



**British School
Overseas**
Inspected by Penta International

Inspection report

**Colegio Hispano
Británico**

**Lanzarote
Spain**

Date 1st – 3rd March 2021
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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 30 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 Colin Dyson, who worked remotely. Because of the Covid-19 pandemic restrictions, staff and students wore facemasks at all times, and desks were separated by plastic partitions. Playtimes and lunchtimes were restricted, too.

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) is a good school with many strengths.

Through strong, decisive leadership, the school maintains a clear focus on providing a broad curriculum and providing students with excellent life chances. As a result of this broad curriculum with carefully planned and delivered lessons, students make good progress. The learning environment, including the outdoor facilities, provide a safe and stimulating setting, which is very much in tune with the locality. 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, and their behaviour is excellent.

3.1 What the school does well

There are many strengths at CHB, including the following:

- i. The strong leadership provided by the director of the school and the head of primary, ably supported by the senior team.
- ii. The students, who are happy, confident, friendly, well-behaved, enthusiastic and engaged learners.
- iii. The commitment of staff to providing the best possible experiences for students, which ensures good progress.
- iv. The ethos of the school, which is inclusive, welcoming, friendly and focused on achieving the best outcomes for students.
- v. The school premises are carefully designed to be both culturally appropriate and highly supportive of good 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 good opportunities for students to interact, collaborate and learn with peers across the school, even with pandemic restrictions in place.

3.2 Points for improvement

The school should consider the following development points:

- i. Raise the quality of teaching even higher, for example by:
 - improving the use of information technology to support learning across the school;
 - making time for teachers to share best practice;
 - providing performance management for all staff;
- ii. Further develop middle management skills with a mixture of internal and external training;
- iii. Upgrade the procedures and systems for keeping parents informed about school life, including through the website.

4. The context of the school

Full name of school	Colegio Hispano Británico (trading as Enseñantes del Hispano Británico S.L.)		
Address	Camino Mosegue 2, Tías, Lanzarote, Spain		
Telephone number/s	0034 928 173 066		
Website address	www.colegiohispanobritanico.com		
Email address	info@colegiohispanobritanico.com		
Director	Roger Deign		
Chair of board of governors/proprietor	Proprietors: Djek Durgen Deign, Tchay Nathan Deign		
Age range	3-18 years		
Number of students	Total = 335	Boys = 173	Girls = 162
Student numbers by age	(0-2 years) 0	(3-5 years) 49	(6-11 years) 128
	(12-16 years) 121	(17-18 years) 29	(18+ years) 8
Total number of part-time students	0		

Lanzarote is a well-known holiday destination, part of Spain but situated in the middle of the Atlantic ocean. It has a resident population of 120,000 people and 76 schools, of which 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.

CHB founded in 1976. It is an independent, co-educational school for 355 students between the ages of three and 18 years. The large majority of students are Spanish: others are from the UK Europe and Asia. 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. 45 CHB students have obtained places at British universities over the past three years.

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.

4.1 British nature of the school

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

- 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.
- 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.
- Students are divided into year groups according to UK definitions.
- The timetable reflects UK practice.
- Lessons, with the exception of foreign languages, are taught in English.
- The importance of extra-curricular provision including clubs, school trips and expeditions are in line with British best practice, although necessarily severely curtailed at present because of the pandemic.
- On entry into the school, each student is allocated to one of three houses: Wilberforce (after William Wilberforce); Kings (after Martin Luther King) and Cervantes (after Miguel de Cervantes).
- Throughout the year, students in these houses compete with each other for house points.
- The school's values are aligned with British values; they are displayed around the school.
- Many of the books and resources are sourced from the UK.
- Students have transferred successfully from CHB to schools in the UK.
- CHB has an excellent track record ensuring the students gain entry to UK universities of their choice.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is good. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is good: it has some outstanding features.

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 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. The curriculum is based on the national curriculum in England and the Early Years and Foundation Stage (EYFS) guidance. 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 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. Recently the mathematics curriculum has undergone an in-depth review. The new procedures for monitoring and tracking are enabling teachers to ensure learning is more focused on raising attainment.

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 the individuals interest in all forms of sport and values the high quality athletics installations and sports areas that it has on site.

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. Students have a wide choice of GCSE and IGCSE courses at Key Stage 4, AS and A-Level courses at Key Stage 5. Some students are challenged by the number of subjects studied: a few noted their perception of lessons being 'short' and 'having to study a lot of subjects'. However, the school does make every attempt to enable students to study the courses that they wish to. This ensures that GCSE and A-level courses meet their needs and support them in pursuing higher education in their chosen specialism when they leave the school.

Students are given excellent personalised support in choosing careers.

