



**British School
Overseas**
Inspected by Penta International

Inspection Report

The British School of Barcelona

Spain

Date 20th – 22nd October 2021
Inspection number 20211020

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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 the 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 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, nearly all teachers were observed by inspectors. School documentation and policies were analysed, and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Dr Mark Evans. The team members were Ciaran Cunningham Watson, Ciprian Ghisa, Farida Jamali, Helen Molloy and John Stapley.

2. Compliance with regulatory requirements

The British School of Barcelona (BSB) meets all standards for British Schools Overseas.

3. Overall effectiveness of the school

The British School of Barcelona (BSB) offers a top-quality British education that meets the needs of its students, engages them in their learning and provides a real sense of school community. Relationships are excellent. Students' behaviour is exemplary, and they really enjoy being at school. As a result, they quickly become confident and articulate learners, and fluent speakers of the English language.

3.1 What the school does well

BSB has many strengths which include the:

- students' behaviour, engagement and attitude to learning – they are eloquent and respectful;
- strong sense of school community - as one student stated "Everyone is happy to be here";
- excellent teaching;
- operational management of school;
- procedures for safeguarding, risk assessment, health and safety;
- safe and positive learning environment;
- links with the local community and strong parental engagement;
- relationships between students, and between students and staff are excellent;
- students' views of the school are very positive;
- significant progress made in school improvement over the last few years;
- wholehearted support demonstrated by the parents for the school;
- facilities and resources, which are excellent, supporting learning across the school;
- outstanding leadership and management.

3.2 Points for improvement

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

1. Further improving the quality and consistency of learning and teaching across the school, for example by sharing best practice between the Early Years and Foundation Stage (EYFS), primary and secondary, as well as within year groups, for example by
 - a. highlighting opportunities for creativity, problem solving, and challenge
 - b. using IT more consistently to further learning
 - c. sharing classroom display practices for information, celebration, collaboration etc
2. Review whether it is possible to make the school information management systems that underpin the logistics of the school organisation, more compatible
3. Make the school house system even more part of school life

4. The context of the school

Whole school, all sites

Full name of school	The British School of Barcelona		
Address	The British School of Barcelona Castelldefels Carrer Ginesta, 26 08860 Castelldefels (Barcelona)		
Main telephone #	+34 93 665 15 84		
Website	https://www.britishschoolbarcelona.com		
Email	school@bsb.edu.es		
Principal	Jon Locke		
Chair of board of governors/proprietor	Fidelma Murphy		
Age range	2-18 years		
Number of pupils	Total = 1553	Boys = 788	Girls = 765
Pupil numbers by age on date of entry	(0-2 years) 8	(3-5 years) 208	(6-11 years) 574
	(12-16 years) 623	(17-18 years) 138	(18+ years) 2
Total number of part-time pupils	0		

Castelldefels site only

Address	The British School of Barcelona Castelldefels Carrer Ginesta, 26 08860 Castelldefels (Barcelona)		
Main telephone #	+34 93 665 15 84		
Age range	2-18 years		
Number of pupils	Total = 1311	Boys = 669	Girls = 642
Pupil numbers by age on date of entry	(0-2 years) 4	(3-5 years) 122	(6-11 years) 422
	(12-16 years) 623	(17-18 years) 138	(18+ years) 2
Total number of part-time pupils	0		

BSB Sitges only

Address	The British School of Barcelona Sitges Passeig Isaac Albéniz, s/n 08870 Sitges (Barcelona)		
Main telephone #	+34 93 811 03 05		
Age range	2-11 years		
Number of pupils	Total = 199	Boys = 93	Girls = 106
Pupil numbers by age on date of entry	(0-2 years) 3	(3-5 years) 63	(6-11 years) 133
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

BSB City site only

Address	Carrer de l'Esperança, 32 08017 Barcelona		
Main telephone #	+34 93 665 15 84		
Age range	2-11 years		
Number of pupils	Total = 43	Boys = 26	Girls = 17
Pupil numbers by age on date of entry	(0-2 years) 1	(3-5 years) 23	(6-11 years) 19
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

The British School of Barcelona (BSB) is an independent school serving boys and girls from Barcelona, Castelldefels, Sitges and the surrounding areas. It comprises three campuses: BSB Sitges is a 3-11 primary school in Sitges; BSB Castelldefels is a primary and secondary school (3-18), with sixth form students based in the dedicated Nexus building; having opened in September 2021 for students from 3-10, BSB City will become a 3-18 all through-school, gradually expanding to add further year groups over the next 5 years.

