



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**British College La Cañada**

**November 2021**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
Preface	5
Key findings	6
Part 1 – Quality of education provided	6
Part 2 – Spiritual, moral, social and cultural development of pupils	6
Part 3 – Welfare, health and safety of pupils	6
Part 4 – Suitability of staff, supply staff, and proprietors	7
Part 5 – Premises of and accommodation at schools	7
Part 6 – Provision of information	7
Part 7 – Manner in which complaints are handled	8
Part 8 – Quality of leadership in and management of schools	8
<b>3. Inspection Evidence</b>	<b>9</b>

## School's Details

<b>College</b>	British College La Cañada			
<b>Address</b>	Calle 299 No 25 46182 La Cañada Valencia Spain			
<b>Telephone number</b>	+34 96 132 40 40			
<b>Email address</b>	info@britishcollegelacanyada.es			
<b>Principal</b>	Mrs Rosario Palau Domenech			
<b>Proprietor</b>	Mrs Ana Ramirez Sandoval			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	473			
	<b>EYFS</b>	73	<b>Juniors</b>	400
<b>Inspection dates</b>	9 to 11 November 2021			

## 1. Background Information

### About the school

- 1.1 British College La Cañada is a private co-educational school for pupils between the ages of three and eighteen years. It is located in a residential area north of the city of Valencia, in Spain. The school opened with Nursery and Reception classes in 2008 and has extended its age range year on year so that it now includes all primary and secondary age groups. The school is organised into primary and secondary departments and this inspection is focused on the primary department for pupils aged between three and eleven years.
- 1.2 The school is owned by a Spanish company, one of whose members is the school's proprietor. The principal takes executive responsibility for both the primary and secondary settings. The head of primary is responsible for all academic areas within the British curriculum.
- 1.3 The school has three purpose-built buildings arranged around its recreational areas. The infant building accommodates the Nursery, Reception and Year 1 classes and the adjacent primary building houses Years 2 to 6.

### What the school seeks to do

- 1.4 The school aims to provide a safe, secure and stimulating learning environment for its pupils. It seeks to provide the best possible British education with high expectations through a broad and balanced curriculum which promotes independence and the uniqueness of each individual. It aims to prepare pupils to be lifelong learners who can contribute with confidence to the global community and to equip them with diverse and transferable skills. The school sees the development of positive relationships between home, school and community as a priority.

### About the pupils

- 1.5 A very large majority of pupils come from professional or business families where Spanish is the first language. Of the remaining pupils, 28 different nationalities are represented, including pupils from China and Russia. The pupils travel up to an hour to attend the school. The ability profile of the pupils is broadly average.
- 1.6 The primary school has identified 28 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for conditions such as attention deficit hyperactivity disorder and autism, as well as undiagnosed difficulties. Whilst 461 pupils have English as an additional language (EAL), only ten require additional support outside the classroom for their English. More able pupils are provided with additional challenge in the classroom.

## 2. Inspection of Standards for British Schools Overseas

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in May 2018.

## Key findings

**2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.**

### Part 1 – Quality of education provided

**2.2 The standards relating to the quality of education [paragraphs 1–4] are met.**

2.3 The curriculum is effectively planned and is suitable for the ages and aptitudes of the pupils, including those with special educational needs and/or disabilities (SEND). It is based on the English National Curriculum and the framework for the Early Years Foundation Stage (EYFS) and also fulfils the requirements of the Spanish curriculum. It is broad and balanced and provides experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and is supported by schemes of work and detailed planning to ensure consistency of delivery. The curriculum emphasises the acquisition of a good understanding of English in an environment where almost all pupils are learning English as an additional language. A programme of extra-curricular activities provides opportunities for pupils to acquire additional skills. In their pre-inspection questionnaires, almost all the parents agreed that the range of subjects is suitable for their children.

2.4 The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British and Spanish society and, through its personal social, health and economic education (PSHE) programme, encourages an understanding of fundamental British values, which reflect the value systems of many other countries.

2.5 Teaching shows an understanding of the pupils' needs and abilities and demonstrates secure subject knowledge and effective use of resources. It uses a range of approaches to foster application and ensures good progress for all pupils. Teaching does not discriminate against pupils due to their gender, ability, beliefs, disability or race. Strategies to manage behaviour are effective and the school has a suitable framework to report on pupils' performance.

