

## 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:** N/A

**Date of Inspection:**

8<sup>th</sup> May 2025

**Inspection Team:**

Gill Kaye	(Lead Inspector)
Pamela Gemmell	(Team Inspector)

**Reason for the Inspection:**

to evaluate the provision in nursery to year 13 for re-authorisation as  
British

**Overall Recommendation:**

The school is recommended for authorisation from nursery (3 years)  
to year 13 (18 years) for a period of **4 years** for **350 pupils**.  
The next inspection is due in May 2029.

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## History and Context of the School:

The British College of Andorra opened in September 2018 and was acquired by Forfar Education in May 2025. The school has currently 262 students on roll from nursery age to year 13. 45% are Andorran, 22% are Spanish and the rest are made up of various nationalities including British and Russian.

The school is authorised as an International Baccalaureate (IB) World School, to deliver the IB Diploma Programme and the first examinations take place in May 2025.

The school was last inspected in April 2023 and given authorisation for year 10 to year 13 pupils for four years. The purpose of this inspection is to evaluate the whole school for authorisation to provide a British education from nursery (age 3) to year 13 (age 18).

## Accommodation and Resources:

The school's accommodation is housed in three separate buildings.

The main building is on three levels with outdoor access onto a shared outdoor area from each class room on the lower floor where the early years foundation stage (EYFS) and key stage 1 classrooms, primary library and staff rooms are sited around a large central school hall. There is also a secondary library, art room, two fully functional laboratories with fume cupboard and two secure preparation rooms where chemicals are safely stored. All floors are accessed by wide stairways with handrails and a lift to provide disabled access. An administration area also hosts the school's medical room.

Other buildings provide specialist rooms for drama, music, Catalan and classrooms for key stages 2, 3, 4 and 5. All classrooms are extremely bright and well-resourced with beautiful views of the mountains.

In the EYFS, all classes have outdoor areas which are well organised for pupils to engage in practical activities. Pupils are encouraged to explore freely and the teacher can be seen playing alongside them, extending their learning through effective questioning. There are always teaching assistants who engage actively with a group or with individuals to promote active learning. Resources include climbing apparatus, water and sand, scooters and a cookery area.

There is a very well used information, communication and technology (ICT) room with 17 computers.

The dining hall is spacious and the kitchen cooks healthy food on site.

A primary library on the ground floor has ample fiction and non-fiction books for the number of children. All primary classrooms have reading areas and pupils are encouraged to read at home.

The school's grounds offer plenty of space for recreational activities and sports. There is a covered football pitch and a large gymnasium.

A key stage 5 (KS5) common room provides a space for both study and relaxation.

Adjacent to the school is a forest area where the children engage in river walks, and other nature based learning such as discovery, exploring natural spaces and understanding the natural world.

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

The accommodation is a very safe and clean environment.

The schools safeguarding systems are well established and embedded in the life of the school. Training is in place for all staff and there is a designated leader and deputy, who promote safeguarding across the school. Photos of these adults are displayed in corridors and communal areas. The systems and procedures around child protection and safer recruitment are exemplary. Similarly, robust systems are in place to identify risks and manage them appropriately, and so prevent students coming to any harm.

Criminal checks have been carried out on all members of staff who work with the children. A single central register records the information. Staff from outside Andorra are also subject to scrutiny by the local authority to ensure their suitability for working with 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 is through one gate which 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 and in addition to this, the Andorran Government requirements for the teaching of Catalan, skiing. Swimming is also offered in some year groups. The curriculum throughout the school is broad and balanced and there is a wide range of subjects available for GCSE and the IB programme. The principal language of instruction is English.

The provision for pupils with special educational needs and disabilities (SEND), including those with English as an additional language, is excellent. It involves early and highly effective analysis of pupils' learning difficulties, followed by plans closely tailored to individual need, which are shared with relevant teaching staff and include how they should contribute to addressing this need. These plans are monitored closely and adapted to ensure that pupils make good progress.

The personal, social and health education (PSHE) programme for the primary children is taught by class teachers for one hour each week, following a range of themes. A specialist teacher delivers a good quality PSHE curriculum to secondary students

which includes developing positive relationships and valuing diversity. Secondary pupils also participate in half day workshops welcoming external speakers who discuss related themes such as self-esteem, body image and problems with eating disorders.

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.

Educational visits make a good contribution to enriching and extending the curriculum, for example theatre trips to Barcelona, a primary castle study in France and a trip to Berlin for years 10 to 13. The curriculum is suitably enriched by a programme of extra-curricular clubs which are compulsory within the school day, for example, the Duke of Edinburgh Awards Scheme, and the Green Club, which recently involved the secondary pupils helping year 3 and year 4 pupils in their environmental “clean up day”.

Reporting to parents is good. Reports are issued twice per year and parents receive regular information on an online platform. There are also highly effective student-led conferences where pupils and parents discuss their learning. EYFS teachers share children’s work and experiences with parents using a communication platform. Parents appreciate the immediate feedback about their children.

### **Staffing:**

Thorough recruitment procedures ensure that teachers are well qualified, experienced and equipped to teach the age group for which they are employed. This is a priority of the school. Leaders make sure that well-qualified staff are recruited and deployed effectively.

Teachers and assistants show loyalty and enthusiasm when talking about the school and have opportunities to contribute to school development. Consequently, staff retention is high.

Professional development provided for the staff is excellent. Recent courses include behaviour management, assessing and improving effectiveness of staff and teaching assistant qualifications. Three members of staff have undergone first aid and mental health training. In an innovative manner, a senior student with ADHD provided a presentation and lead a discussion on the challenges faced, addressing the causes of this disorder to help staff understand strategies that work in the classroom. This was much appreciated by all staff.

