



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Colegio Hispano  
Británico**

**Lanzarote  
Spain**

Date  
Inspection number

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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	<b>Standard 1</b> The quality of education provided by the school	
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by students	11
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of students	12
7	<b>Standard 3</b> The welfare, health and safety of students	13
8	<b>Standard 4</b> The suitability of the proprietor and staff	14
9	<b>Standard 5</b> The premises and accommodation	15
10	<b>Standard 6</b> The provision of information for parents, carers and others	16
11	<b>Standard 7</b> The school's procedures for handling complaints	16
12	<b>Standard 8</b> Leadership and management of the school	17

## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DfE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DfE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 25 lessons (or parts of lessons) were observed, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and students. The inspection lasted three days.

The lead inspector, present in the school for the whole inspection, was Dr Mark Evans. The team member was Sue Croft, who worked online.

## 2. Compliance with regulatory requirements

The Colegio Hispano Británico (CHB) meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

The Colegio Hispano Británico (CHB) provides highly effective education and care, and has many outstanding features. It has made excellent progress since the previous inspection in 2021.

The academic outcomes for students at the end of their schooling at CHB are very strong indeed, amongst the highest in the world. There is a clear and successful focus on providing students with outstanding life chances, with a particular leaning towards the sciences.

There is a broad curriculum with carefully planned and delivered lessons. Students make excellent progress from a range of different starting points. From the Early Years to the A-level classes, students are well in advance of their UK-based peers. The learning environment, including the outdoor facilities, provide a safe and stimulating setting, which is very much in tune with the Lanzarote context. Parents are very supportive of the school and like to be involved in many aspects of school life. Students are well cared for and nurtured. Their behaviour is excellent.

#### 3.1 What the school does well

There are many strengths at CHB, including the following:

- i. The students, who are happy, helpful, confident, friendly, well-behaved, enthusiastic and engaged learners.
- ii. The commitment of staff to providing the best possible experiences for students, thus ensuring excellent progress.
- iii. The ethos of the school, which is welcoming, friendly, inclusive and always focused on achieving the best outcomes and life chances for students.
- iv. The strong focussed leadership provided by the director of the school and the head of primary, with highly competent support from the senior team.
- v. The school premises have been thoughtfully designed to be both culturally appropriate and highly supportive of excellent learning.
- vi. The individualised levels of care and attention provided to students, which ensure their physical, academic, social and emotional needs are met.
- vii. At its best, teaching provides excellent opportunities for students to interact, collaborate and learn with peers across the school.

## 3.2 Points for improvement

The school should consider the following development points:

- i. Raise the quality of teaching even higher, for example by:
  - empowering and encouraging teachers and students to set high challenges for all, including the most able;
  - encouraging risk-taking by teachers, to increase the levels of challenge for all students;
  - ensuring excellent use of technology to support learning and teaching;
  - organising more opportunities for peer teaching observation;
  - improving the use of information technology to support learning across the school;
  - providing detailed performance management for all staff;
- ii. Further develop the involvement of students in:
  - driving their own learning;
  - creating and fulfilling more leadership roles;
- iii. Consider ways to extend the links and impact of the school internationally, nationally and locally.

#### 4. The context of the school

Full name of school	Colegio Hispano Británico		
Address	Camino Mosegue 2, Tías, Lanzarote, Las Palmas 35572		
Telephone number/s	+34 928173066		
Website address	www.colegiohispanobritanico.com		
Email address	info@colegiohispanobritanico.com		
Headmaster and Director	Roger Deign		
Proprietors	Djek Deign and Tchay Deign		
Age range	3-18 years		
Number of students	Total = 360	Boys = 183	Girls = 177
Student numbers by age	(0-2 years) 0	(3-5 years) 61	(6-11 years) 170
	(12-16 years) 114	(17-18 years) 12	(18+ years) 0
Total number of part-time students	0		
Total number of part-time pupils	1 (Year 12 student doing only 1 A level subject)		
Start of school day	Core day starts at 9.25, some secondary classes start 8.45 every day		
End of school day	Core day ends 15.30 with two late finishes per week in secondary at 16.15		

Lanzarote is a well-known holiday destination, part of Spain but situated in the Atlantic ocean. It has a resident population of 120,000 people and 76 schools: 70 are free, one is state aided, two are Spanish bilingual private schools and three follow the English national curriculum. CHB is the most expensive of these three schools. There is open entry to the school. The age of entry has recently been reduced by 4 months.

