

## **The British School of Costa Daurada,**

Carrer Mas de la Creu, 4.  
43764 El Catllar,  
Tarragona

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

### **Date of Inspection:**

Friday 8<sup>th</sup> November 2024

### **Inspection Team:**

Angus McCormick	(Lead Inspector)
José Tortosa	(Team Inspector)

### **Reason for the Inspection:**

to assess the school for reauthorisation as British for pupils from pre-nursery age to year 6.

### **Overall Recommendation:**

The school is recommended for authorisation from pre-nursery (*age 0 to 1 year*) to year 6 (*age 10 to 11 years*) for a period of 4 years for 400 pupils. The next inspection is due in November 2028.

The school has a total authorised capacity of 560 pupils.

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## History and Context of the School:

The British School of Costa Daurada was founded in May 2008 as Jigsaw British School. It changed its name in September 2019. The school is privately owned.

The school moved to its current premises in January 2017. In September 2023, a new building was opened to house pupils in years 5 and 6, and also secondary pupils.

The school has 443 pupils on roll. In the last four years, the school population has increased 75% and it has expanded to include secondary pupils up to year 10.

The purpose of this inspection is to assess the school for reauthorisation as British for pupils from pre-nursery to year 6. The next inspection for secondary school, years 7 to 11, is December 2025.

## Accommodation and Resources:

The British School of Costa Daurada consists of two buildings set in attractive and ample grounds in the countryside north-east of Tarragona. The site is well-maintained.

Classrooms are large, bright and comfortable. Good use is made of displays to support pupils' learning, especially in the Early Years Foundation Stage (EYFS).

The kitchen staff provide a balanced lunch for all pupils which includes provision for special diets. The dining room is sufficiently large for the school population and is well-supervised.

Staff have sufficient space for preparation and relaxation. There are sufficient toilets in the school for staff and pupils.

The school has a wide selection of resources, and many are used well to support teaching and learning. Teachers use interactive whiteboards to highlight information in their teaching and to guide pupils' learning. Regular and good use is made of a freely available photocopier to support the children's learning. For example, worksheets indicating the learning and what to include in their work help pupils to focus and feel confident.

The EYFS has two classes per year group with a fully equipped and clean changing and bathroom area. The selection of resources in the EYFS is ample and pupils enjoy using them in their learning. In a play-based learning session, pre-nursery pupils flowed between adjoining classrooms and the outdoor area exploring the activities they wished to try or practice. Teachers and teaching assistants monitored and assisted the children in their activities as well as extending their learning appropriately through questions.

Pupils make good use of tablet computers in computing lessons and to support learning in other subjects. In a year 5 lesson, pupils used computer tablets to test their own knowledge of times tables and the programme they used gave them instant feedback about whether they were accurate or not.

The outdoor play facilities include a ping pong table, a climbing wall, tyres and hula hoops. Pupils use these facilities enthusiastically. The areas between classrooms, the playground, and the football pitch are well used for playing, outdoor learning, and physical education.

Primary school pupils use musical instruments including ukuleles to prepare for performances that they share with visitors and parents.

Pupils enjoy using the library which is inviting and well-stocked.

Primary classes have termly excursions related to their learning and the pupils speak positively about them.

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

The health and safety policy is comprehensive and appropriately implemented providing a safe environment for teaching and learning.

All teachers have regular first aid training and a member of the EYFS team has comprehensive paediatric first aid training.

The evacuation point is safe and easy to get to, and classrooms have evacuation maps. However, the signs for evacuation are insufficient which could cause confusion when leaving in an emergency.

The school's appointed safeguarding leader runs supportive and informative courses for staff at the beginning of the academic year which help them to prepare ahead for their students.

Pupils feel safe and respected and know who to approach if they have a concern.

### **The Curriculum:**

The school offers a broad and balanced British curriculum and fulfils the requirements of the Spanish curriculum. However, part of the computing curriculum is taught in Catalan. All British curriculum subjects need to be taught in English to enable the development of vocabulary and concepts for those subjects in that language.

The school applies the EYFS curriculum well, focusing on learning through play and developing children's individual interests.

The curriculum is suitable for the age and aptitude of the children. The special educational needs coordinator adapts the curriculum for pupils needing learning and behavioural support and liaises with teachers and parents to enable its implementation and the tracking of progress. External specialists also support pupils where necessary.

