



**British School
Overseas**
Inspected by Penta International

Inspection report

**British School of
Barcelona**

Castelldefels | City | Sitges

Spain

Date **14th - 16th October 2024**
Inspection number **20241014**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	9
5	Standard 1 The quality of education provided by the school	10
	5.1 Curriculum	10
	5.2 Teaching and assessment	13
	5.3 Standards achieved by pupils	17
6	Standard 2 The spiritual, moral, social and cultural development of pupils	19
7	Standard 3 The welfare, health and safety of pupils	21
8	Standard 4 The suitability of the proprietor and staff	23
9	Standard 5 The premises and accommodation	24
10	Standard 6 The provision of information for parents, carers and others	26
11	Standard 7 The school's procedures for handling complaints	27
12	Standard 8 Leadership and management of the school	28

1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 109 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 Simon Sharron. The team members were Saba Adnan, Joy Bromfield, Leanda Kelly, Saiqa Liaqat, Emma Shanahan and Sammy Wafi.

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

The British School of Barcelona (BSB) provides a very high standard of education which is supported by excellent relationships in a safe, very caring and well organised school community.

3.1 What the school does well

There are many strengths at the school, including the:

- school governance, leadership and management;
- loyal and highly qualified staff group;
- strong diverse, inclusive and innovative curriculum meeting the needs of the all the students;
- the wider curriculum and holistic education;
- teaching, learning and assessment;
- learning outcomes and academic standards; students' progress and their developing skills in English;
- inclusion;
- professional development of academic and administrative staff;
- spiritual, moral, social and cultural (SMSC) development and the preparation of students for the next stages in their lives;
- exemplary student behaviour;
- excellent school community relationships;
- high quality premises supporting the curriculum and well-being of students;
- safeguarding: care and welfare of the students;
- wide range of high quality extra-curricular activities.

3.2 Points for improvement

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

- i. Ensure there is consistent middle leadership capacity across all campuses to support the provision of high quality learning and teaching;
- ii. Ensure that classroom practice consistently addresses the needs of all learners through personalised learning and challenge;
- iii. Take advantage of the developments in IT over recent years to ensure that computer technologies support autonomous, creative and collaborative learning.

4. The context of the school

Full name of School	British School of Barcelona – whole school				
Address	Carrer Ginesta 26, Castellefells, Barcelona, 08860 City, Sitges				
Telephone Number/s	+34936651584				
Website Address	https://www.britishschoolbarcelona.com/				
Key Email Address	neil.tetley@cognita.com				
Headteacher/ Principal	Mr Neil Tetley				
Chair of board/Proprietor	Cognita Group				
Age Range	2-18 years				
Total number of pupils	2,157	Boys	1,056	Girls	1,101
Numbers by age	<i>0-2 years</i>	32	<i>12-16 years</i>	790	
	<i>3-5 years</i>	297	<i>17-18 years</i>	150	
	<i>6-11 years</i>	888	<i>18+ years</i>	0	
Total number of part-time children	13				

The school is on three distinct sites.

Full name of school	British School of Barcelona – City Campus		
Address	Carrer de l'Esperança, 32 08017 Barcelona		
Main telephone #	0034 936651584		
Website	https://www.britishschoolbarcelona.com/		
Email	neil.t@cognita.com		
Principal	Mr Neil Tetley		
Chair of board of governors/proprietor	Cognita Group		
Age range	2-18 years		
Number of pupils	Total = 521	Boys = 274	Girls = 247
Pupil numbers by age on date of entry	(0-2 years) 4	(3-5 years) 97	(6-11 years) 253
	(12-16 years) 153	(17-18 years) 14	(18+ years)
Total number of part-time pupils	None		

Full name of school	British School of Barcelona – Castelldefels Campus		
Address	Carrer Ginesta, 26 08860 Castelldefels (Barcelona)		
Main telephone #	0034 936651584		
Website	https://www.britishschoolbarcelona.com/		
Email	neil.t@cognita.com		
Principal	Mr Neil Tetley		
Chair of board of governors/proprietor	Cognita Group		
Age range	2-18 years		
Number of pupils	Total = 1380	Boys = 699	Girls = 681
Pupil numbers by age on date of entry	(0-2 years) 9	(3-5 years) 122	(6-11 years) 448
	(12-16 years) 496	(17-18 years) 305	(18+ years)
Total number of part-time pupils	7=Nursery		

