



**British School
Overseas**
Inspected by Penta International

Inspection report

Wingate School

**Santa Cruz de Tenerife
Spain**

Date **15th – 17th November 2022**
Inspection number **20221115**

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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 pupils; 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 pupils and pupils' 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, nearly 60 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Lesley Birtwell and Simon Sharron.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Wingate School provides an outstanding education. Students' well-being is at the heart of the school; pastoral care is outstanding. Teaching is excellent, supported by a strong curriculum together with very effective assessment practices. Students receive a truly personalised learning experience, as a result they make excellent progress. Students' behaviour and attitudes to learning are a strength of the school. The leadership provided by the owners, principals and other leaders sets a clear direction and ambitious targets for all aspects of school life.

3.1 What the school does well

There are many strengths at the school, including the:

- vision and ambition of the school's owners and headteacher, to continually develop and improve the school;
- passion of teachers to provide outstanding learning opportunities for their students;
- highly motivated, well-behaved students who have excellent attitudes to learning;
- standards achieved by students, both academically and personally;
- personalisation of learning, and support and intervention for individual students, based on assessed need, to enable all to succeed;
- teaching of English, both subject specific and language across the curriculum;
- learning environments in primary, particularly the use of displays and learning walls, to support students' learning;
- Early Years Foundation Stage practice, which is enhanced by the excellent learning environment;
- rigorous safeguarding procedures and the focus on the well-being of students and staff;
- continuous professional development, linked to teacher appraisal and school improvement planning;
- effective communications with parents;
- strong relationships and a harmonious learning environment;
- pride taken in the school by the whole school community.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

1. Embed and further extend the science, technology, reading, engineering, art and mathematics (STREAM) initiative, particularly the creative aspects, to enhance the formal curriculum and provide opportunities for innovative learning;
2. Refine the vision statement for the school as it moves forward, and ensure it is shared with and understood by all stakeholders;
3. Continue to audit, identify and share best practice in teaching and assessment across the school, both within and across subject areas, to ensure all lessons delivered are of the highest quality.

4. The context of the school

Full name of School	Wingate School				
Address	Calle Mirador de la Cumbrita 10, Cabo Blanco, 38640 Arona, Santa Cruz de Tenerife				
Telephone Number/s	+34 922 72 01 02				
Website Address	www.wingateschool.com				
Key Email Address	theoffice@wingateschool.com				
Headteacher	Mr Martyn Howells				
Chair of board/Proprietor	Mr Jonathan Green				
Age Range	3-18 years				
Total number of pupils	433	Boys	207	Girls	226
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	197	
	<i>3-5 years</i>	34	<i>17-18 years</i>	29	
	<i>6-11 years</i>	173	<i>18+ years</i>	0	
Total number of part-time children	0				

Wingate School is located in the village of Cabo Blanco, Arona, Tenerife. It is a privately owned, independent, English-speaking school, catering for children from 3 to 18 years of age. It was established in 1982 by Mr and Mrs Green, as a primary school for their two sons and five other expatriate children of various nationalities living locally. The school has just marked its 40th anniversary and five of the original 7 children were present to join in the celebrations. The school's active proprietor is one of the founder's two sons, while Mrs Green is still involved in many aspects of school life on a regular basis.

The school is authorised by the Spanish Ministry of Education (MoE) to offer a British education to children of all nationalities, including Spanish. There are currently 433 students on roll, representing 22 different nationalities. A little over 40% of students are Spanish, 17%

hold British citizenship. The school is a member of the National Association of British Schools in Spain (NABSS).

The school is divided into Foundation, Primary, Seniors and Sixth Form, supported by experienced leaders for each stage. The school follows the National Curriculum for England, including the Early Years Foundation Stage (EYFS) programme, with iGCSE, AS and A level syllabi for senior and sixth form students. The school is an accredited centre for Pearson, Edexcel and Cambridge International examinations.

The school has a selective admissions policy, which focuses on students' levels of English as a primary consideration. On admission, students are expected to have adequate English language skills in order to access the curriculum and succeed, however, English as an additional language (EAL) support is available for those children who may require some additional help.

