

School name: Scandinavian School Madrid

Address: C/ DE CAMINO ANCHO, 14. 28109. MADRID.

Date of Inspection: 03/04/2017

Inspection Team:

(Lead) GILL KAYE

(Team) KEN WILLIAMS

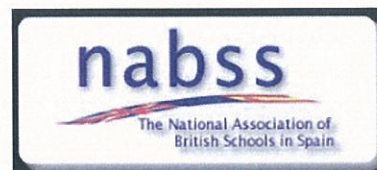
Overall Recommendation:

- Authorisation for 4 years for 250 pupils from Reception (4 years) to Year 11 (16 years)

"The authorisation of British schools in Spain is governed by Royal Decree 806/1993, which specifies that schools must satisfy the legal requirements laid down in the country of origin and that the education received by the pupils be officially valid for that country. The main purpose of inspection by NABSS is to ascertain whether a centre should be recommended for authorisation or have its authorisation as a British school in Spain revalidated. To comply with the Spanish decree, the school must have acceptable facilities and offer a British education based on the National Curriculum, taught by suitably qualified staff and using accepted methodology and teaching resources. Before authorisation can be granted by the Spanish authorities, satisfactory compliance with the decree has to be certified by the diplomatic representative for British education in Spain. This is the responsibility of the British Council's Director in Spain who acts as Cultural and Educational Counsellor for the British Embassy in Madrid."

from the *Handbook for the Inspection of British Schools in Spain*, NABSS

Inspection Report



Scandinavian School, Madrid.

Date of Inspection Visit : 03/04/2017

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1) History of the School

The Scandinavian School opened 73 years ago in the residential area of La Moraleja, Madrid. The British section was opened in 2005 due to parental demand. There are currently 185 students on roll; 86 per cent are Spanish, 14 per cent are Scandinavian and various other nationalities. It is a non profit making school run by an association of parents. The purpose of the inspection is to assess from reception to year 11 as offering a British education.

2) Accommodation and resources

The British and the Scandinavian sections both share the same building but each has its own designated areas for learning. Recent expansions have provided a suitable area for the Early Years Foundation Stage (EYFS) which has its own garden and play area. The primary area and secondary classrooms are spacious and conducive to learning. There are well used trolleys of laptops, 50 in all, to be shared across the school and students are able to conduct their own research. Other specialist rooms include a science laboratory, a very well equipped music room, an art room with equipment for design and technology, a gymnasium and a small but reasonably well stocked library. Teachers help pupils to choose appropriate reading materials. The extensive outdoor play area is well used by all age groups.

3) Health and safety

There is a policy for health and safety. Fire evacuation procedures and practices are carried out regularly but there are no evacuation routes displayed on classroom walls at present as they are being combined in an overall crisis planning procedure. All staff have current police checks. The school is clean and well maintained. All members of staff receive first aid training and there are first aid kits in each classroom. The school has effectively implemented an anti – bullying policy. Classes discuss how to live and work together well and to promote respect for others.

4) Curriculum

The school offers a broad and balanced curriculum consistent with the requirements of the English National Curriculum and the Early Learning Goals. Timing for each subject is appropriate. Planning is thorough and reflects the needs of the pupils. Learning activities are varied and ensure that pupils are learning successfully. Year 10 have a variety of IGCSE subjects including music and history as well as the core subjects and languages. English is the principal language of instruction and there is a whole school drive to improve literacy. "Keep speaking English and improve" posters are on display in most classrooms and corridors and teachers continually encourage correct use of English. A two week book challenge inspired a photographic competition of unusual places where you can read. This has brightened up corridors and provided encouragement for further reading. The level of spoken English is very good. Year 6 and year 9 sit British checkpoint examinations and results are above the national average. There is a good range of extra curricular activities including crafts, sports, music and technology.

5) Teaching and learning

The quality of teaching and learning varies from satisfactory to good. Overall it is good. Good teaching ensures that learning builds progressively in difficulty. For example, the Year 10 English class listened to a presentation on a conspiracy theory. Appropriate questioning and evaluation of understanding provided the teacher with information which enabled him to set different tasks so that work matched the pupils' needs. Learning activities are varied and ensure that pupils are learning successfully. In contrast, where lessons are only satisfactory some pupils lack challenge resulting in a lack of interest. Most teachers use a variety of teaching methods and expectations are high. Behaviour in classrooms and around the school is good. Reporting to and communication with parents are good. Marking and feedback have significantly improved. Pupils' work is marked regularly in most cases and provides targets for improvement but this is still not consistent in all classes. Where marking is good it has a beneficial impact on student progress, particularly in primary where a formal assessment and tracking system is well used. Assessment and tracking has not been fully developed in the secondary school and needs to be more consistent. There is a strong personal, social and health education (PSHE) which emphasises the importance of healthy living and encourages good relationships.

6) Staffing

The school has a very generous teacher-pupil ratio. Staff are suitably qualified and effectively deployed. Both primary and secondary sections have access to special needs specialists who evaluate the children and also ensure that gifted and talented pupils receive suitable challenges for further improvement. The school has invested in various staff development programmes from outside agencies to help develop further skills needed to be effective in the classroom.

7) Leadership and management

The director of the whole school has daily meetings with the newly appointed head of the British section. A middle management team has been put in place and each member has a clearly defined role. There are weekly meetings with the three key stage coordinators who together form the management team. All are committed to creating a successful British school and have implemented whole school initiatives to help achieve this, for example a two week book challenge which encouraged children to read more and encourage learning more varied vocabulary. The headteacher monitors the appraisal of teachers in order to raise awareness of good practice in and teaching and learning.

Response to the previous report.

- A new headteacher has been appointed for the British section who has implemented an effective teaching and learning policy throughout the school.
- More time and resources have been given to information and communications technology (ICT) and its teaching has improved.
- Lesson planning has improved in quality and consistency and is better adapted to the individual needs of the pupils.
- An assessment and progress tracking policy is now in place which allows primary students to better understand their achievements and similar practice is in development in the secondary school.
- The school has now developed an appraisal system for teachers which is fit for purpose but this still needs further development so that teachers can be made aware of the good practice which exists in the school.

CONCLUSION.

The school is recommended for authorisation for four years for 250 pupils from reception (4 years) to year 11 (16 years).

Recommendations for further development.

- **Continue to improve the satisfactory teaching so it matches the good teaching seen in parts of the school by monitoring teachers' performance more systematically and acting on the results.**
- **Ensure that all staff adhere to the marking and assessment policy to achieve better feedback to all students.**