Full name of school	British School of Barcelona – Sitges Campus		
Address	Passeig Isaac Albéniz, s/n, 08870- Sitges		
Main telephone #	0034 936651584		
Website	https://www.britishschoolbarcelona.com/		
Email	neil.t@cognita.com		
Principal	Mr Neil Tetley		
Chair of board of governors/proprietor	Cognita Group		
Age range	2-11 years		
Number of pupils	Total = 274	Boys = 136	Girls = 138
Pupil numbers by age on date of entry	(0-2 years) 13	(3-5 years) 78	(6-11 years) 183
	(12-16 years) -	(17-18 years) -	(18+ years) -
Total number of part-time pupils	3=Pre-Nursery 5=Nursery		

4.1 British nature of the school

- Except for Spanish and Catalan, social studies in these languages, modern languages and a few optional post-16 courses that give access to Spanish universities, the school follows UK accredited curricula and exam syllabuses delivered through English, as well as the IB DP in years 12 and 13;
- Its international and multicultural school population reflects the diversity of UK society and the school supports this by adhering proudly to the 2010 UK Equality Act;
- The school's strict child protection and safeguarding procedures are benchmarked to British standards;
- Students' well-being is at the heart of the school's endeavours;
- Students with special educational needs and disabilities are well provided for;
- Personal, moral and social development underpins and has at least equal status with academic achievement;
- 29% of BSB graduates go on to UK universities and 65% access English medium tertiary courses in other countries;
- School leaders and teachers are predominantly UK trained or have had experience working in UK schools;
- Many of the English teaching resources are those widely used in UK schools
- Many teachers enjoy professional development supplied by established UK providers;
- The pastoral system of houses emulates organisational structures found in UK independent and state schools;
- There is a rich programme of extra-curricular activities including sport, drama and music as well a wide variety of educational trips and community activities;
- There are annual school musical productions.

5. Standard 1

The quality of education provided by the school

BSB provides a very high standard of education which is supported by excellent relationships in a very caring and well organised school community.

5.1 Curriculum

The curriculum is outstanding and fully meets the standard for BSO. It is a great strength of the school. It is exciting, inclusive and aspirational. Detailed curriculum policies set out the many learning opportunities and pathways on offer.

The Early Years Foundation Stage (EYFS) and primary curriculum at BSB is exemplary in its breadth, balance, and its capacity to engage students. It consistently fosters high-quality learning experiences across all three campuses: Castelldefels, City and Sitges. The curriculum is firmly rooted in the English National Curriculum, enhanced by a rich inquiry-based approach that encourages creativity, critical thinking, and independence. This pedagogical model is particularly evident in both the 'Curiosity Approach' adopted in EYFS and the transdisciplinary approach in primary, which integrates core and foundation subjects in meaningful ways to deepen students' understanding and application of knowledge.

Across the campuses, the curriculum is delivered through well-structured, engaging lessons that are thoughtfully planned to meet the needs of all learners. The inquiry-based approach empowers students to ask questions, explore concepts, and take ownership of their learning. In EYFS, the 'Curiosity Approach' promotes a child-centred environment where exploration and play-based learning are key. This was demonstrated in the Reception 'Drawing Club', where children confidently narrated their drawings and worked collaboratively on creative activities related to key texts, displaying confidence and enthusiasm in their learning.

In primary, this model is extended further, with lessons designed to make connections between subjects, providing students with a coherent and engaging learning experience. For example, in year 6 maths, students worked in smaller groups to tackle problem-solving tasks, using their mathematical vocabulary effectively and confidently discussing their ideas with peers. The collaborative open-plan classroom structure allowed for flexible teaching, where students received focused attention and tailored support from teachers, further enhancing their learning. Similarly, a year 4 Spanish lesson effectively integrated language learning with differentiated tasks ensuring all students were actively engaged and supported in their progress.

The behaviour for learning exhibited by students across all campuses is, with very few exceptions, outstanding. From EYFS through to primary, the curriculum encourages

students to display a high level of independence, collaboration, and engagement in their lessons, generating an intense language environment in which their English thrives. Above all, the curriculum ensures that the children enjoy their school experience, as evidenced by their active participation and ability to articulate their learning confidently.

