

English International College

Autovía del Mediterráneo, Km. 189,5, 29604 Málaga

School's regional authorisation number: 7036078

Date of Inspection: 23rd March 2021

Inspection Team:

(Lead Inspector) Sarah King

(Team Inspector) Christa Mickel

Reason for the Inspection: to evaluate the educational provision for pupils from Nursery to Year 13 for authorisation as British.

Overall Recommendation:

The school is recommended for authorisation from Nursery (age 3) to Year 13 (age 18) for a period of 4 years for 750 pupils

The next inspection is due in the second term 2025

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History and Context of the School:

The English International College was founded in 1982 and became an educational charitable trust in 1997. The trust is served by legal and financial trustees. The school is near Marbella on the Costa del Sol and currently has 414 pupils. Approximately half of these pupils are native English speakers and the other half is made up from a variety of nationalities. The school was last inspected in 2014 and was given authorization for seven years.

The purpose of this inspection is to reassess the school for authorisation.

Accommodation and Resources:

The school occupies a number of buildings on an attractive site. There are large outside spaces for sports and relaxing, including a swimming pool. There is a large all weather pitch and separate basketball and tennis courts.

The primary and early years classrooms all have direct access to the outside areas and one of the early years outside areas has recently been renovated to make it safe and purposeful for this age group. It now has a soft surface and is secure with a fence around it. The other early years and year 1 needs updating and improvements made to make it more useable as an outside learning space.

The secondary classes are situated in three buildings and includes three large science laboratories with a large preparation room. There is a large art studio with many examples of students work. Currently because of COVID restrictions, the auditorium is also being used to show art work. There is a large computer room and every classroom has an interactive television panel. The drama studio and the Horizon debating room also play an important part in the school's curriculum. The music room is well resourced and has a separate music technology room. Smaller rooms are used for learning support sessions.

The school is very well resourced from early years to A-level year groups. The library has an excellent range of books and a librarian who is active in trying to encourage a love of reading in the students.

Health, Safety and Welfare:

All staff have undergone safety checks and the school plans to renew these every three years.

The policies relating to the health and safety of the children are relevant and up to date. The school has a full time school nurse who keeps records of all accidents.

All rooms have the evacuation procedures clearly displayed and fire drills are carried out each term. Sufficient fire extinguishers are visible throughout the school and there is a functioning fire alarm.

The site is clean and secure with well-maintained perimeters. Some of the secondary buildings are across a small quiet road. The students use the zebra crossing and behave responsibly in this short walk from one building to another.

The Curriculum:

In the nursery and reception classes the children follow the Early Years Foundation Stage (EYFS) curriculum. There is a good mix of teacher led sessions and others where children can choose their own learning activities.

The primary and secondary classes also clearly follow the National Curriculum and the range of subjects is broad and balanced. There is a large choice of subjects for examinations at GCSE and A-level.

The school has developed it's own award which encourages a range of extra optional activities to broaden the older students' skills and experiences further. This can include: being involved in the debating team, (which competes at an international and local level) community or charity work, an extended independent study and personal skills, such as swimming. This award programme ensures that students are not only studying their A-level academic subjects but are continuing to develop other skills also. The students are very motivated and enthusiastic about this award.

The curriculum generally across the school is well thought out to give all students as many worthwhile opportunities and experiences as possible. In turn the students are confident and secure, and have great ambition and aspirations about their futures.

Staffing:

There is a strong staffing team with teachers who have good experience and relevant qualifications. The school is well staffed with specialised teachers for every subject, as well as teaching assistants and learning support teachers.

The teachers have strong relationships with the pupils and when asked, the students name having good teachers as a strength of the school.

The teachers speak highly about working at the school and feel that strong team work is a strength of the school. This is shown in the extra opportunities that are available for the students which are run by the staff. The staff feel valued and appreciated, and know that they are doing a good job, shown in the high achievement and attainment of the pupils.

Teaching and Learning and Assessment:

Teaching across the school is consistently good and often outstanding. In outstanding lessons, the teachers have high expectations and work is challenging for all pupils. In a reception phonics session, the teacher revised prior knowledge with the class and by the end of the lesson the children knew not only the sound of the phonics but also the technical term for the grammar they were learning – “trigraph”.

In an outstanding secondary English lesson, the teacher led a session with the students where they were upgrading a piece of writing. The children were challenged by the teacher’s skilful and knowledgeable questioning to identify the strengths of their writing and successfully made improvements which would qualify for a higher grade.

Students are focused and motivated in lessons and confidently take part in discussions. They have high aspirations and many are clear on their future university choices and careers.

The children’s work books and their overall attainment also reveal evidence of effective learning and good achievement. Children at the school achieve above age related expectations and their examination results each year are above UK national averages. The school is justifiably very proud of examination results and the number of students who are awarded university entrance places and where these universities are located are displayed around the school, which in turn encourages the younger students. Overall students make good to outstanding progress in all areas of the school.

The school has a secure and accurate assessment process where all students’ progress is monitored and the information used for communication with parents and to high-light any areas of concern.

Spiritual, Moral, Social and Cultural Development:

The school is currently making student and staff mental well-being a priority, because of the possibly effects of COVID pandemic The staff have all received training and they have organised a well-being week at the school. Displays around the school high-light the values of the school. The behaviour and general attitudes of the students right across the school is exemplary.

The students have a strong voice at the school and feel listened to. The children love the school and feel safe and proud to be there. They think the staff care for them and that they can speak to many different teachers if they are concerned about anything.

The secondary senior leaders have a pastoral role as well as an academic one and they all consider that their pastoral role is vitally important.

Leadership and Management:

The headteacher is passionate about the school, the staff and his students. Although he has been leading the school for over five years, he still has clear ideas for improvement which he would like to develop over the next few years. These include further upgrades to the school site and developing the student curriculum offer to provide even more opportunities. He is supported well by his senior leaders who share his passion and vision.

The school is well structured and well organised with many activities taking place for the students of all ages. The school feels a happy and exciting place to be, with an atmosphere of a much larger school because of all the extra opportunities for students, and yet has a small school feel because of the personal approach to the students.

Conclusion:

The school provides an outstanding environment for the students. It is purposeful in all it does and each activity has a positive impact on the students. It is led and managed well with a focus on students' well-being in everything it does.

The children achieve well due to the experience and skill of the teachers and the positive learning environment that has been created. Students challenge each other in a positive way and are role models for each other to improve.

The school is recommended for a four year authorisation from nursery to Year 13.

Recommendations:

The school should now –

- Continue to maintain the outstanding learning environment that has been created and the good levels of academic achievement.
- Develop the year 1 and early years area to make it more conducive to learning.