The school identifies the following challenges:

- Required adaptations to the British system to meet local regulations/restrictions, for example, work experience is not allowed under Spanish labour law;
- The impact of Brexit on recruitment processes and procedures;
- Retention of overseas students following Brexit and the Covid pandemic;
- The impact of Covid on students, in terms of isolation, lack of interaction, and learning gaps created;
- Lack of recent external checks and balances due to Covid.

4.1 British nature of the school

The British nature of Wingate school is evident and is a strength of the school.

The school delivers the National Curriculum for England in Key Stages (KS) 1 to 3, together with the Early Years Foundation Stage programme (EYFS) for the youngest pupils. Pupils in KS4 follow GCSE and iGCSE syllabi, while a number of students continue into KS5 to study A levels in the Wingate sixth form. All lessons, with the exception of foreign languages, are taught in English. The school uses a range of assessments and progress tests to measure pupils' attainment and progress; these are based on the national standards for the United Kingdom (UK) and benchmarked against UK performance.

All teachers, with the exception of Spanish nationals, have British qualifications and relevant teaching experience. All staff are rigorously checked for their suitability to work with children and have ICPC (International Child Protection Certificate) or equivalent clearance. All teachers receive annual safeguarding and child protection training, in line with DfE guidelines. British practice is evident in approaches to the quality assurance of teaching and learning, the appraisal cycle and provision of continuous professional development (CPD).

The organisation of the school year into three terms and the timetable of the school day, mirror UK practice. The style of teaching, classroom management practices and the range of resources employed further enhance the British feel. A wide range of extra-curricular activities enhances the curriculum and a varied programme of off-site visits and visitors to the school adds further enrichment. Students wear their uniform with pride and value the house system, which gives them a sense of identity.

The ethos of the school feels British in shared areas, outdoor spaces and classrooms. British values are clearly displayed around the school, and are promoted and upheld through assemblies and the personal, social, health and economic education (PSHEE) programme.

The school promotes key British events in the annual calendar, such as Remembrance Day, Harvest Festival, Mothers' Day, Christmas and Easter, and celebrates these through a range of activities, performances and events. The platinum jubilee of Queen Elizabeth II was a time of great celebration, while the school marked her passing and funeral events with appropriate tributes such as the minute's silence, last post, poetry and readings.

5. Standard 1 The quality of education provided by the school

The quality of education provided is outstanding. A broad and balanced curriculum meets the needs of all students. Strong practices in teaching and assessment, including needs-based, timely interventions, ensure that students make good progress and attain well from their individual starting points. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is meets the standard for BSO and is outstanding.

Wingate School follows the National Curriculum for England alongside curriculum requirements from the Spanish Government. The school has a curriculum policy, schemes of work and lesson plans that support the needs of all students. Curriculum plans are constantly monitored and reviewed to ensure gaps in learning are identified and addressed. Plans are supported by a variety of schemes and resources; for example, White Rose mathematics and the Christopher Writer programme for Primary Sex and Relationships Education (SRE). Staff have the autonomy to keep the curriculum under regular review and initiate change to enhance student learning. Any change is supported by professional development ensuring staff have excellent subject knowledge. For example, teaching assistants (TAs) were provided with resources and training for the effective teaching of grammar.

Curriculum topics and the ethos of the school ensures learning does not undermine the fundamental British values of democracy, the rule of law, individual liberty, or mutual respect and tolerance of those with different faiths and beliefs. Year 6 students have opportunities to consider propaganda and bias in evidence when studying World War II. Year 9 students look at identity and conflict as a stimulus for writing.

Students experience a broad and balanced curriculum with a strong focus on the core skills of English, mathematics and science, supported by extra-curricular opportunities. For example, students took part in a Zoom workshop with the cast of 'Frozen' in London and are looking forward to an arts and theatre trip to London in January 2023. Language development is embedded across the curriculum and all students are supported to acquire new vocabulary. Lessons encourage questioning, discussion and extended talk. Year 1 students verbalise subtraction problems. In a year 8 PSHEE lesson, students were praised for attempting to verbalise and explain feelings. In year 11 art, a discussion between a student and teacher helped to clarify the student's ideas to develop their work. Students are encouraged to apply knowledge and skills across different subject areas. For example, year 9 study 'The Tempest' from an ecological point of view combining English, drama, music and art.