Classroom routines are well established, and students understand the expectations set by their teachers, which supports the smooth flow of lessons. For instance, in the observed year 3 phonics lesson, children worked quietly and with focus, fully engaged in their tasks and demonstrating a clear understanding of the learning objectives. Across the primary stages, students were observed working collaboratively with peers, engaging in rich discussions, and exhibiting critical thinking skills, particularly in philosophy lessons where they were encouraged to question and reflect on complex ideas.

The EYFS and primary curriculum at the British School of Barcelona is a hallmark of excellence, supported by high-quality teaching and the exemplary behaviour for learning demonstrated by students. The curriculum is thoughtfully designed to inspire curiosity, encourage independence and collaboration, ensuring that students are not only academically prepared but also personally and socially equipped to succeed. The school's commitment to continual improvement, including the effective integration of inquiry-based learning, makes the curriculum both dynamic and responsive to the needs of its diverse student body across all campuses.

The secondary and sixth form curriculum offering is outstanding. The breadth of curriculum offering is impressive, with 18 A level programmes, the IBDP pathway, and BTEC Music and BTEC Sport. The curriculum also ensures that students wishing to enter local universities meet the requirements necessary. BSB also offers additional classes in extra subjects (taught in Spanish, after school) for those students looking to gain places on the most competitive courses at local universities, such as Medicine and Law. The academic challenge is balanced with an exceptional extra curricular and holistic curriculum programme. Sports and PE are particularly impressive, with students passionately engaged in a diverse range of physical activities, equipping them with healthy habits for life.

Relevant and age-appropriate in content, the PSED/PSHE curriculum addresses themes to support students' personal and social development and equip them with empathy and reflection to be safe, kind and responsible adults. The formal and informal curriculum is designed to support student well-being, health and safety.

There are clear examples throughout the curriculum of innovative and memorable learning opportunities; students spoke of the use of AI in Art to create visual metaphors, and PE colleagues demonstrated how AI powered video capture was

accelerating sporting excellence, a technology innovation accessible to both staff and student coaches.

A strong leadership programme is pervasive throughout all departments and phases of the school, offering opportunities for students to lead and follow their passions; house captains and science ambassadors spoke of their roles with confidence.

In addition to a rich curricular and extracurricular provision, trips and visits add colour and purpose to the students' educational experience. Students spoke enthusiastically about trips to Milan for football tournaments, and to London as part of their Drama studies where they watched West-End productions. The Duke of Edinburgh Silver Award students chose to create a video guide for students undertaking their bronze award, showing a good example of creative student leadership.

The career guidance programme commences from year 10 with students engaging in *Unifrog* to explore careers, courses and university destinations. Societies such as the Law society and the Engineering society are formed to support career pathways. There is an advisor for early entry candidates that supports students through the process. Students complete their EPQ in their year 12 so students can submit grading with their university applications. Nexus runs a holistic personal development programme for pre-university preparation, including public speaking, essay writing, and life skills, that all students in all programmes access.

5.2 Teaching and assessment

Overall, teaching and assessment are outstanding. As the school continues to grow this achievement will need to be reinforced by the sharing and standardisation of best practice across all the school's three campuses.

The quality of teaching and assessment in the EYFS and primary stages at BSB is exemplary and students make excellent progress in lessons and over time. This progress is built on the consistent and effective use of planning templates, which promote structured, well sequenced learning and allow students to progress through complex topics with clarity. It is supported by robust, data-driven practices constantly monitoring and tracking student performance, which then allows for timely interventions and personalised support. The school's commitment to professional development and sharing best practices around data usage ensures that teachers are well-equipped to use assessment data to inform their planning and tailor their teaching to meet the individual needs of each student.

The curriculum is firmly rooted in the English national curriculum but also enriched by inquiry-based learning methodologies, engages students across all campuses and promotes critical thinking and independence. Teachers are constantly at pains to effectively employ differentiated instruction and adaptive strategies to cater to the needs of all learners. The provision for students with SEND and lower levels of EAL is excellent, ensuring that each student is appropriately challenged and supported.