CHB founded in 1976. The large majority of students are Spanish: others are from the UK, Asia and Europe. They follow the *Hispano Británico®* system of education which is based on the English national curriculum and recognised British examinations, in conjunction with required elements of the Spanish curriculum. There is an average of 13 students per class. Students study up to 18 subjects from the British curriculum, in addition to Spanish language and humanities. The school is authorised by the Spanish Ministry of Education to offer a British education to children of all nationalities and is a member of the National Association of British Schools in Spain (NABSS).

## 4.1 British nature of the school

The British nature of the school is a strength. It is evident in a number of ways:

- The school's values are aligned with British values; they are displayed around the school.
- The school provides the national curriculum for England and the early years foundation stage guidance for the youngest students.
- Summative assessments and progress tests are based on national standards from the UK.
- Students are divided into year groups according to UK definitions.
- The timetable reflects UK practice.
- Teachers have relevant UK qualifications and experience for the age group they are teaching.
- All staff are rigorously checked for their suitability to work with children and have DBS, ICPC or equivalent certification.
- Lessons, with the exception of foreign languages, are taught in the English language.
- The importance of extra-curricular provision including clubs, school trips and expeditions is in line with British best practice.
- On entry into the school, each student is allocated to one of three houses.
- Throughout the year, students in these houses compete with each other for house points.
- Most books and resources are sourced from the UK.
- Many students have transferred successfully from CHB to schools in the UK.
- CHB has an outstanding track record ensuring the students gain entry to UK and other universities.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided at CHB is outstanding. The school fully meets the standards for BSO.

#### 5.1 Curriculum

The quality of the curriculum is outstanding.

The school prides itself on the breadth of the curriculum that is delivered by specialist teachers. There are suitable staff including full-time and qualified teaching staff for students from 2 years to 18 years, meeting all local regulations. The curriculum is based on the national curriculum in England and the Early Years and Foundation Stage (EYFS) guidance.

The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Comprehensive schemes of work are in place and ensure that the curriculum provides opportunities for students to learn and make good progress. In Year 2, the students begin lessons in German and Chinese. National Curriculum music is also taught at this age. At each level, CHB promotes all forms of sport and obviously values the high-quality athletics facilities and sports areas that it has on site.

In the primary school, the curriculum is enriched to ensure all the areas of learning are taught through integrated multi-disciplinary units of work based on subject specific lessons. In the EYFS, the school strives to provide child-led, play-based and integrated learning opportunities. Children develop their communication, literacy and mathematical skills securely in early years.

The EYFS curriculum is vibrant and exciting. Units taught such as 'Pirates', encourage open learning, role play and the development of speaking and listening skills. Planning is meticulous and reviewed regularly to ensure that it caters for children's needs and interests, this can happen almost daily as teachers review what has worked well and what might be even better. The outdoor area is well organised and safe. It provides a wealth of opportunities for children to explore and develop all aspects of their academic learning and personal development.

As the children progress through the school into the primary years, their good vocabulary and developing fluency in reading gives them appropriate access to all other subjects. In Key Stage 2, students are set for many lessons.



When in 1975, the school added Spanish language and the history and geography of Spain to the British curriculum, CHB became a pioneer in education. The school is unusual in providing 40-minute lesson periods; this allows up to nine different classes/subjects every day, and to offer students a possible eighteen results at GCSE: this is about double the breadth of education that comparable schools in Britain provide.

At the age of twelve, hours of tuition are extended to allow 15 IGCSE subjects to be taught (all the sciences and four languages) plus extended computer and digital courses. Examinations in all these courses are obligatory and students often sit 17 or 18 different subjects. The school aims to ensure all this is achieved in a relaxed atmosphere of healthy and continuous academic competition. The Key Stage 3 curriculum is broad and interesting to students. It provides a strong foundation for further learning.

Although the English education system normally offers three A level subjects, CHB provides for many more, per student. The school's curriculum policy sets out its intention to offer a broad, balanced and well-supported curriculum that inspires and motivates its students. By the end of their time at CHB, students achieve very well and would be able to transfer seamlessly to a UK curriculum at any moment. Students are given excellent personalised support in choosing careers.

## 5.2 Teaching and assessment

Teaching and assessment are good: many lessons are outstanding.

Teachers are enthusiastic and recognise the uniqueness of every child. Lessons are well-planned and build successfully on prior knowledge and understanding. Students are usually clear about what they are expected to learn, though they do not have a great deal of influence over what they learn. In the best lessons observed, the objectives of the lesson were made clear to the class. In many lessons, teachers provided clear steps for students to take in order to accomplish the purpose of the lesson.