The sixth form extended project (EPQ) enables students to apply skills from different subject areas. The current focus of moving from a science, technology, engineering and mathematics (STEM) to a STREAM school is enhancing this approach, especially using drama to meet a variety of learning styles. Small groups, the flexible use of settings, individual interventions and target setting ensure students make excellent progress. Students describe learning as fun, challenging and supportive. “When something is difficult, teachers show you, step-by-step.”

The PSHEE curriculum covers all equality strands including sexuality. Teaching is expected to be in a “sensitive and non-judgemental way”. The PSHEE curriculum is delivered through the formal and informal curriculum. Respect is constantly reinforced and students are expected to demonstrate this in lessons and discussions. In year 4, a student debated with his teacher about whether electric cars were better than petrol cars. The student’s views were accepted, respected and valued. As a result, students have high self-esteem and are extremely motivated.

Students in foundation have a well-planned curriculum combining all areas of learning. The excellent balance of adult-led and child-initiated activities ensures strong progress, especially in language. Adult modelling of talk is constant. During snack time the nursery teacher described her apple as a “crunchy apple”, “juicy apple” and then asked the students what they were eating. Fun activities cover all areas of the curriculum in a way that enables students to make links in learning and develop thinking skills. In reception, students using dice to identify numbers were asked to solve the problem of how they could record 6 if the counting frame only went from 1 to 5.

Through ‘Unifrog’, a computer-based careers and development programme, senior students have access to accurate, up-to-date and impartial careers guidance. Given the size of the school, a wide range of subjects is offered at iGCSE, with more limited options at A Level. Students report that over time choice has increased. Plans are in place to expand further in the future to offer vocational qualifications that meet the needs of students who learn in a different way, within the context of the local economy. Individual support from staff, peer mentoring and a comprehensive sixth form prospectus ensures students are able to make informed choices about pathways and future careers. Provision is also made to ensure Spanish students are able to acquire qualifications required to access Spanish universities.

The planned curriculum ensures students are well prepared for opportunities, responsibilities and experiences of life in British society and the wider world.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding. Lessons are consistently good or better and many are outstanding.

Very successful learning is accomplished because there is effective long, medium and short-term planning to ensure that progress is made within lessons and over time. Teachers use a variety of effective pedagogical techniques to encourage productive behaviours for learning. In foundation, independent, explorative, play-based learning alongside teacher led activities produces accelerated English language development for EAL children, who make up the majority of most classes. Students quickly overcome any language deficits as they move through KS1.

The system of ability setting in English, phonics, mathematics, science and Spanish has the effect of accelerating progress through targeted teaching, differentiation and individualised support. Groups are flexible, with students moving between sets according to their carefully measured progress. Challenge for all is evident in lessons, in many instances, students choose their own level of challenge. For example, in KS2 mathematics classes, students are allowed to choose the 'mild, spicy or hot' challenge, knowing that if the level they chose proves to be too difficult they could seek support from peers or their teacher, or switch back to a less challenging level.

Open-ended questioning encourages students to think for themselves and make connections in their learning. In a year 1 mathematics lesson, the teacher constantly used the question, "What do you see?", as students were looking at a picture illustrating a subtraction sum. Students described the 6 birds as 4 and 2, 3 and 3, and 6 which extended their understanding as to how numbers can be partitioned.

The school harnesses information technology (IT) in an exemplary manner, which has a powerful impact on learning across the school. Foundation children use iPads to support their phonics development, while years 1 to 4 access mobile banks of computers and tablets to enhance their learning. Students from year 5 are provided with their own Chromebook to promote independent and collaborative study.