In the best classes, effective differentiation made sure that all students progressed according to their abilities. For example, in a reception writing class, the teacher led a group of six more able students, guiding them through oral sentence rehearsal after they had spent time drawing their characters in detail, and encouraging the use of descriptive adjectives. These students confidently generated their own ideas for caption writing, using letter mats and the key word wall with support. Meanwhile, the teaching assistant worked with a smaller group of lower-ability students, providing more intensive support. These children were encouraged to orally rehearse, to give meaning to their drawings, and practised letter shapes to caption their writing with support and encouragement. The rest of the class participated in free-flow activities, exploring different provocations designed to encourage creativity and independent play. The atmosphere was one of engagement, with personalised challenges allowing each child to make progress.

Formative assessment is a key strength, with teachers using live marking, self-assessment, and peer feedback to adjust instruction and improve student outcomes. Platforms such as Tapestry (for EYFS) and Seesaw (for primary) are utilised effectively to communicate learning progress to parents and to track developmental milestones. Regular data points from assessments, such as GL Progress Tests in English and mathematics, provide insights into student attainment and progress. These data

points are reviewed termly through structured data meetings, allowing teachers and leaders to identify trends, address gaps in learning, and implement targeted interventions where necessary.

In nearly all lessons, formative assessment ensures effective learning has been secured. Teachers use well-thought-out, higher level questions to encourage students to think more deeply, analyse material, and engage critically with the subject matter. Feedback is seamlessly integrated into lessons, with teachers using praise and constructive comments to guide student progression and ensure personalised learning experiences.

Teaching has a tangible impact on students' learning and progress. In a year 2 writing lesson, a mini-plenary was held to share good examples of writing, encouraging students to reflect on their learning. While the success criteria were not explicitly outlined, it was clear that the children understood how to be successful in their tasks. Their books showed clear progression from earlier starting points, with teacher feedback pointing towards improvements in letter formation and key words.

In a year 7 computing lesson, the teacher's use of scaffolded questions and positive praise helped students build confidence and engagement. The structured feedback kept students on track, opening up access to the next learning goal. In a year 12 mathematics lesson on trigonometric graphs, the teacher skilfully guided students through complex transformations and problem-solving tasks, providing immediate and tailored feedback that helped refine their understanding. The high level of challenge and engagement resulted in exceptional student progress.

Teachers have worked hard to create highly stimulating and effective learning environments. In early years the learning spaces are well resourced and set up creatively to invite exploration, investigation and inquiry. Natural materials with open-ended purposes are available, and classroom spaces have zoned areas to facilitate holistic development. In a reception class phonics lesson, students engaged with a multisensory opportunity and were highly engaged in practising the formation of the taught grapheme.

Working walls are used by students and teachers to support student development. In a reception class children used a working wall to support caption writing, in a year 4 mathematics class students were supported by the teacher modelled example for column subtraction, and in a key stage (KS) 4 French class students used a display to support passage translation and recall 'etre' verbs when forming the past tense.

A contagious enthusiasm for learning consistently pervades the school. In a reception class, a multisensory approach provided students with an exciting way to engage with their learning. The explicit teaching enabled students to develop their knowledge of

the newly taught grapheme whilst the play-based provision further enhanced the opportunity to practise the skill in an age appropriate way.

In a year 1 writing lesson, this enthusiasm was fostered by presenting a mystery box, sparking curiosity and leading to exceptional levels of engagement. Students listened attentively, actively participating by asking and answering questions. The teacher's skilful questioning further enhanced the learning experience, promoting both knowledge retrieval and the development of critical thinking skills.

In a KS3 music lesson, students were engaged enthusiastically, performing with different instruments, such as keyboards and ukuleles, with tasks differentiated according to skill level. The atmosphere in the classroom was lively and collaborative as students supported each other through peer feedback. The teacher's targeted questioning deepened student understanding of musical elements like tempo and dynamics. The lesson concluded with an inspiringly enjoyable combined performance that demonstrated the skills they had developed throughout.

In a minority of lessons, greater progress and achievement could have been facilitated with a more focused pace of learning, and greater challenge for students who are already meeting the learning intentions. In KS4 science, a good lesson with effective teaching and strong student engagement could have been made better by more targeted differentiation for students in terms of both challenge and support.