During the period of Covid-19 restrictions, staff have worked hard to ensure all students have access to high quality learning through well adapted teaching. During the period of restrictions, the normally excellent attendance figures rose even higher. During this term in 2020, the attendance was 94.3% and during this current period attendance is 96.2%.

5.2 Teaching and assessment

Teaching and assessment are good.

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. In the best lessons observed, the objectives of the lesson were made clear to the class, for example. In a number of lessons, teachers also provided clear steps for students to take in order to accomplish the purpose of the lesson.

Lesson observations, scrutiny 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 good or better progress. This is achieved through a good match of activity and task with an appropriate balance between adult and child-led activities. Despite being tired at the end of the long day, Foundation Stage children were 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 one Year 1 lesson, the whole class became excited about what the teacher was showing them on Google maps, including her own car, parked in the school car park.

At Key Stages 3, 4 and 5, teachers use a range of strategies (somewhat limited by the pandemic restrictions) to engage and motivate their students. For example, in Spanish, English, history and psychology lessons, the teachers were able to draw the students in to the learning. The best teachers have excellent subject knowledge: in a Year 9 chemistry lesson and a Year 7 biology lesson, this allowed for a high standard of questioning, challenge and subject-focussed discussion, for example.

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 necessary social distancing and the bounds of good behaviour.

In many classes, there is a strong emphasis given to encouraging independent learning, balanced with group activities. For example, in a Year 10 English lesson, the class were reading a book (*'From the beginning to the end'*) together: the students took turns reading aloud and all listened with attention and engagement. The students in the pre-nursery sat quietly and politely whilst eating their morning snacks. The teacher helped only when absolutely necessary, preferring to encourage them to try themselves, first. Similarly, in a Year 9 mathematics lesson, students worked independently and 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 excellent in lessons observed and contributed to the atmosphere of calm and engaged learning.

In a few lessons in different levels of the school, the range of challenging activities to extend and deepen thinking was not always evident. There was limited use of the information technology resources available.

The school uses assessment information well. Teachers know their students very well on an individual level. The quality of support for children with special needs or 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 variations in the impact this has, subject to subject.

Students would be 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 healthy mutual respect 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 children and adults.

5.3 Standards achieved by students

Standards are at least good, and for many students, excellent progress is made. Results gained at GCSE in terms of average points obtained per student, are amongst the best in the world.

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

In EYFS and the primary school, the head and staff have implemented an effective range of baseline assessments to ensure each student's progress is carefully tracked. This is a recent development and the school is cultivating the opportunity to collect data over time to make effective comparison checks.

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 UK expectations. The implementation of effective monitoring and tracking is enabling staff to ensure all students are appropriately supported and challenged. As these systems become embedded teachers will aim to effectively monitor progress over a greater time span to ensure progress is good across time.

The improving rate of progress made by students continues throughout Key Stage 2. A focus on progress in reading has had a significant impact. In Years 1 to 6, only 58% were reading at the expected level in September. By the end of autumn, 76% were reading at the expected level.

Primary teachers are successful in guiding and supporting students to develop their personal 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.

Across the secondary school, learners meet challenging targets, in relation to their capability and starting points, they achieve high standards. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress, as reflected in value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages.

Students in the secondary school generally make excellent progress. Over the past four years results in IGCSE examinations have improved each year. Despite the challenges

they faced last year due to restrictions from the pandemic, they once again maintained very high standards. In 2020, 100% of the students at the Hispano Británico obtained more than five A* - C grades. 80% of them achieved ten or more A* - C grades and 60% obtained fifteen or more A* - C grades. Two Year 11 students in the top quartile also obtained an A grade at AS level. One 14 year-old student achieved seventeen subjects grades A* - B, with 13 of those subjects passed with an A* grade.

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

The school's provision for students' spiritual, moral, social and cultural development, and its impact on personal development, is outstanding; it is a key strength of the school.

Students of all ages and abilities are enthusiastic and eager learners. They have positive attitudes towards school and their behaviour is very good. They are polite and welcoming to adults, and respectful to their peers. Relationships across the school are very strong.

Students learn to be mindful and self-aware, and to appreciate the wonders of the world. In a Key Stage 1 class using Google maps, there was tangible awe at the sight of the school building on the images of Lanzarote.

Students evidently know right from wrong. An ethos of mutual respect is evident across the school. Students listen carefully and considerately to the teachers and to their peers during lessons. Including in the EYFS, students take care of resources and books, tidy away carefully and sensibly at the end of lessons and breaktimes.

There is an awareness of the needs and feelings of other students in school. There were many examples of students supporting one another in lessons; in the playgrounds, which were segregated to ensure maximum Covid-19 safety, students upheld the restrictions with good cheer and played happily with one another.