When interviewed, students communicate how they are enthused by the excellent teaching that they receive. This was frequently observed in class. In a year 9 biology lesson on photosynthesis, a student explained excitedly how, through the microscope, he could actually see the stoma and guard cells of the leaf he was looking at, summarising the 'stomatitis function' of the guard cells in controlling the gas exchange and water loss in the leaf.

Students insist that their teachers genuinely care about their learning and well-being. Indeed, teachers were observed to be genuinely passionate about their students' learning and educational success. Relationships are excellent and clearly the rock on

which excellent learning occurs at Wingate School. One sixth form student, who had been at the school since reception class, testified to the strong, cooperative community spirit in the school, where support is always at hand and the well-being of students is paramount.

The school makes excellent use of the limited space available to it. Owners and staff have curated a rich learning environment of well-equipped classrooms, enhanced with displays providing key subject information, visualising learning journeys and celebrating students' work. Working walls are a key feature of all primary classrooms and are used effectively by students to consolidate learning.

Underpinning the excellent progress students make at Wingate School is the high level of subject knowledge, examination requirements and commitment to professional development of the teaching staff. Teaching assistants also receive continuous training, for example, recent training in phonics teaching to enable them to fully support students in class. They are well deployed to support learning.

Assessment is a strength of the school. It is constantly used to determine students' progress and attainment, measuring previous and current learning so that targets can be set for future aspirational goals. Strong formative assessment, reinforced with praise and encouragement, features in most lessons. A year 3 student writing about Skara Brae was told by the teacher, "I like how you used the word 'heavy', it gives the reader a good picture of how solid the houses were." Exercise books often contain constructive written feedback from teachers.

Personalised learning is achieved through a rigorous system of tracking where students' strengths and weaknesses, gaps in learning and general welfare are logged and monitored. The data is reinforced by regular individual feedback. This occurs through a process of constant evaluative observations in foundation, one to one conferencing and live marking in primary, and termly form tutor interviews in the senior section of the school.

In the introduction of a new topic, teachers often use a pre-test to check students' current levels of knowledge and understanding. For example, in year 7 science, students completed an online quiz related to simple chemical reactions. The results were displayed in real time on the classroom screen, which the teacher monitored. The final outcomes are then analysed to identify prior knowledge and gaps in learning, to inform the teacher's planning of the unit of work.

The discursive, participatory style of teaching and learning, together with UK schemes of assessment, ensures that the very large majority of pupils have the knowledge and skills necessary to enter, or re-enter the British educational system at the appropriate level. Overall, the high quality of teaching and assessment generates excellent academic standards for the students and the school.

5.3 Standards achieved by pupils

The standards achieved by students meets the standards for BSO, students' behaviour, attainment and progress are outstanding.

The majority of students do not have English as their first language. From a below average starting point, particularly in English, students in foundation make excellent progress in social skills and language, which enables them to access future learning. This leads to high academic attainment at key assessment points at the end of primary, seniors and sixth form, confirmed by external assessment and examination data, which shows strong results when compared to national averages for the UK. For example, at the end of foundation in 2021/22, 99% of children were meeting or exceeding the 17 early learning goals. At the end of KS2, the percentage of student working at or above expected levels was 91.5% in reading, 88.5% in mathematics and 100% in spelling. At iGCSE, there was a 100% pass rate across all subjects. 90% of students attained grades 4 – 9, compared to 73.2% UK average, and 51% of students attained grades 7 – 9, compared to 26.3% of students in the UK. Similarly, at AS and A level, 100% of students passed in all subjects, with the exception of AS level physics, with a significant proportion of students attaining higher grades. There is a strong upward trend in all external examination results over the last five years.

Excellent relationships, the way staff know students as individuals and the focus on developing the whole child, ensures students make excellent progress in their subject knowledge, learning behaviours and personal development. For example, a mid-term phonics screening showed that many students had made significant progress, as a result they moved up a group or no longer required support. Students are proud of their learning and demonstrate high standards in written and oral presentation. For example, year 6 students studying 'Tiger, Tiger' by William Blake, confidently performed the poem and explained the meaning of the language used. Year 10 students prepared and led an interactive senior assembly during anti-bullying week.