Lesson observations, scrutiny of students' work and discussions with students all suggest that teachers encourage a love of learning. As a result, students in the Early Years, Key Stages 1 and 2 make at least good progress, and often it is excellent. CHB achieves this through a good match of activity and task with an appropriate balance between adult and child-led activities. Phonics levels in the primary school are assessed every term. Despite being tired at the end of the long day, even the youngest children are still mainly on task and focussed. When questioned, students across the junior part of the school explained how they like to be 'challenged' and that their favourite lessons were those that made them think hard.

In Key Stages 3, 4 and 5, teachers use a range of strategies to engage and motivate their students. The best teachers have excellent subject knowledge: in mathematics and biology lessons for example, this allowed for challenging questioning, and high-quality subject-focussed discussion.

Across the school, in some lessons, students were given the opportunity to work collaboratively, independently, or as part of a focus group identified within teachers' planning. In many instances, the quality of questioning was skilfully used to support and challenge students' thinking. In Years 5 and 6 English lessons, for example, the teacher was able to ensure interest and excitement in the topics, within the bounds of good behaviour.

In many (but not all) classes, there is a strong emphasis given to encouraging independent learning, balanced with group activities. In a Year 9 mathematics lesson, students worked independently or helped each other; they only sought assistance from the teacher when they were not able to solve an algebraic formula on their own.

Throughout the school, relationships between teachers and students, and amongst students themselves, are excellent. Students' behaviour was outstanding in lessons observed and contributed to the atmosphere of calm and engaged learning.

In a few lessons, the range of challenging activities did not challenge all students and deep thinking was not always evident. Sometimes, use of IT resources such as PowerPoint presentations did not add value to the lesson.

The school uses assessment data well. Teachers know their individual students very well. The quality of support for students with special educational needs or who speak English as an additional language is good. There is an appropriate framework in place to assess students' work regularly and thoroughly. This information is then used by teachers to plan their teaching so that students can make best progress, though there are some variations in the impact this has, subject to subject.

The long-term development of individual reading logs for students has been a particular focus for the school; it has been very successful. Indeed, the school was recently asked to create resources for a UK university Primary Education degree, based on the impact the logs have had.

Students are very well equipped to enter/re-enter the UK education system at the appropriate level. Nothing the teachers do undermines the fundamental British values of democracy, the rule of law or individual liberty. There is strong mutual respect for and tolerance of those with different faiths and beliefs. The school does everything in its power to promote and encourage respect for individual differences in students and adults.

## 5.3 Standards achieved by students

Standards are outstanding. For many students, excellent progress is made. Results gained at GCSE and A level (in terms of average points obtained per student), are amongst the best in the world.

Strong development is very noticeable in the nursery and EYFS. Emphasis on phonics, letters, word play, rhyming words, counting all lead to better than average intellectual and creative development. Parents suggested that they are very pleased, especially with the science and language work.

Over the last few years, students from CHB have been feted locally and internationally for their academic achievements: one student obtained 10 A\*s at GCSE plus another three As, two Bs and a D; another is the youngest ever UK student to qualify as a medical doctor; three CHB students study at the same time at Cambridge University, one for a doctorate and two for master's degrees.

Throughout each year group and across the curriculum, including in English and maths, students make sustained progress. They develop appropriate knowledge, understanding and skills well, especially considering their different starting points.

In EYFS and the primary school, there is an effective range of baseline assessments to ensure each student's progress is carefully tracked. Key Stage 1 assessments indicate that many of the youngest students start school with levels below UK expectations. By the end of Key Stage 2, most students are working broadly in line with or above UK expectations. The implementation of effective monitoring and tracking is enabling staff to ensure all students are appropriately supported and challenged.

The improving rate of progress made by students continues throughout Key Stage 2. Primary teachers are successful in guiding and supporting students to develop their personal and academic skills and qualities. Students are thoughtful and well behaved and display a good level of independence and maturity. By the time students leave the primary years, they are well equipped to move successfully into their secondary years.

All phases of the school benefit from small class sizes, enabling teachers to know individual students and monitor their progress closely. Teachers have a good understanding of their students' capabilities.

Students in the secondary school make excellent progress. Results in IGCSE examinations have improved each year. Students meet challenging targets, in relation to their capability and starting points. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and many make outstanding progress, as reflected in value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages.