BSB is part of the Cognita group and benefits from the opportunities and support that this provides. Global BSB initiatives like the EdTech programme, designed to run hand-in-hand with the 1:1 device roll-out, ensures that staff can access high quality professional development and guidance.

Professional support for operational management is available for the day to day running of the school and allows senior leaders to focus on teaching and learning. Similarly, centralised Cognita expertise ensures a rigorous approach to governance and safeguarding. Annual safeguarding reviews are provided by external experts.

4.1 British nature of the school

- The ethos, nature and appearance of the school are recognisably British. The school is organised according to the normal structures found in English schools.
- Consequently, students can enter schools in the UK without disruption.
- Policies and practices are based on the expectations and procedures of UK education, underpinned by the use of the Department for Education (DfE) guidance.
- Following the English National Curriculum, students are predominantly taught in English, developing the necessary fluency in order to gain final iGCSE, A Level and IBDP certification.
- The school's interpretation of the National Curriculum has been designed to reflect its British nature, but also take into account local demographics.
- School leaders and teaching staff are predominantly UK trained and many have extensive international experience.
- A wide range of extra-curricular activities is in place to support and extend the formal curriculum.
- Off-site visits and relevant visitors offer further enrichment to the stated curriculum, as do celebrations and school events which have a distinctly British nature.
- Styles of teaching and learning are informed by UK best practice: staff professional development is used to develop consistency of approach in this area.

5. Standard 1

The quality of education provided by the school

The quality of education provided by BSB fully meets the requirements of the BSO Framework.

5.1 Curriculum

The curriculum at BSB is excellent.

The school provides an excellent, broad and balanced curriculum. It offers the EYFS Framework in nursery and reception, National Curriculum for England and the Spanish Curriculum from Year 1 to Year 13, with IBDP provided alongside A Levels for sixth form students.

Students are well served by the curriculum including those with special needs or who use English as a second language. The Spanish and Catalan languages are taught to native and non-native speakers. The curriculum is well planned across all year groups. In almost all subjects, activities are facilitated by teachers to encourage independent child-led learning. Students are provided with many opportunities to develop their learning habits through the curriculum. Opportunities are provided to students such as sports activities, enrichment clubs and after school activities. The transdisciplinary learning is systematically planned from EYFS to Year 8 allowing ease of transition and continuity in learning styles.

The curriculum has been innovatively designed around REAL (Rigorous, Engaging, Authentic Learning) projects at Castelldefels and transdisciplinary learning throughout, in order to develop independent and resilient learners. Curriculum plans demonstrate very clear progression across all year groups and key stages. Teachers and middle leaders across different key stages work together to plan a curriculum to meet the needs of students. Transition within the school and into the secondary part of the school is positive and well established. Planning goes through various phases to ensure a high-quality curriculum. Students, teachers and leaders are all involved in the planning process, allowing children to express areas of interest. There is evidence of effective curriculum review and monitoring in the different development plans for each phase. The planning is reviewed annually to ensure new elements are introduced in the learning.

The EYFS curriculum provides many opportunities to develop communication through a daily phonic programme, and promotes investigative skills in a child-led environment. Cross curricular links are evident through transdisciplinary thematic

approach in the primary curriculum which meets the needs of learners. This creative approach is beginning to be evident in books, teaching and planning.

In secondary, a special focus is given on a wide range of subject options provided in Years 9, 10 and 12. Students are introduced to subjects such as business, PE and drama a year before the GCSE options. They are given a wide range of options in Years 10 and 12: in the latter, students are offered an option to choose between A-Level or IBDP. Option blocks are created based on student choices, ensuring the best possible fit for each student cohort. Students applying to Spanish universities are able to attend additional sessions after school.