Students have high levels of self-esteem and the desire to do well and succeed. Students are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

Student behaviour is excellent both in classrooms and around school. Attendance is improving and is broadly in line with national averages for the UK, currently at 94%.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students meets the standards for BSO; it is outstanding.

The school successfully achieves its aim “to develop the whole student by instilling family values, knowledge and skills to become an independent, self-reliant learner with the strength of character to make positive contributors to an ever-changing world”. Every opportunity is taken to develop the students as individuals and promote self-esteem. The size of the school, strong relationships and the focus on the whole student ensures all succeed regardless of their ability. In a year 2 mathematics lesson a student said, “It’s tricky”. The teacher responded with, “Yes, you’re right, but we will do it again another way.” Students speak highly of their teachers, especially because, “They will always give up their time to support you.”

A broad programme of extra-curricular activities meets a variety of students’ needs so all have opportunities to succeed and develop interests. Student success, both in and out of school, is celebrated. Students have a strong work ethic and are highly motivated to succeed. In a year 8 mathematics lesson, on algebra, students were able to choose ‘strengthen’ or ‘extend’ exercises. One student, who was working steadily through ‘strengthen’ informed the inspector that he would also complete the ‘extend’ section, at home if necessary; he was preparing for the upcoming mathematics test and wanted to be sure he had a full grasp of all the material.

High expectations and respect are constantly reinforced, enabling students to understand the difference between right and wrong, and respect the rule of law. Every morning, students are told, “Work hard and be kind to each other”, as they move away to class. Through the curriculum, students learn about both British and Spanish laws especially, where there are different rules and expectations. The behaviour of students in lessons and around the school is exemplary. A written behaviour policy is supported by high expectations and, where appropriate, interventions. High expectations for social behaviour are actively taught. In nursery, the children were crowding round the water tray and the teacher suggested, “Why don’t we space out a little better.” Bullying and harassment are rare. The curriculum and learning environment constantly reinforce the school’s zero tolerance approach. For example, during anti-bullying week, students made a display with odd socks to reinforce the importance of accepting individuality. The current focus on restorative justice and questioning provides students with the language and skills to resolve issues in a positive way. This reinforces tolerance, respect and empathy for another point of view. Relationships are strong at all levels and students are welcoming to visitors.

Students have many opportunities to contribute positively within school and the local community. Prefects run lunchtime extra-curricular activities for younger students. For example, a prefect-led drama club is currently producing a whole school performance.

Students act as reading buddies. During the inspection, a year 11 student was organising a playtime table tennis tournament to raise money for their prom. Students raise money for local charities, for example Cancer Support. When celebrating harvest festival, prefects organise the collection of food, toiletries and baby items for a local homeless charity.

Cultural development is underpinned by an expectation of respect for different backgrounds and cultures. Students learn about British, their own and other cultures through the curriculum, visits and whole school events, including cultural diversity week and Canarian week. A reception child was playing with loose parts, standing bolts up in a pattern. When asked what he was doing, he said he was making birthday cake for his god, and they were the candles. He then put his hands together, looked up and said, "Happy Birthday, God." A year 6 student wrote a very moving poem for the Remembrance Day assembly. The Queen's Jubilee was celebrated with an outdoor picnic, the display of the Union Flag, and students learning the national anthem and listening to Elgar's 'Pomp and Circumstance' march. Year 11 performed a Bollywood style dance during a Diwali assembly.

Many opportunities are provided for students to develop spirituality, especially through the religious education (RE) curriculum, art, opportunities for personal reflection and the focus on mindfulness. Every morning, students arrive to school to uplifting music. Year 11 art students, preparing work for their iGCSE portfolio, confidently articulated, using artistic vocabulary, how they responded to the work of different artists. A student studying the work of Alex Grey, an American visual artist, explained that she liked the way the artist's work encouraged people to look inside themselves and consider their emotions.

