

## INSPECTION VISIT TO BENALMADENA INTERNATIONAL COLLEGE.

BENALMADENA, MALAGA.

Date of visit : November 30<sup>th</sup> 2012

Lead Inspector : Gill Kaye

Team Inspector : Joan Gemmell

### HISTORY OF THE SCHOOL.

1. The school was established in 1997 with only five pupils. It moved to its present site in September 2001. It currently has 165 pupils on roll.
2. The school is owned by Keith Ellis and the college was registered as a company in 2000.
3. The school campus is in a pleasant residential area in Benalmadena, Malaga, in the south of Spain.

### ACCOMMODATION AND RESOURCES.

1. The school has two main buildings, one for primary and one for secondary. The four floor secondary department also houses a spacious reception and office area.
2. All classrooms are well – designed. They are spacious and provide a pleasant environment conducive to learning.
3. Specialist rooms include three science laboratories, three computer rooms with a total of 54 computers, a very well stocked library, a drama room and art room. All classrooms have large screen televisions and internet access and these are used effectively during lessons.
4. There is a large dining room where food is cooked on site. The canteen is clean and has displays of guidance about healthy eating.
5. There are excellent sports facilities for sports such as football and basketball. The multi – purpose, all – weather pitch is well used by all pupils.
6. The school has boarding facilities for 80 students but at present these are only used for summer courses when groups from other countries come to learn Spanish.
7. There is an indoor recreational area where the students can relax playing table football or pool and there are five table tennis tables. This also provides ample indoor space for wet break times where these facilities can be used along with a large television for quiet listening.
8. There are plans for a new indoor swimming pool and indoor sports centre at the back of the dining room building.

#### HEALTH AND SAFETY.

1. Health and safety issues are given appropriate attention. Fire drills are conducted at regular intervals and there are smoke detectors on all floors of each building.
2. Accidents are dealt with by the four qualified First Aid staff and all teachers have attended an in - service training course for dealing with minor accidents or illnesses.
3. The site is very clean, well maintained and safe.

#### CURRICULUM.

1. The British National Curriculum is strongly evident in all areas of the school and the time allowed for each subject is appropriate. Policies, schemes of work and planning across the age groups are effectively implemented and ensure that the British National Curriculum is taught effectively.
2. Personal, health and social education (PSHE ) is well planned and successfully taught throughout the school.
3. The Foundation Stage follows the Early Learning Goals and the Early Years Foundation Stage curriculum and planning is based on this. Practical activities support the learning well.
4. The curriculum is relevant to the needs of the pupils and differentiated work allows for children with learning difficulties to progress with confidence. For example, a partially deaf pupil is well catered for in her small class and her recital of a poem highlighted her ability to rise to the challenge.
5. The school promotes a house point system which motivates children's learning. Weekly assemblies are held where certificates are issued to pupils who perform well.
6. IGCSE courses prepare pupils well for Key Stage 5 and there is a sufficient choice of AS and A level subjects as well as a vocational BTEC option for those who wish to follow that route. The school provides a system where all pupils can learn and make progress.

#### TEACHING AND LEARNING.

1. In the 16 lessons observed the teaching varied from satisfactory to very good. Overall it is good. Teachers show good subject knowledge, use various teaching strategies and in most cases provide stimulating lessons. Where teaching is very good, teachers use effective questioning and extension work, and marking that provides constructive ideas for improvement. However, good target setting and marking are not systematic throughout the school. As a result there is an inconsistency in departments and not all students understand how to make further progress in all lessons.
2. Pupils are motivated and the standard of behaviour throughout the school is good.
3. Good displays in classrooms create a stimulating learning environment although more could be placed in the secondary corridors to stimulate and raise interest.
4. In the Primary and Foundation stages, there is evidence of effective planning and delivery, with clear learning objectives. But reading resources in Year 1 are insufficient to encourage daily reading and reading at home. In Key stage two (KS2) children show a desire to learn and readily explain what they have learned.

5. There is a good range of extra- curricular activities including dance, karate, judo, football and basketball.
6. Reporting to and communication with parents are good. Reports are issued twice a year and there are parents' evenings and regular letters. Parents are welcome to speak to staff and management at other times too.

#### STAFFING.

1. Staff qualifications are appropriate for a British School. Recruitment and deployment is well managed.
2. Seven new staff members have been appointed over the last two years and they are deployed effectively making good use of knowledge, experience and skills.
3. Staff development is satisfactory. Recent inclusions have been courses on First Aid, data protection and Spanish for English teachers.
4. In the Primary and Foundation Stages teachers are encouraged to use their individual subject expertise in the teaching in English, mathematics and information and communication technology (ICT). Music and movement are taught by one teacher successfully throughout the primary.

#### LEADERSHIP AND MANAGEMENT.

1. There are three senior managers who create a challenging learning environment and encourage high expectations for success. For example, extension work is promoted in Year 6 by starting the Key Stage Three (KS3) French programme.
2. Staff comments reveal that they all feel supported by the management team.
3. Key stage coordinators, subject coordinators and the senior managers monitor performance through peer observations. As a result, good teaching has been identified and support given where there are weaknesses.
4. Recruitment and deployment is well managed.
5. There is a general commitment to developing the school. There is a detailed plan up to 2015 for further buildings and educational advances such as curriculum development and resourcing.
6. The management encourages links with the community. There are various events held throughout the year such as courses for outsiders, barbeques, music productions and plays.
7. The management team strongly support and monitor the discipline system. They oversee the individual disciplinary sheets and the lunchtime detention.

#### CONCLUSION.

THE SCHOOL PROVIDES A GOOD BRITISH EDUCATION FOR PUPILS FROM NURSERY TO YEAR 13.

THE QUALIFICATIONS OF THE STAFF AND THE TEACHING DELIVERED IS IN LINE WITH GOOD BRITISH PRACTICE.

RECOMMENDATION.

FULL AUTHORISATION FOR 250 PUPILS FROM NURSERY TO YEAR 13.

RECOMMENDED POINTS FOR FURTHER DEVELOPMENT.

The school should

. IMPLEMENT A CONSISTENT TARGET SETTING AND MARKING POLICY THROUGHOUT THE SCHOOL TO ENCOURAGE PUPILS TO TAKE MORE RESPONSIBILITY FOR THEIR OWN PROGRESS AND FURTHER INDIVIDUAL LEARNING.

. SUPPLY MORE READING RESOURCES FOR YEAR ONE TO HELP ENCOURAGE DAILY READING, PARTICULARLY AT HOME.