The implementation of the STEM Centre is in progress, which will provide students with further cross-curricular activities. However this is currently in progress and STEM opportunities within the curriculum are still limited.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding at BSB. Outstanding practice evident throughout the school, and especially in EYFS and primary.

Teachers are confident, knowledgeable and have warm and effective working relationships with students. There is a lot of use of praise and encouragement. Management of students' behaviour is very effective, and often unnecessary, because the lessons are interesting. Class time is well managed and pace is appropriate. In a Year 10 mathematics lesson, for example, the teacher had excellent subject knowledge and skilfully led the students through their learning. There were high levels of personalisation, particularly through the use of target questions. There was a good balance of teacher modelling and opportunities for the students to collaborate in pairs and practise the key learning. The lesson was fast paced and dynamic, with ample challenge for all students. Students were well-motivated to learn and were thoroughly engaged in their learning and even said 'Yeah!' when she revealed their home learning activity.

In one outstanding science lesson, the teacher expertly guided the Year 7 students to be able to carry out investigations independently and safely, firstly by scaffolding the questions around risk assessment to reveal all possible answers. There was also highly effective use of the science technician who demonstrated how the students should place the boiling test tube safely into the Bunsen burner using tongs. Students were highly engaged and motivated to learn, taking risks in answering questions. A highlight of the lesson was when two students simultaneously exclaimed, 'Wow! That's so cool! Jinx!' when burning sugar in the test tube.

Teachers have secure knowledge of the English National Curriculum and they plan purposeful lessons which sustains students' interest and challenges their thinking. Classrooms are attractive, and provide environments that really support learning and promote high standards. Resources are used creatively by teachers to enable students to grasp concepts quickly and make good progress.

Teaching at BSB enables students to acquire new knowledge and to make progress. In accordance with their ability, students increase their understanding and develop their skills in the subjects taught. Lessons encourage students to apply intellectual, physical or creative efforts and to show interest in their work. In the best lessons, they are also encouraged to think and learn for themselves. In general, the styles of teaching, learning and assessment at BSB equip students well with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level. There is often excellent use of group work, such as in one Year 4 English lesson, where the students were reviewing

and revising independent writing. Collaborative group and paired work led to very high levels of engagement and learning.

Lessons are well planned, and there is effective use of different teaching methods. In EYFS and primary, in particular, there are suitable activities well organised and used, learning is brisk and class time is managed wisely. One mathematics lesson in reception, for example, was delivered at great pace and really engaged pupils. The students were split up into ability groups, with those needing support working in smaller groups with the LSA, who provided excellent support. The students learnt rapidly, happily and laughed a lot. In the nursery, the teachers know their classes very well indeed, incorporating the learning habits well into their continuous provision and REAL projects. There is an overt expectation at BSB that teachers facilitate students' acquisition of new knowledge and develop their skills through a range of teaching strategies.

Teachers are supported with resources and they make the best use of them during their lessons. Students have online platforms that can be accessed from home to support their learning and are often set as home learning tasks. Challenges are provided to the more able learners and they perform well. In a Year 7 French class, there were many outstanding features in the lesson including the integrated use of technologies as students use their iPads very confidently in class, modelling of vocabulary and carefully scaffolded questions. Students also generated their own success criteria.

Students who have special educational needs are well supported through diagnostic assessments, personalised resources, and interventions. English as the medium of delivery is used throughout BSB. Outstanding support is provided for the many students who speak English as an additional language, from EYFS onwards.

In the small proportion of lessons that were not excellent, it was usually because of lack of engaging material for the students, and/or because the lesson was actually a repeat of what had already been done in another lesson.

The school has seen very significant changes in size, doubling in student and staff numbers in the space of a few years. It has also amalgamated a failing school and aligned systems and pedagogical approaches across different campuses. Assessment and tracking have been at the forefront of this with the predicted grades generated by CEM used both internally and shared with students and parents in Key Stages 4 and 5. CAT4 baseline testing linked with *Aspire* from the Fischer family trust is a new part of this development. In Key Stages 1 and 2, teacher assessment is now robust with cross-campus moderation and external assessment tests illustrating high levels of achievement.