Healthy development and personal safety are taught in the PSHEE, information communication technology (ICT) and other curriculum areas. Year 12 students have the opportunity to take part in emergency first aid training. Students learn about healthy eating through the science curriculum and opportunities for cooking in foundation. During the recent lockdown, students enjoyed online cooking experiences. They have an excellent knowledge of how to keep themselves safe, including safety when using computers and social media.

Students learn about democracy and citizenship through class and school councils. Council representatives and year 6 house captains are democratically elected. Candidates make a presentation explaining why they believe they are the best candidate. Students are taught to think about whether they should vote because someone is popular or the contribution they will make, prior to a secret ballot. When making suggestions, councillors are encouraged to think about the wider picture and the impact of their ideas. The requirement to consider the 'pros and cons' of ideas enables them to understand the democratic process, respect different opinions, learn to compromise and accept that some outcomes may not be possible. Students believe they have a voice in school and they can make a difference.

Through curriculum planning and constant review of materials and resources, staff ensure that partisan political views are not promoted and teaching offers a balanced view. The use of debates and discussion in lessons also enables students to consider balanced viewpoints.

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

The provision for welfare, health and safety is excellent. The students are exceptionally well cared for. A suite of robust policies and procedures, fully in compliance with local and UK requirements, govern exemplary practice in this area.

Safeguarding procedures operate effectively, ensuring that students and staff are kept safe at all times. The headteacher acts as the designated safeguarding lead (DSL). He has had all relevant, up-to-date training for this role. A deputy DSL and safeguarding team conscientiously oversee, review and improve all safeguarding and child protection procedures. The school cooperates closely with local authorities on safeguarding. There is regional and school-based training on safeguarding with annual refresher courses in line with UK statutory guidance on Keeping Children Safe in Education.

Staff and students act together to have zero-tolerance for bullying and disrespect for 'otherness'. In a year 8 PSHEE lessons, students were asked to consider the impact that common phrases such as, "You have to be mad to work here", could have on the listener and what alternative, kinder phrases might be used. Through discussion, they develop empathy and understand the impact words and actions have. This was clearly evidenced by lessons and assemblies during anti-bullying week which happened to coincide with the inspection. Students report that bullying is rare and they are confident that it will be dealt with. They clearly understand the difference between bullying, harassment, squabbles and falling out. The school uses 'Gooseberry Planet' to teach safe online habits. Year 6 students demonstrated clearly in response to questions from their class teacher that they would involve a trusted adult if they felt uncomfortable or felt unsafe in an online activity.

Students' well-being is tracked by teachers, trained to be vigilant to detect concerning behaviours. This vigilance triggers interventions quickly, when necessary. Well-being in the student community is strengthened by a system of restorative justice, together with high expectations of behaviour. Students are well-supervised at all times, including playtimes and when entering and leaving the school site. Students travel safely on school transport.

A raft of risk-assessment policies ensure safety in all potentially hazardous activities, both inside and outside of school. Fire and lock-down drills are held regularly. Science laboratories are safe because they are well managed. Safety procedures are taught and fire prevention equipment is on hand. Hazardous materials are secured in a strong cupboard, while inventories of chemicals are available in case of emergencies. All areas of the school are well-maintained, clean and hygienic.

From primary to seniors, students are taught expertly how to avoid risky behaviours, enjoy respectful relationships and maintain a healthy life-style. Wingate School benefits from a well-equipped First Aid room and fully trained first aiders, as well as a team of first aid responders.

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

The suitability of the proprietor and staff meets the standard for BSO. Policy and procedures around safer recruitment are strong.

The teaching body is very stable, with high retention rates. Staff report being very happy, supported and challenged, with no desire to move away from the school. The school has faced greater recruitment challenges since Brexit, but works hard to ensure the appointment of high-quality staff. For any vacancies that do arise, the school uses a recruitment partner for the initial identification of possible candidates, together with an ongoing recruitment page on the school's website. Safer recruitment practices are strictly adhered to. Interviews are conducted, and thorough background checks made to ensure staff meet safeguarding requirements, as well as being suitability qualified and experienced to teach in the school, medically fit and having the right to work in Spain. A minimum of two confidential references are sought, followed up with a telephone conversation with the referee. Once in post, local police checks are conducted every three years for the duration of employment in the school.