In secondary, the quality of teaching and assessment is underpinned by a broad and diverse curriculum across all phases. This is particularly evident in KS5, where students have access to A-Levels, the IB Diploma, BTEC pathways and additional post-16 courses in Spanish. These options provide a wide range of career opportunities, enabling students to pursue higher education in Spain, the UK, Europe, and other higher education institutions offering degrees in English.

The school's commitment to providing high-quality education is further demonstrated by its focus on supporting students with special educational needs (SEND) through diagnostic assessments, personalised resources, and interventions. English is the medium of instruction across the school, and the approach ensures that all students are well-equipped with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

IT assisted learning is prevalent in most lessons. It is often used to introduce and demonstrate teaching objectives as well as model student responses. There is excellent provision of classroom hardware such as interactive whiteboards and even visualisers. The wireless infrastructure can easily support the required connectivity for students to use their permitted personal devices to link up with school resources stored in the cloud. At the start of secondary in year 7, students receive guidance in IT lessons on how to use their iPads and school software for learning. They are also

encouraged to become 'digital leaders'. There is an ambitious 'Secondary EDTech Improvement Plan 2023-24' which already embraces review and development of practice.

It is particularly praiseworthy that the school already has policies on the acceptable use of artificial intelligence (AI) and delivers a year 12 assembly on the issues concerning the use of AI by students.

In conclusion, the school excels overall in delivering high-quality education through well-planned lessons that engage the students and encourage their overwhelmingly positive attitudes through support, challenge and trust. Personalised feedback and teachers' knowledge of their students ensure that they are able to progress well in lessons and over time. IT can be developed further to modernise the way students learn during lesson time.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

The school demonstrates outstanding standards of achievement across all phases. Students consistently make remarkable progress in their academic development, as evidenced by their performance in examinations and progress assessments. The steady advancement of students is clearly due to excellent teaching and assessment in a school community where positive relationships, mutual respect and trust have been carefully nurtured by the school. The proficiency in English displayed by students throughout the school is notably high and is key to rapid progress and high attainment. As stated above, academic attainment and progress are rigorously tracked at key intervals. Regular internal assessments are complemented by strong ongoing formative evaluation observed in lessons, along with external measures such as GL progress tests. These assessments provide in-depth data that allow teachers to monitor each student's academic journey closely, ensuring that every student achieves the target grades set at the beginning of the academic year. Students have a clear understanding of the steps required to reach these targets. The practice of self-assessment and peer review is consistently integrated into classroom activities.

In the EYFS, many students enter the school with limited English language skills. However, they make significant progress throughout their time in primary owing to rigorous approaches to intervention and personalised learning so that by the end of KS2 the vast majority of students are reaching and exceeding age related levels. In general, students perform highly in the phonics screening data with almost all students passing the assessment by the end of year 2.

KS3 students demonstrate excellent progress in mathematics and English, as evidenced by progress tests linked to CAT4 baseline assessments administered at the beginning of year 7. Specifically, 92% of students met or exceeded expected progress in English, while 95% achieved this benchmark in mathematics. Furthermore, a significant proportion of students surpassed expectations, with 64% making higher or much higher than expected progress in mathematics and 56% achieving this level in English.

GCSE results have remained consistent with 51% of grades at 7-9 in both 2023 and 2024. The overall pass rate at GCSE in 2024 was 95%, with 98% of students achieving 5 or more passes. In mathematics and English GCSE, students performed well above national averages in terms of pass rates and top grades. In 2024 60% of grades were 7-9 and 98% 4-9. In English Language 59% of students achieved a grade 7-9 in either first or second language and 98% a grade 9-4.

Student performance in KS5 has been consistently strong, with the school maintaining or improving standards over time. IB results are consistently above the global average,

with students achieving an average of over 34 points. Notably, 2024 saw an increase in the number of students attaining a score of 40+, with 19% of students achieving this result. Both IB and A Level students achieved a 100% pass rate in 2024. A Level grades are also well above national averages, with 46% of grades at A*/A in both 2023 and 2024.

Each year, the vast majority of students successfully transition to higher education. The school's exceptional university guidance supports students in gaining admission to prestigious universities worldwide, including in the UK, USA, the Netherlands, Germany and Spain.

The school is highly effective in developing students' personal skills and attributes. Students exhibit high levels of thoughtfulness, excellent conduct, and a strong commitment to learning. By the time they complete their studies, students possess the personal and social skills needed to successfully navigate the next phase of their lives.

