

St. George School the British School of Catalunya

Passeig de la Reina Elisenda de Montcada, 18 Bis
08017
Barcelona

School's regional authorisation number: DOGC 6860

Date of Inspection:

14th February 2020

Inspection Team:

Joan Gemmell (Lead)
Michael Wickham (Team)

Reason for the Inspection: The purpose of the inspection is to renew authorisation for Year 10 (14 to 15 years old) and Year 11 (15 to 16 years old), and to authorise the admission of pupils into Year 12 (16 to 17 years old).

Overall Recommendation:

The school is recommended for authorisation from Year 10 (14 to 15 years old) to Year 11 (15 to 16 years old) for a period of 4 years for 100 pupils. The next inspection is due in February 2024.

The school is recommended for authorisation for Year 12 (16 to 17 years old) for a period of 2 years for 50 pupils. The next inspection is due in February 2022.

Total number of pupils for which school is authorised: 800 pupils.

*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.

1. History and Context of the School:

- 1.1 St. George School opened in September 2015. The school moved from its original site to the current, larger premises in September 2019 and is located in a residential area in the centre of the city. It is part of the St. George group of international schools in Spain.
- 1.2 At present, the school accommodates 350 pupils from pre-nursery to year 10. 45% of the pupils are Spanish, 9% are Russian and 5% are British; the remaining children are from different countries including India, China, Japan and Sweden.

2. Accommodation and Resources:

- 2.1 The school building is accessed from the main road via one entry point which is locked and suitably supervised at times of entry and exit. The reception area is welcoming and attractive.
- 2.2 The school boasts excellent facilities for sport, including football and basketball pitches and a large, well-equipped gymnasium, with changing rooms and storeroom.
- 2.3 There are two buildings. One has two floors and a basement which houses the dining room and kitchen, and the other has three floors, with a lift for disabled access to all floors.
- 2.4 Wide corridors ease movement within the school and bright, stimulating displays represent work, not only in art, but from all areas of the curriculum.
- 2.5 All classrooms and specialist rooms are suitably furnished and adequate in size. There are two good-sized laboratories for the teaching of all three sciences with a fume cupboard, adjoining preparation rooms and cupboards, allowing for the effective teaching of practical skills. The computing room is well equipped with 25 computers and in several small support rooms there are also computers and tablets to aid pupils' investigation. A large art room and adjoining preparation room show many recent works of art, ranging from robot clay masks to artefacts for upcoming shows. The music room is very well equipped with ukeleles, keyboards and drums, among other instruments, all of which are adequate for teaching the National Curriculum (N.C.)
- 2.6 Toilet facilities are appropriate for the needs of the school and there is full access for pupils with disabilities throughout the school.
- 2.7 The investment in books, practical equipment and resources in general is good. This investment should be maintained, especially in the library, in order to meet the demand of the increasing number of pupils.
- 2.8 Assemblies are delivered fortnightly in a large auditorium, which seats 350 people, where student achievement is often celebrated. This is also used for shows and other events.

3. Health, Safety and Welfare

- 3.1 The school provides a safe and suitable environment for children to learn and develop in.
- 3.2 Emergency evacuation procedures are visible in all areas of the school and fire drills are practised regularly.
- 3.3 The school has written policies for safeguarding and child protection as well as a reward and behaviour policy which is effectively implemented and helps create a positive learning environment. An effective policy is in place to deal with bullying and pupils confirm that they feel safe, secure and supported in the school.
- 3.4 Criminal record checks have been carried out for all the staff.

4. The Curriculum

- 4.1 The curriculum is broad and balanced and is clearly based on the English National Curriculum and the newly introduced International Baccalaureate Diploma Programme (I.B.D.P.) It also fulfils the requirements of the Spanish and Catalan curricula and time allocation is appropriate for all subjects.
- 4.2 Schemes of work show planning that challenges the more able as well as supporting pupils with special needs.
- 4.3 All I.B.D.P. teachers are undertaking training. They are attending in-house training as well as weekend courses out of school. Year 10 pupils have already started an introduction to the I.B.D.P.
- 4.4 The school offers a wide variety of extra-curricular activities which include French, science, cookery, chess, robotics and football. Off-site visits this year include a skiing trip and visits to Rome, London and a science experience at Disneyland. Additionally, pupils are able to develop and pursue new interests through the Duke of Edinburgh Award Scheme.
- 4.5 A careers fair was held recently for Year 10 pupils where volunteer parents spoke about professions and the educational choices required. The school's careers and university advisor gives guidance to prepare pupils for the next stage in their education.