## 6. *Standard 2* Spiritual, moral, social & cultural development of students

The CHB provision for students' spiritual, moral, social and cultural development is outstanding; it remains a key strength of the school.

Students throughout the school are enthusiastic, engaged and eager learners. They have positive attitudes towards school and behaviour is outstanding. They are polite and welcoming to adults, and respectful to their peers. Relationships across the school are very strong.

Students know right from wrong: there is an ethos of mutual respect evident across the school. Students listen carefully and considerately to the teachers and also to their peers. Including in the EYFS, students take care of resources and books, tidy away carefully at the end of lessons and breaktimes, as directed by the teachers. Students learn to be mindful and self-aware, and to appreciate the wonders of the world, whether in science, art or music.

There is a strong awareness of the needs and feelings of other students in school. Many examples of students supporting one another in lessons were observed; in the playgrounds, students respect rules and guidance designed to keep them safe. They play happily with one another.

CHB supports the development of the personality of each individual, and attempts not to restrict the freedom of expression. Students have the confidence to ask any questions they wish. Students learn how to manage their feelings and respond sensitively to the feelings of others. There is strict discipline throughout the school, but because of the close relationships between students and staff, issues frequently do not have to be dealt with in a formal manner. Those students with leadership roles within classes/the school live up to the teachers' expectations, though the number of roles is limited. The roles of head-boy and girl, and the house captains, are taken seriously by students and contribute effectively to the life of the school.

Students gain in confidence, thriving as they progress through school. They become mature and thoughtful young people. They are very well prepared for the next stage of their lives. Sixth form students speak positively about the school and the contribution it has made to their achievements.

## 7. *Standard 3* The welfare, health and safety of the students

The provision for the welfare, health and safety of students at CHB is excellent. The school fully meets the requirements of the BSO standard. It also meets the regulatory requirements of the host country.

CHB's safeguarding systems are comprehensive and conform to practice in the UK. Adults in the school are trained to ensure students' safety at all times: the policy is applied rigorously. Any rare incidents of bullying are dealt with quickly, effectively and sensitively. Leaders ensure that all involved feel that their voice has been heard.

Arrangements for the welfare, health and safety of students are outstanding. Staff clearly understand that the most crucial part of their role is to ensure that all students are safe, well supervised and well cared for. They are well aware of their responsibilities regarding safeguarding and clearly demonstrate that the safety of students is of paramount importance.

There are appropriate written policies to safeguard students. Senior leaders are active in ensuring the school fully meets all its obligations. Senior staff and managers with specific responsibility for all aspects of health, safety and welfare ensure that policies and procedures are followed. Actions, concerns and any incidents are carefully recorded, showing how they are managed and the attempts made to reduce the possibility of recurrence.

There are regular premises and equipment checks ensure that the whole school site is a safe place for learning. Identified concerns or repairs are dealt with in a timely manner by specialist staff. CHB achieves a successful balance of rigour in policies and procedures, within a friendly and warm atmosphere. The school has good lines of communication, evident oversight of visitors and clear lines of responsibility amongst staff.

Procedures for fire evacuation and lockdowns meet the expectations of the host country and are just as stringent as in the UK. They are well rehearsed and monitored. Risk assessments are rigorous and include all school activities, including excursions. The school also has contracts with external agencies and organisations to ensure they are fully compliant with all requirements.

## 8. *Standard 4* The suitability of the proprietor and staff

The founder and director of the school is heavily involved with strategic developments at CHB, whilst much of the day-to-day administrative and financial running is carried out by the two owners. Whilst unusual, the system works very effectively. The school ensures that all staff are subject to all the required local or UK checks for suitability to work with children. Where appropriate, the UK's DBS enhanced disclosure or the ICPC are used to check the suitability of teaching staff. Procedures meet the requirements for British schools overseas. Spanish requirements for staff appointment are rigorous.

Thorough recruitment procedures ensure that teachers are qualified and experienced, although sometimes timetabling constraints require that teachers are not with students for whom they are primarily experienced. Monitoring and support for staff is mainly informal, but it is effective. Professional development, targeted towards school improvement and teachers' own development needs, have developed further since the last inspection.

## 9. *Standard 5* The premises and accommodation

The quality of school premises, accommodation and facilities is outstanding.