The school's attendance records show an average attendance rate of 90.6% which is below expectations for UK maintained schools but according to the most recent PISA results higher than schools in Spain. Punctuality to schools and lessons is excellent, further supporting a conducive learning environment.

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

The spiritual, moral, social, and cultural (SMSC) development of students is outstanding. It is a significant strength of the school. The school has made commendable progress in addressing previous recommendations to enhance SMSC development through a range of initiatives that focus sharply on key British values, global awareness, and community engagement.

Across the school, there is a strong emphasis on fostering students' spiritual growth. Themed assemblies, such as Anti-Bullying Week and World Initiatives, are well-coordinated across campuses, ensuring a consistent and impactful message for students. These events encourage students to reflect on social justice and kindness. The school is committed to developing students' critical thinking skills through the diffusion of Philosophy for Children (P4C), where students engage in debates on values such as individual liberty, respect, tolerance, and integrity. While campuses are at different starting points embedding P4C, it is becoming a coherent feature across the school and its impact will undoubtedly be strengthened. The Jigsaw PSHE resources integrate mindfulness and reflection, supporting students in their spiritual development. This is particularly evident in the EYFS, where activities like nature walks spark awe and curiosity about the world. Creativity in the curriculum and performing arts also play a crucial role in spiritual development. In secondary, students engage in performances that connect cultural appreciation with spiritual reflection. Primary students explore these themes through performances and creative expression in school exhibitions.

Moral development is deeply embedded in the school's curriculum and extra-curricular activities. Students understand from a young age the difference between right and wrong. Leadership is a key focus, with students taking part in a range of leadership programs that prepare them to be responsible citizens and have respect for the law. PSHE lessons reinforce values like empathy, respect for others, and integrity, helping students navigate moral decision-making. Although the PSHE curriculum is well-structured and covers a range of topics including sex and relationship education and staying safe online, there is a need to ensure through greater differentiation that the vital messages of personal and social education are fully understood by all the young people in the school.

The school actively promotes global citizenship through sustainability projects, charity drives collecting food for the homeless and the celebration of Global Be Well Day. These initiatives provide students with many opportunities to understand and practise moral and social responsibility. They are clearly the building blocks of what is a cohesive school community at BSB.

Indeed, social cohesion and student empowerment are major strengths of the school. The school fosters democratic values through student council elections and public speaking events on current affairs. In doing this, the school promotes the British values of democracy, tolerance and freedom of expression. Events such as Black History Month, the Science Fair, and Friday music performances foster collaboration between campuses and encourage

students to embrace their multicultural, global identity in an atmosphere of respect for different views and democratic tradition. Community engagement is strong both within and outside the school's walls. Year 12 and year 13 students volunteer to support younger students, providing mentorship in areas such as reading and social skills. The school has forged strong relationships with local organisations like the Red Cross. It has also hosted workshops for Ukrainian refugees, highlighting its commitment to supporting vulnerable communities.

The school infuses its students with an understanding of modern British life through many cultural elements of the UK curriculum and by maintaining strong links with the UK through exchange visits, global issue collaborations, and by celebrating British cultural events aligned with the UK calendar. In parallel, BSB promotes in-depth understanding and celebration of Spanish and Catalan cultural history and traditions.

The school's extensive and rich programme of extra-curricular activities enormously expands the wider curriculum in which BSB successfully promotes the spiritual, moral, social and cultural development of its students.

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

Welfare, health and safety procedures in the school are outstanding because they are fit for purpose, fully embedded and therefore effective. The school demonstrates a very strong commitment to student care and safety through comprehensive policies, systems and practices that are regularly reviewed. The most recent 'Voice of the Student' survey showed that students feel safe and cared for. The testimony of parents was the same. BSB is an inclusive community in which student's individuality and otherness are equally valued.

There are strict visitor sign-in procedures, requiring identification of everyone entering the school through single entry points on each campus. The departure of students, particularly the youngest, is closely monitored. The perimeter on each campus is secure, regularly checked, directly or remotely, and is constantly reviewed for improvements. The school implements a strict mobile phone policy designed to further keep children safe.