Leaders invest time and energy in ensuring that strong appointments are made. This has made a positive contribution to strengthening the already highly effective team. Leaders make sure that appropriate and well- established performance-management procedures are in place to support and challenge staff. Appraisal procedures for the teachers are well established and work effectively.

### **Teaching, Learning and Assessment:**

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

Where outstanding, passionate teaching and skilful questioning probe pupils' understanding and deepens their thinking. There is a clear focus on ensuring all pupils are involved in contributing their ideas in lessons. For example, in a year 6 history lesson the consistent use of carefully crafted, open-ended questions extended pupils' thinking and deepened understanding of why and where World War 2 began, and the impact it had on people's lives.

In the Early Years Foundation Stage (EYFS), the children make good progress in relation to their starting points, abilities and needs. They make clear decisions when choosing from the variety of activities made available to them. They make good progress towards the Early Learning Goals, and the teaching enables them to develop confidence in a safe environment. Staff encourage children's curiosity and plan a well-resourced range of activities. In a literacy lesson the children were asked to recall fruits the caterpillar in the story ate. They used child-friendly knives to cut real fruit, slicing with control and counting the slices.

Children gain confidence in their use of language, and their early reading skills develop particularly well because the sounds that letters make are taught very effectively. The school supports and challenges them appropriately and encourages them to think adventurously and question what they are told. Teachers employ a range of assessment opportunities to plan individual and group challenges. By the time that they leave the early years, almost all children are ready for the challenges of the curriculum in Year 1.

The primary children clearly enjoy coming to school and make good progress in mastering English and developing their reading and writing skills. This progress is the result of the teachers' attention to individual needs and lively lessons that are engaging. Assistants give skilled and timely extra help to children who need it.

Throughout the primary classes teachers have very good subject knowledge which they use to interest and enthuse pupils. Teachers use clear explanation and demonstration to help pupils to understand. They also use a range of activities and styles of learning to keep students engaged and motivated. Clever questioning enables the children to think independently, followed by good quality oral feedback so that they know how well they are doing.

Learning routines are well established across the primary school. Pupils access useful practical resources, such as dictionaries, thesauruses and working walls, as a matter of routine, which helps them to complete learning tasks successfully. In a year 5 English lesson, the teacher made purposeful use of a wall display which featured key subordinating conjunctions to model how to link a main clause to a subordinate clause. The children value what teachers tell them about how to improve their work.

French is taught effectively to pupils from year 3 and above. Pupils are proud of their French vocabulary, which they are keen to share.

Secondary pupils make good progress as a result of effective teaching that is well planned and benefits from the use of a wide range of appropriate resources. Good

behaviour in lessons results from motivating teaching reflects the teachers' extensive subject knowledge. Other characteristics that contribute to effective teaching and learning includes excellent organisation and activities that are carefully planned to allow pupils to learn new skills and knowledge. This was exemplified in a year 10 practical science lesson where the task motivated the groups of pupils well, learning how chemical magnesium is more reactive than copper in an experiment on displacement.

Students in KS5 show a good command of the subjects that they are learning. Students' in an art and design class showed strong mastery of techniques learned during their course. This knowledge of the curriculum and the school's careers advice and guidance are designed to enable students to choose ambitious pathways when they leave school.

Regular assessment is used throughout the school. Students' progress is very well monitored and used effectively to inform planning. Marking is of a good quality and gives the pupils clear guidance on what they need to do to improve further.

A strength of the school is the high quality of the displays in communal areas and classrooms. These clearly demonstrate the value the school places on children's work and their achievements. Cardboard animal models created by the year 9 art class with symbolic patterns which demonstrated aspects of each animal provide a spectacular display in a communal area.

### **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.

Pupils understand how to keep themselves safe in a variety of situations. For instance, they know how to protect themselves from the potential dangers of the internet. Pupils know what constitutes bullying and acknowledge that all forms of bullying, including cyber bullying, are unacceptable.

Pupils arrive at school promptly and have a positive attitude to their learning. They are enthusiastic in lessons and contribute in a polite and confident manner. They take the initiative and are responsible learners. This is a strength of the school.

Pupils relish the numerous opportunities they have to play a part in the life of the school. Many act enthusiastically in a range of roles, such as those of house captain.

### **Leadership and Management:**

The principal and the senior leaders work very closely together, pursuing clear and highly appropriate objectives that have been increasingly effective in improving educational achievement and establishing a classroom environment that is highly conducive to learning.

The coordinators also include a house coordinator, professional development coordinator, the Duke of Edinburgh's Award Scheme leader and heads of each key stage.

Leaders and coordinators at all levels have a very accurate view of the performance of the school. They work very effectively with staff to improve teaching. The leadership of teaching and learning is a particular strength of the school, and the programme of continuous professional development accurately matches the needs of staff, both individually and as a group.

The early years leader is experienced and encourages opportunities for purposeful learning outdoors. A change of phonics scheme has seen a big improvement in learning outcomes in primary classrooms.

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

- A university careers and guidance platform has been integrated into the PSHE programme and pupils attend university fairs.
- A second science laboratory was completed in July 2023.

### **Recommendations:**

The school should maintain the high standards of behaviour of the pupils and their enthusiasm for learning, as well as continuing to foster the existing strengths in the standards of teaching and learning, in the provision for children with SEND and in the exemplary procedures for safeguarding generally.