CHB is situated centrally on the island and constructed on 54,000 m<sup>2</sup> of grounds, the most extensive educational space in Lanzarote. The space includes 14,000 m<sup>2</sup> of sporting facilities: the school has the only 400 metre, 8-lane athletics track on the island.

The design of the school is strongly based on local Moorish architecture. The 30 classrooms are purpose built to suit their own specific requirements, and arranged in three distinct areas, each around a central patio. Each classroom in the EYFS and Key Stage 1 area has three separate areas in the classroom: the staff work station, the teaching/storage space and the student space, which included three walls exclusively for display of students' work. The three Key Stage 1 classes have direct access to external terraces and to extensive outdoor play/learning space.

The upper building has 12 classrooms arranged around a central patio, along with a senior school library housing some 12,000 books and a junior school library with more books. There are also two IT labs and some support rooms.

In the third area, for the sciences, laboratories are well designed, extensively equipped and teachers have an appropriate budget for the educational materials. The covered patio area between the labs is currently used as the Year 12 study area.

There are also some more high quality but temporary buildings housing four Key Stage 2 classes, due to the expansion of the school, after the pandemic, and a large marquee for dining.

Thus CHB provides students with high quality learning environments which are well maintained. Fittings and furniture are carefully chosen to be age appropriate and are excellent quality. Displays throughout the school demonstrate, celebrate and inform learning. High levels of care and maintenance are evident. The physical environment is clean, bright, fresh and safe.



## 10. *Standard 6*

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding. It fully meets the BSO standards.

Much parental and other communication is provided through the CHB website. It provides key information and policies, in line with local and BSO recommendations. A clear statement on the school's ethos provides a useful guide for prospective parents and accurately reflects the school's approach. Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions are available.

The website contains information on the school's academic performance. Some of the information is not always as clear as it could be, for example focussing on highlights of academic performance from some years ago, rather than more current data.

Three written reports are sent each year for all registered students. These reports provide details of progress and attainment in all subject areas taught.

The students' homework logs provide a platform for daily/weekly contact with parents. Staff feel these are well used and enable teachers to maintain a strong dialogue with parents. The primary reading logs are an outstanding addition to the range of communication with parents. Parents report that it is very easy to make informal contact with staff and that they are easy to talk to.

## 11. *Standard 7*

### The school's procedure for handling complaints

The CHB complaints procedure is detailed, transparent and effective. It considers local laws and regulations. Made available to parents of students and prospective students on the school's website, it consists of clear stages that mirror the school's management structure.

The complaints procedure allows complaints to be made and considered initially on an informal basis. There is a clear timescale. If the complainant is not satisfied with the outcome, s/he may request that it be reviewed by the school complaint panel to try to reach resolution.

The school's procedures are clearly stated: the complaints panel will write to the complainant/s informing them of their decision and the reasons for it. The decision of the complaints panel is considered final. The outcome of their decision will also be sent to the headmaster and, where relevant, the person who was the subject of the complaint. Correspondence, statements and records of complaints are confidential and kept securely.

## 12. *Standard 8*

### Leadership and management of the school

The leadership and management of CHB has developed very well since the last inspection; they are outstanding. The founder and director of the school provides a clear direction and focus for the school; he is very ably supported by the two owners, the head of primary and the enhanced leadership team. There has been a significant amount of development of the depth and influence of this wider area, which secures the future of the school effectively. Across the school, key staff were identified to lead and to manage the educational direction of the school; these key leaders have worked closely with the owners of the school to develop a strong strategic pathway.

The effectiveness of leadership and management by the owners, headteacher, head of primary, senior managers and others with delegated responsibilities is excellent. They provide strong educational direction, as reflected in the quality of education, the care of students, and the fulfilment of the school's aims and ethos. The vision of CHB centres on children and their learning. The effectiveness of the full leadership team is reflected in how well previous inspection recommendations have been implemented.

The school is considering how to allocate resources, particularly time, for senior leaders. There are barriers (especially in terms of time) to the opportunities for monitoring of day-to-day teaching practice.

The head of primary has overseen a number of key initiatives which have been implemented to facilitate the provision of a clearer educational direction. These have contributed greatly to the quality of students' academic and other achievements. The next focus is likely to be on the continued development of standardised assessments in the foundation subjects. It may also be timely to refresh the philosophy of EYFS provision and how that links to outdoor learning.

Collectively the senior leadership team has a strong commitment to raising standards achieved across the whole school to even higher levels.

The quality of self-evaluation has developed further. This has enabled leaders to be even more successful in identifying and prioritising strategies for further development.