

Inspection Report



Elians British School

Avenida Copet, 5, 03530 La Nucia, Alicante

Date of Inspection:

Wednesday, 18th March 2015

Inspection Team:

Natalie Alcover

David Russell

Overall Recommendation:

- The school is recommended for full authorisation for pupils from age one to eighteen.

History and Context of the School

Elian's British School is situated in La Nucia, Alicante

The school was founded by Don Ignacio Monzonís Ferrer and Doña Marisa Marín de Monzonís, and is owned by Doña Marisa de Monzonís and Don Alejandro Monzonís.

The school forms part of the Iale Elian's Group and opened in 2002.

Elian's British School has 591 students, of whom 70% are Spanish, 16% Russian, 5% British and the remainder are other European nationalities.

The site on which the school is built is very spacious.

The building is split into the two departments for primary and secondary pupils connected via the main entrance.

The school is currently constructing an extension to the secondary department that will provide eighteen additional classrooms to accommodate the increasing school roll.

The school is seeking full authorisation for children aged one to eighteen.

Accommodation and Resources

The school is in the residential area of la Nucia and some of the classrooms enjoys a sea-view.

The school has generous facilities that are clean and well maintained.

The primary department is on two levels and includes a reception area, classrooms, offices, staff rooms, dining rooms, a computer suite, library, sleep room, changing rooms and art room.

Classrooms in reception and key stage one allow direct access to safe playground areas.

Secondary students are housed in a building on three floors.

This contains three science labs, a preparation area, an art room, a computer room and classrooms.

The school has an auditorium shared by the whole school that is also used as a gymnasium and examination hall.

The laboratories are adequate but there is limited access to water and this creates difficulties during practical sessions.

There is no designated music room so the school is unable to meet the requirements of the music curriculum at both IGCSE and A Level.

The outside areas are spacious and cater for all ages. Each year group has specific recreational areas and as playtimes are staggered, students have room to move freely.

The nursery classes and early years foundation stage students have direct access to a purpose-built patio direct from their classrooms.

There is a generous quantity of toilet facilities.

Classrooms are equipped with interactive white boards/ projectors which are frequently used in lessons.

The classrooms overall are adequately resourced.

However, in the lower primary classrooms and nursery, a lack of resources limits the variety of activities for the children in particular role-play, imaginative play and construction work.

There are staff rooms and relaxation areas for teachers and senior students.

Two resource rooms provide a space for teachers to gain easy access to art materials, the photocopier and the laminator.

Computing facilities are satisfactory in secondary.

However, in the primary school, the layout of the size and shape of the room impedes the effective teaching of this subject. The computers are antiquated and in poor working order. As a result the school cannot fully deliver the primary computing curriculum.

The school has its own kitchen facilities.

The main dining room accommodates the entire school through several lunchtime sittings.

There is a small separate dining area for nursery and early years students.

Health and Safety

Students at Elia's are well cared for and the relationship between staff and pupils is warm. The children are encouraged to be polite and respectful of peers and adults.

The children are proud of their school and consider it to be a safe and secure place where they enjoy learning.

They are aware of the sanctions for pupils if they misbehave.

All policies relevant to the health, safety and wellbeing of the students are up to date and put into practice.

There is an evacuation procedure and an appointed fire officer.

There are fire doors, fire extinguishers, emergency lights and evacuation directions throughout the school.

Staff have completed first aid training courses.

In the primary school, each class has a book to record accidents and the school office also records any accidents or incidents.

The swimming pool is safely cordoned off. Due to construction work the swimming pool is currently not in use.

The school has taken care to ensure that all adults employed in the school have an up to date criminal record checks.

Teaching and Learning

Based on 26 lesson observations over the school day, teaching is generally satisfactory and sometimes good.

Lessons are planned effectively with clear learning objectives. Lessons cover the required areas of the Early Years Foundation Stage (EYFS) and National Curriculum through to key stage five.

