

The British College of Gavà

Carrer Josep Lluís Sert 32

08850 Gavà

Barcelona

School's regional authorisation number: 08074884

Date of Inspection:

Tuesday 3rd May 2022

Inspection Team

Lead Inspector Kathryn Slack

Team Inspector Richard Cook

Reason for the Inspection:

To assess the school for renewed authorisation as British for the next four years.

Overall Recommendation:

The school is recommended for authorisation from Nursery (3 years old) to Year 13 (18 years old) for a period of four years for up to 650 pupils.

The next inspection is due in May 2026.

*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 Gavà was founded in 2015 and is located in Gavà, to the south of Barcelona. It is privately owned and forms part of the Excellence in Education group. The school admits pupils from nursery age to Year 13. There are currently 408 on roll, roughly half of whom are Spanish. The rest is made up of diverse nationalities, including British, Russian, Ukrainian and Dutch. The school is growing.

The purpose of the inspection is to assess the school for continued authorisation as British and to bring into line the timing of future inspections of the Sixth Form with the rest of the school.

Accommodation and Resources:

The school provides accommodation and resources suitable for the delivery of the British Curriculum.

The classrooms are adequate in size, suitably lit and furnished for each age group.

All classrooms are equipped with large interactive screens and teachers make excellent use of these as a teaching tool. There is good use of display in the Foundation Stage and primary classes to enhance learning and provide an attractive environment. There is some effective use of displays in the secondary classrooms. An attractive art exhibition is set up in one area of the corridor.

Specialist facilities are excellent. A new auditorium is used for assemblies, music performances, theatre productions and parent meetings. A fully equipped gymnasium is used by pupils aged 16 or over. There is a large sports hall for general use. The large music and drama room is complemented by smaller music rooms for individual lessons. There is a large art room, three laboratories and two preparation rooms. Storage is appropriate for equipment and chemicals. The school has an information and communications technology (ICT) suite and a primary and secondary library. The Sixth Form has a common room and a space for support classes. All these facilities are very well resourced and are prepared to enhance enjoyment of learning.

Food is prepared on site and pupils eat in a large dining room. Sixth Form pupils may eat at the picnic tables outside.

Toilet facilities are adequate, including some with disabled access, and two lifts to all floors.

Pupils in Year 7 and Year 10 are issued with laptop computers. The Sixth Form use their own devices. There are plans to issue pupils in Years 7 to 11 with laptops next year. A class set of laptop computers is also available.

The school grounds are attractive and spacious. There is an artificial grass football pitch, basketball court and general play areas. A wooded area is used as a forest school for environmental studies. The Early Years and Foundation Stage children have direct access to suitable outdoor areas from their classrooms.

Off site visits to the local area, including the nearby beach of Gavà are used to enhance learning. There are also regular overnight trips arranged, both in Spain and abroad.

The school premises are clean and well maintained. Some outdoor spaces need the floor levelled to avoid trip hazards.

Health, Safety and Welfare:

The school accommodation is safe.

The school has an evacuation policy and has carried out fire drills this year. Evacuation procedures are displayed in all rooms.

Pupils in need of first aid go to the reception area and staff who are suitably qualified first aiders are called. Pupils can be taken to the infirmary.

There are appropriate policies in place regarding anti-bullying, accident procedures and the safeguarding of children. Pupils are familiar with who they should talk to if they have concerns about bullying or other matters.

All staff have the appropriate police checks to ensure their suitability for working with children.

The entrance to the site is controlled well. Visitors sign in at reception and wear visitor passes. The staff supervise children as they enter the school and use this opportunity to make contact with parents.

Pupils are suitably supervised at break times.

The Curriculum:

The school provides a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of most pupils.

The curriculum is essentially British, and the requirements of the National Curriculum are being satisfied. There is adequate time provided for British and

Spanish subjects. The Early Years Foundation Stage activities are appropriate and based on the seven areas of learning.

The principal language of instruction is English, but is not consistently used between pupils in some classes.

Pupils with special educational needs are supported by the class teacher and assistants, in the first instance. Further support is provided by two special educational needs coordinators and a Russian speaking support teacher. The learning support room provides an appropriate environment for small group intervention work.

There are suitable IGCSEs on offer and a good range of option subjects are available. A small range of A levels, appropriate to the size of the cohort are offered in Year 13. From now on Year 12 and subsequent year groups study for the International Baccalaureate Diploma Programme (IBDP). The school is in the final stages of authorisation to introduce the IB Career Related Programme from September 2022. Pupils are provided with appropriate careers advice.