5.3 *Standards achieved by pupils*

Standards achieved across the school are excellent.

Students across all year groups make consistently very good progress, which is illustrated in the examinations and progress tests results. They make constant progress during lessons. Their excellent behaviour and work ethic allow them to develop and apply a wide range of skills across all subjects. Students throughout the school display high levels of English.

Student progress is rigorously monitored across all the academic departments and in all key-stages. Regular internal assessments are supported by consistent formative assessment evidenced in many lessons, as well as by external assessments such as GL progress tests. They provide comprehensive data that allow the teachers to track the individual student academic flight paths, making sure that all students reach their target grades set at the beginning of each academic year. The students are well aware of what they need to do to achieve these targets. Consistent self-assessment and peer-assessment are evidenced in most of the lessons across the school.

The standards of attainment on entry into the Early Years are frequently below UK national levels. However, during their early years at the school, students make consistently good progress and by the end of the primary years, achieve at or above UK national averages.

Students continue to make excellent progress across the secondary school. Students consistently achieve above UK averages in GCSE examinations. The results have improved constantly since the last inspection, in spite of the difficulties and challenges raised by the COVID 19 pandemic:

- 9-7 pass rate at 64% in 2021 (52% in 2020), compared with 30% nationally;
- English language 9-4 pass rate at 100% in 2021 (74% nationally), 9-7 pass rate at 73%;
- Maths 9-4 pass rate at 98% in 2021 (69% nationally), 9-7 pass rate at 54%;

Attainment at A Level has also continued to be well above national averages: A*/A pass rate at 63% in 2021 (42% in 2020) compared to 44% nationally; A*-C pass rate at 92% in 2021 (91% in 2020) compared with 88% nationally.

Constant progress is evidenced also for the students studying the IBDP programme. In 2020, the average score was 33 (world average was 31); in 2021, IB results improved further to 34; in addition, 10% of students gained 40 points.

Each year nearly all students progress onto higher education. 95% of students are successful in gaining places in their first choice university (98% first or second choice university). The students benefit from excellent university admission guidance allowing them to attend prestigious universities in a variety of countries including the UK, USA, The Netherlands, Germany or Spain.

The school is highly successful in helping students to develop their personal skills and qualities: students are thoughtful and very well behaved with an excellent attitude to learning. Students are highly motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

Attendance figures to date show an average attendance of 92,8%. This was the same for the days of the visit. Punctuality to school and lessons is outstanding.

6. Standard 2

Spiritual, moral, social & cultural development of pupils

The spiritual, moral, social and cultural development of students at BSB is excellent and a significant strength of the school.

Across the three sites, the school serves a diverse international community, welcoming more than fifty different nationalities and actively promotes key British values such as mutual respect and tolerance. There are excellent student-teacher relationships: behaviour is exemplary. Students are courteous and hardworking; calmness pervades the school. There is a plethora of activities that support the spiritual, moral, social and cultural development of students such as assemblies, enrichment activities (both within and outside the curriculum time), with an impressive array of after school clubs, leadership opportunities and charitable work, e.g. through the Duke of Edinburgh Award Scheme. The school has recently launched the house system and students are enthusiastic about its further development in school.

Students are well-mannered, confident and respectful towards their teachers and peers; they listen carefully to each other and articulate themselves very confidently. *Philosophy for Children* is taught across the whole school where children progressively develop the ability to think deeply and critically. Students enjoy coming to school, feel that their voice is heard and are appreciative of their teachers. In Key Stage 5, the students especially value the responsibility and independence that they are given. Students also value other key aspects of school life such as the competitions, the Wellbeing Centre and the recent addition of the rugby pitch.

