal checks have been carried out on all members of staff who work with the children.

Fire safety and evacuation procedures ensure that students and staff are fully aware of actions to be taken in the event of a fire. Procedures and equipment are compliant with Andorran regulations and are checked by the appropriate authorities. Evacuation procedures are displayed in all rooms and around the school.

The school has a high level of site security. Entry before and exit after school is monitored by a member of staff. Visitors are required to sign in and out and identification badges are provided for all visitors. Students are well supervised within the classrooms and at break and lunch times.

## **The Curriculum:**

The school follows the English National Curriculum and Early Years Foundation Stage guidance and in addition to this, the Andorran Government rules for the teaching of Catalan and skiing.

The personal, social and health education (PSHE) programme is taught by class teachers for one hour each week, following a range of themes such as resilience and problem solving.

In the primary department, the curriculum is broad, balanced, based on cross-curricular topics, and designed to stimulate and nurture the whole child. Activities and tasks of differing difficulty are built into the work scheme to ensure that the teaching appropriately caters for the wide range of ability and the fact that most pupils are being taught in their second language. This is the strength of the school. The principal language of instruction is English. Teachers adapt the curriculum effectively to meet the needs of all students, even in those classes where children of different ages are taught together.

The basic skills of speaking, listening and numeracy have an appropriate focus. Levels of spoken language are good, as children are engaged in a wide variety of activities from exploring the vocabulary used in advertising to investigating ideas in ICT for use in a tourist information sheet.

The Headteacher and primary co-ordinator effectively monitors the curriculum to ensure it is appropriate and is enhanced by a range of visits and extra-curricular activities such as a trip to the Andorran transport museum, cookery and drama. The effective monitoring by the Headteacher and coordinator ensures planning is of a consistent high quality. This is a strength of the school.

Reporting to parents is good. A detailed curriculum newsletter is issued each half term.

## **Staffing:**

Staff are well qualified and deployed effectively throughout the school. Professional development is provided by the head teacher and external providers. All members of staff have completed a course about how to look after children with diabetic problems and some staff are trained in First Aid.

## Teaching and Learning:

Teaching ranges from good to outstanding and overall is very good.

The school values of, for example, creativity, reflection and determination are clearly displayed around the school and reinforced by class teachers and during weekly assemblies which are closely linked to class activities of the week.

In the Early Years Foundation Stage (EYFS), the children make good progress in relation to their starting points, abilities and needs. Almost all children enter the school with little or no English and make rapid progress in learning English and in developing social skills by the end of reception class.

The pupils in Years 1 and 2 clearly enjoy coming to school and make good progress in mastering English and developing their writing skills. This progress is the result of the teachers' attention to individual needs and lively lessons that bring the language to life, whilst developing their understanding of the environment. For example the children were keen to show and describe how beans they had been growing in a science lesson had developed over time.

Teachers use a range of activities and styles of learning to keep students engaged and motivated. Clever questioning followed by good quality oral feedback ensures that pupils know how well they are doing. In a year 6/7 lesson good questioning enabled pupils to think independently and make good contributions to the lesson, for example, trying to imagine what two characters in the novel being studied, would discuss with each other.

At the beginning of each lesson, the children are involved in discussing what they are to learn and the teacher skilfully assesses their prior knowledge.

## Assessment:

Class teachers are responsible for the assessment of the students in their class. Assessment results are filed in assessment folders and the primary coordinator is responsible for checking the results on a regular basis in order to highlight specific pupils who need further support. Homework is given importance and the children are eager to show the work they do in their homework folders. They demonstrate a good level of independent learning.

## Spiritual, Moral, Social and Cultural Development:

Teachers create a positive, learning environment in which all students are able to clearly express their thoughts and feelings. They feel confident and comfortable about

asking for help from their peers and readily offer support in return when it is required. In many lessons, children reflect upon, share and discuss their thoughts, ideas and beliefs. The PSHE and citizenship programme provides additional opportunities for reflection. This was evident in a year 6/7 lesson on discrimination in which students listened attentively as others recounted personal experiences in their lives during which they felt that discrimination had resulted in negative feelings.

### **Leadership and Management:**

The management team consists of the Headteacher and the Primary Co-ordinator both of whom are experienced practitioners. The leadership team displays clear vision and has been effective in establishing a successful school, providing good leadership, setting high expectations in the classroom and monitoring the planning and development of the curriculum. A strong sense of teamwork is evident and the head teacher's positive influence is appreciated by the staff. An extensive range of policies are in place which are systematically monitored. However, marking and feedback does not yet relate well enough to students' personal targets in exercise books.

Regular staff appraisal by the head teacher provides support designed to ensure all staff have the skills to carry out their roles effectively.

### **Recommendations:**

The school should endeavour to maintain its strengths in the match of work to ability and the high standards of planning by the teachers.