Personal, social and health education (PSHE) forms an integral part of the curriculum. On the day of the inspection two Chinese pupils gave an assembly to pupils, focussing on history, culture, food and language. This was informative and pupils were very interested. They had also prepared a quiz to be done in the PSHE lesson following the assembly.

Staffing:

Staff are appropriately qualified and deployed in their areas of specialism.

The school recognises the need for continual improvement and provides a programme of professional development for the teachers through sharing good practice in staff meetings, first aid training, the NABSS conference and online courses.

Staff retention is improving. A significant number of staff have only been at the school for one or two years. The school realises there is a need for better continuity and has introduced a new pay scale, offered new positions and ensured that it is an attractive place to work in. Teachers speak highly of the school in general.

There is a good staff to pupil ratio.

Staff meetings enable teachers to contribute to school development. Staff can air concerns anonymously and can also produce wish lists that are discussed with Heads of Faculty and then in Senior Leadership meeting.

Teaching and Learning:

The quality of teaching is at least satisfactory, in many cases good and in some cases very good.

Where teaching is good, the teachers plan effectively, stimulate, encourage and challenge pupils. They have good subject knowledge and have clear objectives. Pace is good and a variety of activities help to keep pupils on task. There is effective use of questioning and explanations are clear. Pupils are encouraged to participate and to do their best. As a result, the pupils make good progress and are fully engaged in their learning.

However, a few lessons lack pace and challenge. Pupils learn, but sometimes too slowly and not all pupils are fully engaged.

Some work is carefully matched to the pupils' age and ability, but not all is sufficiently challenging, especially for the more able.

Relationships between the teachers and pupils are positive. Behaviour is good and pupils are happy, confident and polite. Teachers are attentive to pupils' needs, and circulate and intervene well in class.

Assessment:

Achievement is generally quite good, but the head teacher is aiming higher. Although the school is relatively new and does not have much external exam data so far, an upwards progression is evident. Tracking of progress over time is growing and includes standardised data as well as teacher assessment. Older pupils are provided with target grades to aim for.

The quantity and quality of marking are mixed. Consequently, many pupils are unclear about how well they have done and what they need to do to improve. Verbal feedback from teachers in class is encouraging.

Communication between school and home takes place on a regular basis, through open evenings, termly reports, individual parent meetings, social media and newsletters.

Spiritual, Moral, Social and Cultural Development

The school has a personal, social and health education (PSHE) policy which is used in tutor time and assemblies.

High expectations are set for behaviour and the pupils meet them.

Pupils are encouraged to respect others and to become good global citizens. They are confident and behave responsibly. They show interest in their work. The school's commitment to the environment and sustainability is clearly evident. Pupils have lessons on sustainability and are encouraged to recycle and do beach clean-ups.

The appointment of a Head of well-being and meditation indicates the school's commitment to the well-being of pupils. An independent listener also comes in to listen to pupils and also does work with pupils on peer-to-peer support.

Leadership and Management:

The school is very well led and managed. While the owner has overall financial control, it is the head teacher who is responsible for making all the educational decisions, which appear optimal for the priorities of the school, and for overseeing the day-to-day running of the school. He has a clear vision for the future of the school and demonstrates drive and determination.

The leadership team has grown since the last full inspection. It is enthusiastic about the school and shares the vision for future continual improvement. They are keen to gain further knowledge and experience to be able to raise standards in some areas and advise others effectively.

The school improvement plan indicates that the school is aware of its current strengths and weaknesses. Areas for improvement are identified and timelines and strategies for improvement are implemented.

A cycle of monitoring and evaluation is in place, including lesson observation and discussion. The sharing of good practice in staff meetings and further professional development aim to improve teaching and learning across the school.

Response to the previous inspection reports:

Secondary accommodation has been completed.

More secondary specialists have been recruited as the school has expanded.

The size of the management team has been increased.

Some progress has been made towards providing sufficient challenge for the pupils, but this is still a weakness.

Resources have been improved.

The school continues to nurture the existing positive attitudes of the pupils as the school grows.

Recommendations:

The school should:

Match work to ability more effectively and include more challenge for the more able pupils.

Continue to prioritise the recruitment and retention of staff.

Make marking more systematic in telling pupils what they have done and how they can improve their work.

Raise the standard of all the teaching and learning to the existing high standard of the best teachers by the sharing of good practice, robust recruitment and continual professional development.

Give more guidance to the members of the leadership team about setting high but realistic expectations of pupils and about how to help the teachers to achieve them.