### Part 2 – Spiritual, moral, social and cultural development of pupils

**2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

2.7 The school identifies and promotes values which actively support the personal development of pupils such as independence, perseverance and respect and which enable the pupils to develop self-knowledge, self-esteem and confidence. Pupils accept responsibility for their behaviour and can distinguish between right and wrong. They gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in the host country through work done in their PSHE programme on citizenship and democracy. The school actively promotes principles which encourage pupils to be tolerant of each other and treat all others with respect, regardless of age, disability, gender, race, marriage and civil partnership, sex and sexual orientation, pregnancy and maternity.

### Part 3 – Welfare, health and safety of pupils

**2.8 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**

2.9 The school makes appropriate arrangements to safeguard and promote the welfare of pupils and takes into account both local requirements and guidance provided for schools in England. There is a suitable safeguarding policy which is implemented effectively. The designated safeguarding lead (DSL) and any deputies are appropriately trained at the higher level by an accredited UK provider, and all staff also receive regular training which is updated annually in line with any statutory requirements. New staff receive an appropriate induction programme. Structures are in place which ensure that pupils are

listened to and receive early help, and they receive suitable guidance about issues which may affect their welfare in their PSHE programme, assemblies and in contacts with their class teachers.

- 2.10 Procedures to promote good behaviour are well known and understood by pupils and implemented effectively. A suitable system of rewards for good behaviour is in place, and sanctions are applied appropriately when the need arises. Records are kept of all behavioural issues, and these are monitored effectively by senior staff to identify any trends. Suitable measures, which conform to local requirements, are in place to reduce the risk of bullying; the school keeps records of any incidents and uses the school psychologist to provide ongoing support for any pupils involved. Pupils report that bullying incidents are rare, and they are confident that their teachers will address any problems.
- 2.11 The school complies with health and safety laws and fire-safety standards, including those which apply locally. Record keeping is thorough and shows there is an effective overview of health and safety procedures. Fire drills are carried out regularly and suitably recorded, and there is an effective maintenance programme for fire alarms, detectors and extinguishers. Pupils are supervised effectively, admission and attendance registers are appropriately maintained, and there is a strategic approach to risk assessment. The school has an appropriate first-aid policy which is implemented effectively and ensures that pupils are cared for in a timely manner if they are ill or injured. In their pre-inspection questionnaires, a very large majority of pupils agreed that the school provides them with a safe and healthy environment.

#### **Part 4 – Suitability of staff, supply staff, and proprietors**

- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.13 The school makes appropriate checks regarding the suitability of all persons appointed as staff and proprietors. The school does not employ supply staff. Appropriate police, right-to-work and identity checks are carried out for all employees, as are criminal record and prohibition checks for teachers and school managers who have worked in the UK. The school keeps a suitable single central register of appointments which records dates of all checks made. Staff files include all required documentation.

#### **Part 5 – Premises of and accommodation at schools**

- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.15 Suitable toilet, changing and showering facilities, and appropriate accommodation for pupils' medical needs are provided. The premises are appropriate, well maintained and are checked regularly for any issues that might compromise health and safety. Acoustics and lighting are appropriate, and drinking water provision is adequate. Suitable outdoor space is provided for physical education within and beyond the curriculum and for outdoor play.

#### **Part 6 – Provision of information**

- 2.16 **The standard relating to the provision of information [paragraph 32] is met.**
- 2.17 The requisite range of information is variously published, provided or made available to parents. Contact details for the school and its principal, as well as a statement of the school's ethos, are provided to parents. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year are made available, as are details of the provision for pupils with SEND and

English as an additional language. Particulars of pupils' achievements in standardised tests are published, and parents are provided with reports outlining their children's progress each term.

## **Part 7 – Manner in which complaints are handled**

### **2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

2.19 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales, including an initial informal stage. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing to the school's principal. If the concerns still remain unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel will then make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicates prompt and appropriate responses to two formal complaints received in the preceding school year as well as to any informal complaints received.

## **Part 8 – Quality of leadership in and management of schools**

### **2.20 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.21 The proprietor ensures that the leadership and management of the school have sufficient knowledge to fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently and the well-being of pupils is promoted.



### 3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

#### Inspectors

Mrs Kate McCarey

Reporting inspector

Mr Jonathan Coward

Team inspector (School improvement partner, Cognita school, Spain)