The school actively promotes diversity and harmony in their community, from nursery to pre-university. This is especially apparent through their comprehensive programme of diversity-conscious Celebration days (covering a range of religious, cultural and gender-awareness themes), the PSHE curriculum (based on the 'Jigsaw' programme), the Prevent programme and assemblies. A particularly thought-provoking and powerful assembly was observed in Year 10, tackling the issue of racism through Black History Month. In a Key Stage 3 Spanish lesson, the teacher skilfully raised awareness about disabilities and in a Year 11 GCSE class, the students analysed a range of religious symbolism as seen in their text, 'Life of Pi'. The curriculum across the school is inclusive and especially modified to develop global perspectives, openness and tolerance and is enhanced further still with educational trips and visits abroad. A wide range of sporting opportunities promote excellence and inclusion.

Transition points across the school are managed very systematically and effectively. This starts in the Early Years where teachers carry out home visits for the incoming Nursery children, and continues right through to Key Stage 5 where students experience excellent

individualised support and guidance through to university. There is an established procedure for the induction of new students, including parental tours, a buddy system, with home contact within the first few weeks. With the launch of the BSB City campus in September 2021, the induction of new students has also involved ‘Play in the Park’ dates, visits to the Forest School and coffee mornings with parents to start to build the social links within this new community.

Care and guidance of students at all levels is exemplary. New staff are trained on how to use a commercially sourced software package to record and monitor vulnerable students, who then receive personalised support and interventions. In EY and Primary, class teachers provide personalised pastoral support for their students, this is continued in Secondary where ample form time has been allotted for pastoral care. ‘Thinking Thursdays’ allow extra opportunities for staff personal development e.g. mental health first aid training’. The school have also been proactive in their approach to welcoming the students back into school following lockdown, reassuring students and staff with clear procedures for track and trace, as well as a ‘Here we are’ recovery from trauma programme. The school is currently working towards achieving the Optimus Education Wellbeing Award for Schools.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of the students is excellent. The school meets the requirements of the standard, the regulatory requirements and the cultural obligations of the host country.

The school's arrangements for the welfare, health and safety of students are outstanding and ensure that all students, staff and visitors are well cared for. Students of all ages report that they feel safe in the school. The behaviour of the students is exemplary and positive rewards are promoted throughout the school. Should behaviour not meet appropriate standards, suitable consequences are in place and steps are taken.

The school has effective policies and procedures in place for safeguarding and child protection. The school undergoes annual safeguarding reviews as required by Cognita, the school's management group, the standards of which are robust, exceeding the requirements of the host country as reported by the school. All staff undergo regular safeguarding training and counselling training is being considered for key members of staff in order to further support student wellbeing. The school site is secure and visitor entry and access to the school's site is managed and monitored effectively by site staff and security.

Relationships are an evident strength of the school. Students report that they are proud of their school and that the atmosphere of the school is one that is warm, empathetic and that teachers are "happy you (students) are here". Wellbeing of the students is a clear focus of the school and many practices are in place to support this- notably the wellbeing room that KS3 & 4 students have access to and the wellbeing leaders appointed in Year 6. Students know who they can talk to if they have concerns and are confident that their concerns are listened to and they would be supported with any such concerns. The school makes extensive use of a specialised software package for reporting concerns and to support students: the use of this across the different school sites is a strength.

Attendance and punctuality rates of students are monitored and procedures are in place to follow up with any concerns. Timely alerts regarding absent students are sent to parents across the school should any absence not be reported.

Risk assessments are completed for all activities and appropriate actions are taken to ensure that identified risks are well-managed. Resources and chemicals are stored safely and securely and disposed of appropriately.

Up-to-date policies and procedures are available to parents on the school's website. The school site is secure and entry to the site is well managed. When in school, students and

visitors are supervised and additional staff are used to supervise break times and lunches. Good quality food is provided by the school's catering team.

The school is fully compliant with fire regulations and holds regular emergency drills. Fire equipment and facilities are checked regularly and maintained appropriately. The school site is well-maintained and fit for purpose for all age groups. Provision for the school's oldest students preparing them for higher education will be further enhanced with the addition of the soon-to-be opened (at the time of this inspection) STEM centre facility. This will also increase the provision for the school's older students.

8. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard required for BSO.

The school has all appropriate safeguarding and welfare policies and procedures in place. The school is part of the Cognita schools' group; it is well resourced to manage and monitor overall school operation effectively.

Corporate management systematically leads in areas of HR and health and safety; and the school leadership feels trusted by corporate governance. The school maintains effective emergency procedures and risk assessments. Incidents and accidents are logged and records are reviewed and updated appropriately. There is a school nurse and she keeps records of student visits and individual healthcare plans.

There is a professional approach to ensure staff recruitment and checking of staff is effective with no unsupervised volunteers. Appropriate security and suitability checks are taken on all staff and they receive safeguarding and health and safety training provided by the school. The school has clear and comprehensive procedures for external visitors and checks are made for any regular visitors.

Staff information is stored on a central system called Cognita People which contains all relevant and necessary information. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their roles.

9. Standard 5

The premises and accommodation

The premises and accommodation are outstanding: the BSO requirements for this standard are fully met.

The British School of Barcelona comprises of three campuses: BSB Castelldefels, BSB Sitges and BSB City. The premises and facilities are maintained to an excellent standard across all three sites. School leaders and facilities managers ensure that the buildings not only meet all local and regulatory standards but as part of the Cognita group, that they exceed the required standards for the safety and upkeep of the buildings.

This is a particular strength of the school as the facilities and leadership team operate collaboratively, strategically and systematically, and are proactive in maintaining and improving the buildings and facilities. The school is scrupulously clean and tidy, including the washroom facilities.

As a result of the pandemic, extra cleaning also takes place and air purifiers have been installed. The premises are very secure, with a security check point at the entrance and exit points. For students travelling between the secondary building, Nexus and STEM centre, electronic entry cards monitor their attendance. Ramps and lifts are fitted in the buildings to allow access to all levels.

The school hosts excellent specialist facilities to support the curriculum, including a purpose-built, outdoor learning area in the Early Years, a theatre (used for productions, assemblies and drama lessons) and a brand-new STEM Centre which will open shortly to support mainly Key Stage 5 Sciences and Technology, which will also extend to other year groups. The design of the prefab is fluid to allow flexible workspaces and classrooms.

In 2018, the Nexus building was completed as a tailor-made sixth form centre which offers students an inspiring 'pre-university' learning environment. In 2019, the rugby pitch and facilities were completed. Each school has access to a wide range of sporting facilities and open spaces. This includes access to private swimming pools (Gran Via – Castelldefels, Club Natacio – Sitges, Club tennis Barcino – City).

Classrooms at BSB Castelldefels are spacious, fully-furnished and with good lighting, albeit that on the top floor, the school would benefit from air conditioning. All classrooms are well-equipped, resourced and ordered. All students from Year 3 upwards have a 1:1 device (ipads or laptop computers) to support with their learning. There is an open-plan classroom in Year 6 Castelldefels, which allows for greater flexibility for collaborative teaching and learning, as well as more project-based learning. As alternative breaktime provision, there is also a secondary wellbeing centre where the students decide on their activities, such as puzzles and games. There is a dining area in the Early Years section of

the school where students can be served hot lunches. The BSB City site has excellent learning facilities, both indoors and outdoors. The pirate ship is particularly popular. At the BSB Sitges site, classrooms are spacious and airy, with some excellent classroom displays and creative use of outdoor learning spaces.

Fire-safety and evacuation procedures are suitably in place, across the school. The medical rooms are well-maintained and orderly, with a nurse on site who ensures that the students' medical needs are met.

10. Standard 6

Provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent.

Tapestry (EYFS), *Seesaw (Primary)* and *Cognita Connect* are real-time software platforms that allow parents to see what learning is taking place and to raise any concerns or suggestions. The website is informative and all policies are easily accessible to parents. Regular parent and teacher meetings, parent information sessions and parent gatherings allow parents to be involved in their child's learning, discuss student progress, future choices, and ways to support children at home based on what they are doing in school.

