

## The British School of Costa Daurada

**School's regional authorisation number:** 43012745

**Date of Inspection:**

11/12/23

**Inspection Team:**

Kathryn Slack (Lead Inspector)  
Jocelyn Shimell (Team Inspector)

**Reason for the Inspection:**

To evaluate the educational provision for Years 10 and 11 for authorisation as British.

**Overall Recommendation:**

The school is recommended for authorisation from Year 7 (11 years old) to Year 11 (16 years old) for a period of 2 years for 200 pupils, in the secondary department.

The next inspection is due in December 2025.

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## History and Context of the School:

The British School of Costa Daurada, formerly known as Jigsaw British School, was founded in May 2008 and moved to its current premises in January 2017. The school is located in Tarragona in the region of Catalonia in northern Spain. The school is privately owned.

There are currently 403 pupils on roll (with 50 students (10/11 to 14/15 years old) in the Key Stage 3( KS3) cohort), the majority of whom are Spanish.

The school was last inspected in December 2021 and authorised from Year 8 to Year 9.

The purpose of this inspection is to authorise the planned educational expansion in provision for pupils in Year 10 and 11, who are to be admitted over the next two academic years starting in 2023-2024.

## Accommodation and Resources:

The school occupies two single-storey buildings on a large plot of land surrounded by forest. There is an outdoor classroom and forest school area.

The classrooms are bright and have a lot of natural light. They are sufficiently spacious for up to the current maximum of 20 students in each. They are suitably furnished. The building is clean and very well maintained. Displays are well focussed upon learning and model a good standard of student work.

An administrative area consists of six offices and there are three staff rooms which contain sufficient resources to support the teachers.

The canteen and toilet facilities are sufficient to accommodate the extended number of students.

Current KS3 students are in a building with Years 5 and 6 pupils, with plans for further accommodation to be constructed next year. A new building will be constructed for the whole secondary department in the near future. The present building includes a well-resourced laboratory which will need further equipment, a fume cupboard and a flammables cupboard. Current resources are adequate for music and art for Key Stage 3 and an impressive room is used for robotics, virtual reality, 3D printing and group work. There is an inviting library with age-appropriate sections of books for Key Stage 3.

The physical education (PE) facilities, which include an artificial pitch used for a variety of sports, are adequate for the current number of pupils until the school completes its planned sports complex.

There is suitable outdoor and social space for breaktimes with areas for play and pleasant shaded seating areas.

The local area is used for trips to a castle, museums and theatres.

## **Health, Safety and Welfare**

The school provides a safe environment for staff and pupils. The premises are secure and access to the building is controlled and carefully monitored from reception.

Exit routes are clearly signposted. Smoke detectors and fire-fighting equipment are in place.

Two fire drills have been held this term, one of which was completed in under a target of three minutes.

A significant number of staff are first aid trained and first aid is administered in a designated medical room. Pupils go to reception as a first point of contact.

The school has a thorough safeguarding and child protection policy, and criminal record checks are carried out on all staff. A safeguarding team has been established. Students know which staff to go to if they have any concerns.

The school has suitable health and safety policies in place. The anti-bullying policy is effective which is indicated by incidents being minor and being dealt with swiftly.

## **The Curriculum:**

The curriculum is generally broad and balanced and meets the needs of the pupils. It fulfils the requirements of the English National Curriculum (NC) and of the local Catalan authorities. The school is offering a good initial choice of GCSE subjects and options at Key Stage 4 (KS4). Pupils have been given advice regarding choices and these will be firmed up in the next term. Careers advice is given by one teacher and also in lessons where learning is linked to possible jobs in the future.

The principal language of instruction is English.

Pupils with a further learning need are identified, individualised learning plans written and support put in place where appropriate. There are also individualised plans for those whose English needs improving.

Personal, social and health education (PSHE) is well planned and supports British values. This is supplemented by a series of external talks, such as police talks about cyber bullying.

### **Staffing:**

Staff are well qualified, experienced and effectively deployed. The staff to student ratio is good. Staff retention and morale are also good. Staff feel listened to and the management team has the support of teachers and responds to points raised in consultation.

Teachers are appraised through lesson observations conducted by senior leaders. Classroom management, feedback to pupils and lesson content has been streamlined across subjects as a result and has had a positive impact on teaching and learning.

Continuing professional development has recently included safeguarding, first aid, effective feedback, teaching science, technology, engineering, arts and mathematics (STEAM), and subject specific training for GCSE courses.

English and Spanish staff work closely together and as a result Spanish staff are using the same lesson structure, with a clear starter, plenary and exit passes to promote interest and learning.

### **Teaching and Learning:**

The quality of teaching is mostly good.

Where it is good, the pupils are engaged through a variety of tasks, work at an appropriate pace, and includes group and pair work. They readily explain what they are learning and have learned. Teacher enthusiasm promotes enthusiasm in pupils. Teachers show good knowledge and understanding of their subjects and they plan learning to match the different abilities of their classes.

In effective lessons, for example, groups of pupils in a carousel of different activities learned about how to use virtual reality equipment to discover and observe energy in action, and to identify world issues as being political, diplomatic or economic. In another good lesson, pupils worked collaboratively on activities that became progressively more challenging.

Where teaching is just satisfactory the pace is slower and pupils are therefore not as engaged. The lesson structure is satisfactory but, there is less enthusiasm and less evidence of work done and concepts learned, although most pupils' attainment is usually in line with expectations for their age.

Pupils speak in English in all lessons except languages.

Some behaviour in classes at present does not facilitate learning of some pupils. The ensuing low level of disruption also hinders the learning of others. The school is already aware of this and has developed a policy of rewards and consequences and restorative talks, working closely with families. As a consequence, there has been some improvement, but has not yet remedied the problem.

### **Assessment:**

A marking and assessment policy has been instigated since the previous inspection. There is clear evidence of feedback on pupils' work that pupils then respond to, indicating it has the desired impact of furthering learning. For example, teachers write a question on their work in green and pupils respond to it, or correct mistakes they have made in red, so that subsequent improvement is clearly seen.

The school has introduced a data management system and baseline testing which together provide a successful means of tracking progress and making predictions about pupils' future performance.

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

The majority of pupils have a very good attitude to learning.

The house system encourages these attitudes and the school's values through the awarding of points for demonstrating positive attitudes in daily school life.

There are mostly positive relationships between students and between students and staff.

Students are happy and incidents of bullying are low. Where there are incidents, swift action is taken to resolve them.

### **Leadership and Management:**

The secondary department management team has been extended since the last inspection and works closely with the CEO and head of primary, with regular formal and informal meetings.

The leadership and management have a clear shared vision, a sense of purpose and high aspirations for the school. Their school improvement plan

shows clear strategic planning to promote the school's goals. They lead by example in their expectations and teaching to inspire others.

Leaders show a commitment to ensure teaching and learning are of a high quality while still fostering their ideal of retaining the feel of a family school.

They have regular meetings with the staff where staff can contribute ideas.

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

A marking and assessment policy has been introduced and has led to improvements in students' work.

The appraisal system for teachers is more systematic and has led to more support from leaders where necessary, individualised professional development and some lessons which have improved in quality and fit better with the school's ethos.

### **Recommendations:**

To continue improving some behaviour to make learning more effective for all children in some classrooms by ensuring that all teachers implement the school's expectations for good behaviour..

To improve teaching and learning where it is satisfactory by giving support and sharing good practice.

To ensure resources are directly linked to exam board content through the use of text books.

To build resources for all Key Stage 4 subjects in preparation for the new KS3 pupils as they pursue their studies for examinations.