The teachers enjoy a good relationship with their pupils who are comfortable and happy in their classes.

The teachers have instilled good classroom routines that the children are familiar with. This is evident during the orderly arrival of students at the start of the school day and throughout the day's activities where students behave responsibly. Generally behaviour is excellent.

Children's work is on display throughout the school. Corridor displays in particular show a variety of subjects and styles. However, in many classrooms displays are not stimulating and do not make good use of the space available.

| Teachers show a knowledgeable understanding of the subjects or areas they teach.

In the lessons where teaching is good, there is effective use of resources, purposeful teaching has a positive impact on pace and questioning extends the children's understanding of what is being taught.

However, most lessons lack a variety in teaching strategies. The pace of most lessons is slow. This has an impact on the quality of effective learning. The varying abilities in each class are not suitably catered for and as a result a significant proportion of pupils are making limited progress.

Assessment strategies across secondary subject areas are effective and target setting is used well to direct student progress.

In primary there is an inconsistent approach to marking and target setting. As a result, many students do not know what they have to do to improve their work.

Up to year one, teachers are assigned a teaching assistant. There is a teaching assistant shared between the year two classes and no teaching assistants from year 3 upwards. In most cases however, they are not used effectively to support learning. Assistants spend valuable time on menial tasks rather than being proactive in supporting learning.

The learning of some low ability students from year 5 up to year 9 is effectively supported by withdrawing them for extra teaching in mathematics and English.

Staffing

Staff are appropriately qualified to deliver the national curriculum.

They have a range of experience.

Although many teachers have been in the school for a number of years, retaining new staff has been difficult. This is recognised by the managers who are working on ways to keep good staff.

The staff is deployed well, making good use of teachers' knowledge, skills and experience.

The school leaders involve the coordinators in school development planning.

The staff are supported with a range of professional development opportunities to promote good current teaching practice.

However, more opportunity to share good practice amongst teaching staff would support the development of less experienced colleagues.

Limited technical support in science handicaps students in their practical work.

Curriculum

The school has a curriculum policy including schemes of work and appropriate plans based on the English national curriculum, the EYFS programme and the Spanish curriculum. This is implemented satisfactorily throughout the school.

The principal language of instruction is English and students are successfully encouraged to use English at all times.

The curriculum provides the opportunity for many pupils to learn and make progress.

However, better provision should be made for students of high ability so that they are sufficiently challenged and for students with learning difficulties to be supported so that all students are learning enough and making good progress.

The school provides some careers guidance for senior students.

The lack of time for personal, social and health educations (PSHE) results in pupils in key stages 4 and 5 (KS4/5) missing out on opportunities to think about the responsibilities and experiences they will confront in adult life.

Leadership and Management

The school has a management structure that is recognisably British consisting of a Head, Deputy Head and coordinators.

Through self-evaluation and monitoring, leaders have identified the strengths and weaknesses of the school. Strategies to improve these areas have formed part of the school's development plan.

The leadership shows a clear vision, a sense of purpose and has high aspirations for the school. Leaders are knowledgeable and informed about both teaching and the curriculum, as well as current good UK practice.

Conclusion

Elia's British School, La Nucia is satisfactorily delivering the National Curriculum.

It is recommended that Elia's British School receive full authorisation for children aged from one to eighteen.

Recommendations

- The school should ensure the primary computing curriculum is fully implemented.
- The school should make provision for the full delivery of the music curriculum with the creation of a designated and suitably resourced music room.

- More technical support should be considered to promote the effective delivery of the science curriculum.
- The school should improve the consistency of primary marking to allow pupils to understand how well they are doing and where they can improve.
- Teachers should deploy a wider range of teaching methods, strategies and resources to interest, encourage and challenge all pupils, whatever their ability.
- The school should implement a regular, structured PSHE programme in KS4 and 5 to ensure students have the opportunities to study appropriate values and attitudes.