The parent voice survey shows that parent concerns are addressed and those with a score of 6 or below are contacted personally, to understand and address their concerns. Any parent that has scored higher but raised concerns are also contacted and a record is kept ensuring all follow-ups are done by relevant members of staff and issues are resolved.

The after-school 'stay and play' event at the end of each week for parents and children, allows new families to meet with other parents in the community and for children to interact with others in different years groups. Money raised from this event goes to charity.

BSB organises on-going parent workshops to encourage parents to be involved in their child's learning journey, for example in early years, a workshop is run in the first term to suggest activities to support learning at home through the play-based learning approach'. They suggest activities to support learning at home through the play-based learning approach. The school has added to its strong communication practices by delivering many sessions in both English and Spanish to provide for native and non-native speakers.

The school values the importance of forming strong links with families and they provide an important contribution to the school's self-evaluation. Parents and students have opportunities to engage with the school and their opinions and perspectives are respected.

11. Standard 7

The school's procedure for handling complaints

The procedures to handle complaints at BSB are effective and meet the BSO standard.

The school has a clear, transparent and open policy and set of procedures which meet the requirements of the host country and reflect good practices in the UK. They are in line with the Cognita's standard and procedures.

The policy is available for the parents on the school website. It sets out clear time scales for the management of a complaint. The majority of the complaints are solved at stage 1, quickly and informally by the teachers and the form tutors, who are supported by the members of the senior leadership team, if necessary.

As the general attitude of the parents towards the school is very positive and supportive, very few complaints escalate to stage 2, where they are addressed by the head of school. In the end, where the parents are not satisfied with the response or process undertaken at stage 2, the matter can be referred to a complaints panel appointed by the Cognita director of education. Such cases are extremely rare, as parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

Written records are kept for the complaints in all three stages, respecting a high degree of confidentiality.

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

The quality of leadership and management at BSB is excellent.

The senior team is a team of individual leaders in their fields, who work collaboratively to provide a very strong motivating force for the whole school. BSB is led very effectively by an influential and charismatic executive principal: he has been instrumental in establishing a culture of high performance and a drive for continuous school improvement.

With the senior team, the executive principal is student-focused: as a group, the senior leadership team is successful in delivering a child-centred school. The leaders provide and pursue a clearly established vision and informs the strategic direction of the school. They are reflective in their approach to self-evaluation and the impact that this has on whole school development is a strength.

Strategic planning for the future is realistic and rigorously challenging; it is closely allied to the school's aims. There is a clear mindset that they can always improve and it is positively reinforced with all stakeholders.

The school has an extended senior leadership team and there are appropriate middle leaders in various school positions. Senior leadership succession planning makes it clear there is effective identification and nurturing of internal talent; the school invests in its own people. Becoming a centre of excellence in leadership development is a notable success as well as being an aid to staff recruitment and retention. Staff have a voice and are able to contribute to plans for change.

Senior leaders acknowledge that teachers are the driving force of the school and they value the importance of giving them agency; they are successful in doing so and this aids in the creation of a positive school environment. The school employs strong administrative personnel and they form an important part of leadership teams. This facilitates effective planning and managing of resources for future school development. The school is run very effectively on a day-to-day basis.

Thoughtful planning, clear direction, effective delegation and self-critical evaluation are strong features of the performance indicators the school is aiming to embed fully. There is a coordinated approach to teaching and learning throughout the school, across all sites. Lessons are delivered to include set strategies. Opportunities for student thinking, reflection on learning habits and peer evaluations are regular features of lessons throughout key stages. This evidences strategic planning on student learning and development from leadership and collegiate delivery by teachers.

Moral responsibility is actively promoted with stakeholders: the school's *Prevent* programme is an excellent and a notable example of best practice. There are designated pastoral and wellbeing leaders in school and first aider training is provided for staff. A range of initiatives aimed primarily at parents have been established as part of the school's wellbeing provision. Wellbeing is regarded as being at the heart of everything at BSB. A comprehensive programme involves and supports all stakeholders: there is a strong positive sense of community at BSB.