5. Staffing

- 5.1 All teachers, teaching assistants and staff who hold posts of responsibility are well qualified and appropriately deployed for their roles in the school.
- 5.2 The special educational needs coordinator advises teachers and works with them to ensure that children with special educational needs are assessed. She liaises with parents and outside agencies to ensure all needs are attended to and teachers are offered guidelines to follow.
- 5.3 All teachers are motivated and show a positive, strong commitment to the school. They feel supported, care greatly about their roles and are enthusiastic about the upcoming I.B.D.P.
- 5.4 Teachers and heads of department contribute to school development and feel involved in decision making. A staff survey was used recently to determine all the school's development priorities. Teachers undergo regular observations of their teaching to help develop their skills.
- 5.5 Opportunities for staff professional development are good. Staff attend professional development courses which are closely linked to the school's improvement plan which has a positive impact on pupils' learning and attainment. As well as the training sessions provided at the National Association of British Schools in Spain's annual conference, staff are encouraged to undertake training related to their particular subject. Teachers have attended fourteen different courses in I.B.D.P. training this year.

6. Teaching and Learning

- 6.1 The overall standard of teaching is outstanding and pupils have a very positive attitude to learning. Pupils respond enthusiastically and are eager to explain what they are doing. In a science lesson, more able pupils were challenged to formulate an argument and justify answers in relation to an abstract question and were encouraged to assemble equipment to investigate the testing of soil

samples and then interpret the result, explaining clearly what they had learned. This teaching method led to a high level of interest from all pupils.

- 6.2 Teachers have a secure understanding of the subjects they teach and show how well they understand pupils' subsequent learning needs. Pupils make progress according to their ability and work to capacity.
- 6.3 Suitable teaching strategies and activities were evident in a maths lesson where pupils were asked to spot the mistake in algebraic fractions and questioning was used to probe understanding. Pupils thought through their ideas and explained their own thinking, enabling the teacher to target-set for individuals.
- 6.4 A thorough tracking system is in place helping identify pupils' strengths and weaknesses which leads to thorough differentiation in all lessons. In one art lesson observed, where pupils produced a robot clay mask, the profile of the group was clear with visual aids provided alongside the written text as well as for tasks.
- 6.5 Overall, classroom management is excellent throughout the school and pupils behave responsibly. They show interest in their work by asking relevant questions and self-assessing their work.

7. Assessment

- 7.1 Effective assessment procedures are in place with pupils being regularly assessed and N.C. levels entered into the tracking system.
- 7.2 Pupils are assessed at the start of Year 9 and target grades for the International General Certificate of Secondary Education (IGCSEs) are set according to these test results.
- 7.3 Teachers use assessment well to inform their planning and set targets for individuals and groups, and this information is passed on to pupils to help them understand what they have achieved, as well as what they need to do to improve.

8. Spiritual, Moral, Social and Cultural Development

- 8.1 Personal, social, and health education (P.S.H.E.) lessons focus on the knowledge, skills and attributes to keep pupils healthy, safe and to prepare them for life and work.
- 8.2 The school's P.S.H.E. curriculum is delivered throughout the academic year through assemblies and five afternoon sessions which provide guidance and understanding of topics for pupils in a respectful and safe environment.
- 8.3 There are pupils from over 40 different countries. The school uses this diversity successfully to promote tolerance and respect between different cultures and beliefs.

9. Leadership and Management

- 9.1 The headteacher and senior management team exude positivity which can be felt throughout the school. They have clear ideas on how to improve teaching and learning, and they are aware of the school's strengths and weaknesses. There is clear evidence of this in the school's self improvement plan where the strategic planning is of high quality, resulting in rigorous self-evaluation and effective use of findings.
- 9.2 The school sends out yearly questionnaires to parents and the findings are used to undertake self-evaluation. Surveys are also carried out on staff members and students to help assess their well-being and identify priorities for improvement.

10. Response to the previous inspection reports

- 10.1 More strategic planning for key stage 4 has been included in the development plan.
- 10.2 Resources for key stage 4 have been added to the secondary school library.
- 10.3 The impact of marking on pupils' learning has improved and there is now more evidence of pupils responding to teachers' comments on pieces of work due to the total reformation of the marking and feedback policy. Pupils are now more aware of their targets and areas of improvement, all of which is having a high impact on their progress.

11. Recommendations

- 11.1 Investment in library books should be maintained to meet the demands of the increasing number of pupils.
- 11.2 The high standards of teaching and learning should be maintained.

12. Conclusion

- 13. St. George School the British School of Catalunya provides a high quality British education, and in many respects it is an outstanding school. The attractive site offers welcoming and safe surroundings for pupils and staff.
- 13.1 Facilities are good and resources adequate to implement the N.C. as well as the I.B.D.P.
- 13.2 Warm relationships are fostered with pupils, who make good progress in a supportive and caring environment.
- 13.3 Teachers are effectively led by the school's management.