New teachers receive a staff handbook prior to arrival in Tenerife. An induction programme includes relevant information about matters directly related to teaching in the school, as well as support for completing formalities related to moving to and working in Spain.

Careful monitoring and support for staff through the performance management cycle and excellent CPD provision, is focused on school targets as well as teachers' personal development goals. Lesson observations feed into the needs-based CPD programme for teachers and TAs. This includes opportunities and support for leadership training and a specific training programme for TAs. All staff have a clear job description.

The school's bursar maintains a single central register of all staff working in the school, past and present, together with volunteers. The school receives confirmation from contractors that similar background checks are conducted. The single central register is comprehensive, backed up by hard copies of documentation and stored securely. It was made available to the inspection team.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO. The excellent use of the buildings and premises helps the school to meet its educational objectives and supports the well-being of students and staff.

Close attention is paid to external and internal security with health and safety monitoring outsourced to a specialist company, 'Preving'. The perimeter and two classrooms beyond it are secure and monitored at all times by closed-circuit television (CCTV). All compliance certificates for the school's major utilities and services are in place, in line with local regulations.

The learning facilities provided for foundation and KS1 students are excellent and showcase the school's creative endeavours to make the most of its limited space. Specialist rooms for science and art facilitate high quality teaching and assessment for the subjects taught in them. There is a multi-purpose hall in which music is taught and practised, assemblies are held and public exams are organised. Wall displays are outstanding and help to create a vibrant learning environment.

Classrooms are small, but adequate to meet the needs of the curriculum. They are well lit and ventilated; plans to fit blinds to shield classrooms from direct sunlight will help to keep learning environments cooler. Attention paid to the layout of classrooms within the school ensures the transfer of noise between rooms is minimised.

The accommodation is in very good condition, maintained to extremely high standards of hygiene. Sanitary facilities are clean and sufficient for the students and adult community of the school. Drinking water is available at many points around the school site.

While students have PE lessons off-site, there are many opportunities for enjoyable physical activities in the play areas around the school. These include basketball, table tennis, volley ball, football and a small climbing wall. The 'Green Park' area provides a natural area for students to enjoy being closer to nature. A number of shaded areas have been carefully designed for students who prefer to rest and relax outside during breaks and lunchtime. Sometimes these spaces are used as outside classrooms.

There are plans to build a new teaching block for the next academic year, which will offer larger classrooms and further secondary specialist teaching facilities. Long term development plans involve a move to a new campus, nearby.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standards for BSO accreditation; communications with parents are excellent.

Wingate School uses a variety of means to communicate with parents including emails, face to face meetings (both unplanned and by appointment), use of social media platforms, newsletters, parents' workshops, and celebration events. The school has an open-door policy and actively encourages parental involvement. Parents are happy with the level of information received from the school, especially the e-mail communications which have relevant, specific information, and the helpful administrative staff who respond very quickly to queries. They also appreciate how easy it is to book appointments through the website to meet staff.

The new website developed in 2022 is comprehensive, user friendly and a good source of information about a variety of matters. All the information required by BSO is easily accessible on the website. This includes contact information for the school, headteacher, owner, key administrative and teaching personnel, the previous inspection report, attainment data and safeguarding and welfare arrangements. Arrangements for admissions and details of the complaint's procedure are readily available. The website includes an on-line form for making complaints. A policy area includes bullying, behaviour, health and safety, first aid and a number of other key school policies. A comprehensive curriculum area provides information and policies about the curriculum, provision for special educational needs and English as an additional language. The aims and ethos of Wingate School is epitomised by the school motto of 'The Wingate Way'. This is developed in many statements across the website and displayed on the wall of the hall.

Foundation and primary newsletters are produced weekly and disseminated to parents. Termly newsletters are produced for parents in KS3 and 4 to showcase the achievements of the students and strengthen the links between home and school.

