

International English School Valladolid

Avda. El Norte de Castilla 40-42 Valladolid, 47008

School's regional authorisation number: 47012132

Date of Inspection: 28th March 2023

Reason for the Inspection:

To evaluate the school for authorisation as British from Pre-Nursery to Year 7.

Overall Recommendation:

The school is recommended for authorisation from Pre-Nursery to Year 3 for a period of four years.

The next inspection is due in March 2027.

The school is recommended for authorisation from Year 4 to Year 7 for two years.

The next inspection is due in March 2025.

The total school capacity is 280 students.

*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 International English School Valladolid opened in September 2022. It shares a site in the city centre with the Colegio Internacional de Valladolid which has been operating since 1996. This bilingual school will eventually be incorporated into the British school. The school is part of the International Education Partnership (IEP) group which has seven schools in Spain.

The current roll is 47 students from Pre-Nursery to Year 1. A large majority of students are Spanish. The school intends to expand into Key Stage 2 and 3 in the next 18 months. The purpose of this inspection is to assess whether the school can be authorised as British from Pre-Nursery to Year 7. This is the school's first full inspection.

Accommodation and Resources

The school building has two floors, although currently the four classes that are open are located on the ground floor. On the first floor, there are additional rooms which are currently used for Spanish, intervention groups, computing classes, and a small gym. There is lift access to the first floor. The school provides a good standard of accommodation.

All rooms are adequate in size and furnished with desks, chairs and other furnishings appropriate to the age of the children. They are equipped with interactive display screens which are used well during lessons to support the delivery of the curriculum. Good quality displays celebrating students' work are evident in classrooms and communal areas.

The school is well-resourced. The range of physical, printed and digital equipment available supports teaching and learning. In each class there is a small reading area. Two separate libraries contain English-language and Spanish books suitable for the number of children in the school, although these will need to be increased as the school grows.

The outdoor area for the Early Years Foundation Stage (EYFS) is well-resourced with a range of equipment to encourage imaginative play and to support students' physical development. However, as there is limited direct access from the classrooms to this space, it is currently under-utilised and opportunities for learning outside are limited.

A playground area and sports pitch ensure good provision for physical education outside. The school shares a large gym with the bilingual school. Swimming lessons take place offsite at a leisure centre in the local area.

There is a separate dining room with meals prepared in the school kitchen. Students are well-supervised and eat in an organised and well-maintained environment.

Staff work areas and toilets are appropriate for the number of teachers in the school. Toilet facilities for students are suitable for a school of this size.

Health, Safety and Welfare

The site is secure and access is controlled. The school provides a safe environment for staff and students. There is a school nurse and accidents and illness are recorded appropriately.

Key policies are in place for the curriculum, health and safety, anti-bullying, child protection and safeguarding. Staff have recently received training on safeguarding and are aware of their responsibilities with regard to child protection.

Fire and evacuation procedures are displayed around the school and in the classrooms. Evacuation drills take place once a term.

Appropriate checks are carried out to ensure the safe recruitment of all adults who work in the school.

The Curriculum

The curriculum is broad and balanced and clearly based on the EYFS and English National Curriculum. The principal language of instruction is English. Suitable weight is given to English subjects and Spanish.

Appropriate time is allocated to the teaching of all subjects enabling students to learn and make progress. The school's curriculum policy is clear and planning across the school is detailed and consistent. It is supported by appropriate schemes of work. In the EYFS, planning is comprehensive and based around topics. This continues into the primary classes for the foundation subjects.

Students with a special educational need are identified by the school psychologist, in conjunction with other teaching staff. Individual learning plans help teachers to support targeted students. The psychologist works closely with parents and, where required, external specialist therapists to ensure students receive the support they need. A speech and language therapist works with students from the British and bilingual school.

Curriculum planning is already in place for the new classes the school will open in Key Stages 2 and 3 in the coming years.

Staffing

Staff are all suitably qualified and experienced to deliver the EYFS programmes of study and the National Curriculum. They demonstrate good subject knowledge and practice. Although the school is new, some of the staff have already transferred from the bilingual school which has provided a level of consistency and continuity.

There are excellent staff-to-student ratios. The maximum number of students per class varies according to the age range, although all classes are currently

very small. Teaching assistants are deployed well to support teaching and learning.

A programme of professional development for staff is organised across the year. Recent training on phonics has focused on grouping students according to ability. This has enabled students to make better progress with their reading in these lessons.

Teaching and Learning

Teaching ranges from satisfactory to very good. Overall, it is good. The best lessons are well-structured, have clear learning objectives and are interactive and engaging. Teachers match work closely to the abilities and ages of the students so that they are appropriately challenged or supported.

Students are confident when talking about what they are doing and what they are learning, and they make good progress in most lessons. The quality and quantity of written work produced are appropriate for the age range of the students.

Teachers promote a love of learning and students enjoy their classes. The teacher-student relationships are positive and contribute to a nurturing and inclusive learning environment. Students are attentive in most classes and work hard. A reward system recognises good behaviour and work, and children's achievements are celebrated in weekly assemblies.

Spoken English is truly valued throughout the school, and this is evident from the moment students enter. Teachers use a range of strategies effectively to develop vocabulary skills. For example, in the Pre-Nursery class, students were making shape pictures on a lightbox using 2D shapes and there was an emphasis on key vocabulary. By the end of the lesson, the students demonstrated familiarity with some of the shapes and were able to recall their names and properties.

Assessment

The school has established suitable systems for assessment. Marking and feedback work well in Key Stage 1. In all classrooms, students' targets are clearly displayed in a child-friendly manner and they are aware of what they need to do to improve. Written reports are sent to parents each term.

Baseline assessments are carried out on entry. Achievement is tracked consistently against EYFS and National Curriculum objectives, with data from classroom assessments used to inform planning and teaching.

Summative tests linked to the mathematics scheme the schools uses are completed regularly and help teachers to identify gaps in students' understanding. Further standardised assessments will be introduced as the school expands into Key Stage 2.

Spiritual, Moral, Social and Cultural Development

The curriculum for personal, social and health education is well-embedded across the school. The school values positive behaviour such as being a good friend and encourages students to self-regulate and take responsibility for their choices. This is reinforced in the classroom, on the playground and during the weekly assembly.

Both in class and around the school children are well behaved, polite and respectful. Relationships between staff and students are excellent, with students happy to be in school. Staff are encouraging towards children and promote self-esteem and confidence.

The school has started to organise educational visits in the local area. As student numbers increase, each year group will have a specific programme of visits each year linked to their studies.

Leadership and Management

The Executive Head and Head of the British School have successfully established the school in a short space of time and both have a strong understanding of the school's strengths and areas for development. As the school continues to grow into Key Stage 2 and 3, the Head of the British School will have a reduced teaching commitment in order to meet the requirements of her role as a leader and manager.

Effective leadership and management are already evident in the consistency of expectations across the school, particularly regarding teaching and learning. The plans that are in place for opening classes in Key Stages 2 and 3, demonstrate the clear vision that the leadership team has for the future of the school. Amongst the rest of the teaching staff, there is positivity about working together to achieve the school's priorities.

Weekly meetings provide the chance for all staff to discuss, plan and review operational matters and students' progress. A weekly training session offers opportunities for professional development. The quality of teaching and learning is monitored through regular classroom observations as part of the school's performance management programme. The main priority since opening has been to create a shared understanding of expectations across the school and this has been successfully achieved.

Recommendation

The school should:

- ensure the teaching methodology meets the requirements of the EYFS by providing more opportunities for outdoor learning in the early years.