Fundamental British values are evident in the teaching and learning. In a year 6 personal, social and health education lesson, pupils discussed and demonstrated their understanding of the importance of tolerance towards others and building positive relationships to improve our world.

Pupils enjoy a good selection of extra-curricular activities on and off site, including piano lessons, Lego robotics, music and theatre, and art taught in German.

## **Staffing:**

The staff are suitably qualified to teach the British curriculum and are appropriately deployed. The school follows a protocol for suitable employment and screening for all members of staff.

The staff retention is fair, but only a little over a third of the primary teachers have been in the school for more than one year. This effects continuity in pupils' learning and achievements. However, a one-week in-service training programme at the beginning of the academic year gives a good opportunity for new teachers to familiarise themselves with the school, and for everyone to prepare and organise for the year ahead. This helps to improve continuity in teaching and learning.

The teachers make little use of the school's online facility for professional development, and this diminishes its impact on the quality of the teaching and learning.

## **Teaching and Learning:**

The teaching and learning at the British School of Costa Daurada ranges from satisfactory to outstanding, and overall it is good. Pupils are well-behaved and show interest in their learning.

Where teaching is outstanding, the pupils are engaged, challenged, make good progress, and can explain their learning. The teacher provides opportunities for independent learning and uses a wide range of questioning and teaching strategies. For example, in an outstanding year 6 English lesson, the teacher had transformed the classroom into a cave. The students had to describe the setting and include themselves within the description. The teacher made good use of a slide presentation and questioning which made a positive impact on the pupils' behaviour and learning. All students participated fully, adding valuable descriptions using a wide range of adjectives, adverbs and synonyms which they then used to add descriptive quality for their final diary entries.

In a good science lesson, pupils applied their knowledge from previous lessons to design and build their own electricity circuit device. They were fully engaged and successfully built their own circuits using wires, batteries, bulbs, and switches.

A good level of spoken English is used in primary school lessons. Teaching assistants are well used to support learning in small groups and with individual pupils. In a pre-nursery lesson, the teaching assistant worked with a group to widen their knowledge of language relating to fruit while preparing it for them to eat as a snack.

## **Assessment:**

Assessment and marking are consistent and timely. However, the quality of feedback is still inconsistent and often lacks enough information about a pupil's success or the next steps for learning.

The school uses standardised assessments to measure students' progress. The tracking system allows the school to compare results and pupil progress. However, there is little evidence of analysis to decide on what next steps to take. The senior management team has highlighted this as an area for improvement, but needs to plan for such analysis and implement it.

Parents receive feedback on their child's progress through parent-teacher meetings, a digital platform, and an annual comprehensive written report.

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

The pupils are positive about their learning. They are confident and polite, and their behaviour is very good throughout the school.

The pupils take part enthusiastically in team competitions and initiatives for maintaining a clean environment and recycling. They also speak positively about their involvement in charitable activities and events at school.

Pupils know who to go to for help and support with their concerns and feel happy and safe.

### **Leadership and Management:**

The school leadership has a clear vision for improvement and development. Lines of responsibility are clear. The school is aware of its strengths and many of the areas that need improvement, such as tracking pupils progress for future planning and improving staff retention.

The managers are aware that they need to allocate more time for lesson observations, feedback, and guidance to raise the standard of teaching and learning to good levels for all teachers.

Managers monitor planning and assessment but do not use this information effectively enough to guide future planning.

Staff are happy and work well together.

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

- Through cross-curricular teaching and planning the foundation subjects now receive sufficient coverage.
- Further guidance is still needed to improve teaching and learning so they reach good standards throughout.
- The quality of marking and feedback are still inconsistent
- More management time is needed to support staff well when they are appraised.

### **Recommendations:**

- Ensure that all British Curriculum subjects are taught in English.
- Make the quality of marking and feedback more systematic so that pupils know what they have done well and where they need to improve their work.
- Use tracking more rigorously to guide future planning.
- Provide more management time to guide and support staff in improving standards in learning.

## **Conclusion:**

The British School of Costa Daurada offers a good quality British education and is recommended for four years authorisation from pre-nursery (0-1 year) to year 6 (10-11 years).