Parents receive regular updates about their child's progress and targets through home-school diaries, meetings with teachers and access to students' work on their Chromebooks. They value the ease of communication with teachers and feel that teachers really care, evidenced by the monitoring of diaries and contact made if parents fail to sign them. Annual and termly written reports clearly detail students' attainment and progress, covering all areas of learning including personal development. Information is provided clearly as grades, indicating if students are working in line with, below or above expected attainment for their age. Similar information is provided for effort and learning behaviours. The grades are supported by written statements. Some reports include targets for the future. Parents feel that they have an excellent understanding of how their children are doing and that regular communication about students with additional needs impacts positively on progress and development.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

A robust policy is in place which outlines detailed steps which would be taken to resolve any complaint raised. The school aims to resolve any concerns brought by parents at an informal level, initially by the teacher concerned, a senior leader or the headteacher. A complaints form is available on the school's website and parents are encouraged to use this to record their complaint. If the issue cannot be resolved by the teachers, then senior leaders and subsequently the headteacher make enquiries to establish the facts and attempt to resolve the matter.

If at this stage the complainant is not satisfied with the outcome, then the complaint may be formalised in writing. The member of staff concerned is informed and a full investigation carried out. A report is prepared and the complainant advised within five working days of the outcome.

A right to appeal ensures that any matters which have still not been addressed to the satisfaction of the complainant can be further reviewed. A complaints appeals committee will be convened comprising the school's owners, senior staff and, if possible, an independent person to consider the appeal. The complainant, if invited to attend, may bring a friend or interpreter. At the end of their considerations, the complainant will be informed of the outcome and a written record entered into the complaints register. The decision of the appeals committee is final. This stage would be completed within 10 working days.

No formal complaints have been raised in the last year; any issues are dealt with in the early stages by teachers and heads of school. A log of significant complaints is maintained by the headteacher, bursar and heads of school. There is no common theme to the informal concerns which are raised.

The school also has robust policies in place for staff complaints and grievances, and whistleblowing.

12. Standard 8 Leadership and management of the school

The leadership and management of the school is outstanding.

The owners and headteacher have a clear vision for the school and a commitment to excellence. They are ambitious for the future, with creative plans to develop the school and expand the offering to students, without compromising on quality. Careful management of financial resources ensures school stability, whilst allowing for positive developments, such as the new 'Green Park' recreation and activity area, and development of the foundation and year 1 outdoor area.

High standards are achieved in all aspects of school life, notably student outcomes, both academic and personal, teaching and assessment, and welfare, health and safety. A collegial atmosphere permeates the school; strong relationships lead to high levels of staff morale.

The headteacher and senior leaders have a clear understanding of the strengths of the school, but are not complacent. They constantly strive to improve further, with an admirable drive and passion. Middle leaders are proactive in identifying gaps in their areas and creating development plans to rectify these, which then feed into plans for their section of the school and the whole school development plan. These are reviewed regularly for progress and updated. Leaders work collaboratively, supporting and inspiring one another. Distributed leadership gives ownership and autonomy to all leaders, who are supported but not overly directed. Thought is given to succession planning in order to ensure future continuity.

A robust performance management cycle feeds into professional development and school improvement planning. CPD is a particular strength, with leaders providing or facilitating relevant training. The 'Teacher First' approach involves direct instructional coaching and professional learning conversations between teachers, their peers and line managers. CPD includes needs-based training for TAs, to ensure consistency of approach in the teaching across the curriculum, with a recent focus on the teaching of phonics.

Communications with parents are a strength. Parents are kept well informed about their child's progress both academically and in terms of their personal and social development, and attitudes to learning. Parents are involved in some aspects of school life and post-Covid, there is the intention to create further opportunities for parents to contribute to the life of the school. Parents' opinions are sought on specific matters, through surveys and informal conversations with leaders and the school's owners.

The school runs very efficiently, with a clear routine, processes and procedures. A body of very capable administrative and support staff work closely with leaders, teaching staff, parents and students. The school is well resourced, classrooms have age and subject appropriate learning materials which are used to good effect, including learning technologies.