Students learn how to manage their feelings and respond sensitively to the feelings of others. The school is keen to support the development of the personality of each individual, and attempts not to restrict the freedom of expression. Students do not feel inhibited and have the confidence to ask any questions they wish. There is strict discipline throughout the school, but because of the close, almost family relationship of students with staff, issues do not have to be dealt with in a formal manner.

Students thrive as they progress through the school. They gain in confidence, and become mature and thoughtful young people. They are well prepared for the next stage of their lives. Sixth form students speak very warmly of the school and the contribution it has made to their achievements. There are good opportunities for students to take responsibility for the way the school functions. 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.

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

The provision for the welfare, health and safety of students is excellent. The school fully meets the requirements of the BSO standard: the regulatory requirements and cultural obligations of the host country are also met.

The arrangements for the welfare, health and safety of students are outstanding. The staff knows that the most crucial part of their role is to ensure that all students are safe, well supervised and well cared for at all times. They are well aware of their responsibilities regarding safeguarding and ensure that the safety of children is of paramount concern.

There are appropriate written policies to safeguard students. Senior leaders take a proactive role in ensuring the school fully meets all its obligations in ensuring the well-being of students. 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. 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. The enhanced provision required to meet the challenges of the Covid-19 pandemic has been well implemented; the provision of temporary accommodation demonstrates the school's determination to ensure all students are safe and well provided for.

The school achieves a delicate balance of rigour in policies and procedures within a friendly and warm atmosphere. The school has implemented good lines of communication, oversight of visitors and clear lines of responsibility. 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, monitored, recorded and reviewed regularly. Risk assessments are rigorous and include all school activities, including excursions. The school also has contracts with agencies and organisations to ensure they are fully compliant with all requirements.

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. The rare incidents of bullying are dealt with quickly, effectively and sensitively. Leaders ensure that all parties feel that their voice has been heard.

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

The proprietor 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 ICPC is 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. Professional development, targeted towards school improvement and teachers' own development needs, are beginning to develop.

9. *Standard 5* The premises and accommodation

The quality of school premises and facilities is outstanding.

CHB is situated centrally on the island with an average 35 minute drive from the furthest population. It is constructed on 60,000 m² of grounds, the most extensive educational space in Lanzarote. This includes 14,000 m² of sporting facilities: the school boasts 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. The classrooms are smaller than many schools, because there is a maximum of 18 students per class. Laboratories are well designed, extensively equipped and teachers have an appropriate budget for the educational materials.

The school provides students with high quality learning environments which are well maintained. Fittings and furniture are carefully chosen to be age appropriate. Displays throughout the school demonstrate and celebrate learning. High levels of care and maintenance are clearly 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 good. It meets the BSO standards.

Most communication is provided through the CHB website. Staff at school know that further development of this key platform could ensure it was more 'user friendly'. The website does provide key information and policies in line with 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. A clearer link to these would support access to them for all parents.

The website does contain reported information on the school's academic performance. The information is not always as clear as it could be, for example not highlighting academic performance from the preceding school years.

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 felt these were well used by nearly all parents and enabled teachers to maintain a dialogue with parents. There is scope for further development of the home-school partnership to promote more powerfully, the school's links within the community.

11. Standard 7

The school's procedure for handling complaints

There is a detailed written formal complaints procedure that is transparent, open, and effective, and considers local laws and regulations. It is made available to parents of students and prospective students on the school website. The procedure 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, they 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 complainants informing them of their decision and the reasons for it. The decision of the complaints panel will be 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 secure and confidential.

12. *Standard 8* Leadership and management of the school

The director of the school has provided a clear direction and focus for the school over many years.

Across the school key staff have been identified to lead and manage the educational direction of the school. Key leaders work closely with the owners of the school to develop a strategic pathway.

The effectiveness of leadership and management by the owners, headteacher, head of primary, senior managers and others with delegated responsibilities is good. They provide 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 leadership team is reflected in how previous inspection recommendations have been implemented.

Despite the head of primary only having been in place for a short time, a number of key initiatives have been implemented to facilitate the provision of a clear educational direction, which contributes greatly to the quality of students' academic and other achievements. This has been instrumental in optimising the development of students' attainment through accurate monitoring and tracking across the primary years. Collectively the senior leadership team has a strong commitment to raising standards achieved across the whole school.

As the quality of self-evaluation followed by school improvement is developing further, this has enabled leaders to be successful in identifying and prioritising strategies for further development. Systems need to be developed across the school to evaluate the impact of changes to ensure they focus on further raising attainment and achievements across all year groups. The implementation of a school development plan that is carefully aligned to meeting students' needs and provides effective opportunities for evaluating outcomes would assist in giving greater clarity for the future and encourage the involvement of all staff.

The school needs to ensure resources, particularly time is available for senior leaders. The lack of opportunity to encourage monitoring and evaluation results in day-to-day management being more effective than leadership.