CPOMS, a safeguarding and well-being online solution for schools, is used to good effect by a wide range of staff and the data is overseen by the school's senior pastoral team who bring safeguarding and personal development concerns to regular student support meetings. A supportive relationship with Spanish Social Services has been developed over time, ensuring that serious safeguarding and child protection issues, such as those requiring specialist referrals, are addressed promptly. The school maintains close monitoring of at-risk students, including those flagged for attendance issues or other vulnerabilities. Risk assessments are in place for some vulnerable students, and all staff are made aware if necessary if there are concerns for a particular student's ongoing safety. For some students, school recommends external agencies, such as family therapy. Permission is sought to share information with external agencies to ensure wrap-around care for vulnerable students. For educational visits that involve an overnight stay, information about vulnerable children is shared confidentially with the relevant staff in order to maintain safety.

There is a strong culture of risk-assessment underpinned by mitigation of identified risks, management oversight and general review. Risk assessments for trips and visits are comprehensive and signed off by the school's leadership teams. Hazardous areas of the school, such as the science labs, kitchens and sport areas are risk assessed. The school also carries out risk assessments according to its own 'Preventing Extremism and Radicalisation' policy which is in line with 'Keeping Children Safe in Education' requirements.

Safeguarding procedures are thorough and rigorously implemented. Cognita Group, BSB's parent organisation, organises biannual safeguarding audits by external specialists, and the school conducts its own self-assessment in the interim year. The safeguarding/ pastoral team meets weekly to review cases, while monthly meetings with the senior leadership team (SLT) ensure continuous oversight. The headteacher conducts a monthly review of case samples. Staff receive mandatory safeguarding training during induction, with annual refreshers, and

those involved in recruitment undergo safer recruitment training. This includes external staff who are required to sign their understanding and agreement to the safeguarding and student welfare components of the staff handbook. School staff have to report safeguarding concerns on CPOMS; external staff have no unsupervised contact with students unless they have been vetted according to safeguarding procedures described above. The school maintains to a very high standard an online single central record (SCR) which automatically tracks the completeness of staff records.

To educate and raise awareness of bullying, the school runs an annual anti-bullying week in November, delivering assemblies, specialist PSHE lessons and family workshops, for instance a recent family workshop on 'Fake AI' images. Last year, year 9 students had external training from the local police to educate and inform on the law regarding online bullying. Students report on the importance of 'socialisation' as one of their learning habits, and they are supported in the 'Philosophy for Children' programme to have respectful differences of opinion. Students report that both bullying and other child-on-child abuse is rare at the school. However, where it does occur, the incident is logged on CPOMS and the relevant staff are informed and support is given throughout the duration of the investigation. A positive behaviour policy reinforces the school's values. Student behaviour on all campuses is exemplary.

Relationships are a strength of the school. They are very much the key ingredient in BSB's calm, happy and safe learning environment. Students are actively engaged in learning about maintaining healthy lifestyles and staying safe, both online and in everyday life. The promotion of healthy eating is evident in the school's canteens.

Staff spoke of the 'Safe Series' Curriculum, encouraging children to have '5 heroes' who they know they can speak to, one of whom is an adult who works in school. Students demonstrated understanding of how to keep themselves safe, and are aware of who to speak to if they have concerns. The school also follows a safe sleep protocol and intimate care policy for younger children, ensuring comprehensive support and protection for all students. School staff spoke of requiring non-verbal consent for students who are developing their communication skills.

The school monitors its premises rigorously across all campuses, maintaining an emergency plan for all sites, updated and reviewed regularly. Internal facilities and HR colleagues work with external agencies and conduct regular audits to minimise risks to health, safety, and welfare. Fire prevention and evacuation drills are well managed. The Health and Safety committees across all sites meet every 2 weeks to review and update their procedures. Cognita conducts a health and safety (H&S) audit every other year, with an interim self assessment conducted by the school itself. A medical tracker is used by the nursing team and health and safety manager to document and analyse any medical and H&S issues arising. A large number of staff are trained to deliver first aid.

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

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

The British School of Barcelona is part of the Cognita group which operates 100 schools worldwide, 9 in Spain and 39 in the UK.

Rigorous safer recruitment policies and procedures are audited annually by Cognita centrally and overseen locally by an expert school-based HR team. The single central record (SCR) and the separate individual personnel files are maintained in an exemplary manner. The SCR and personnel files are fully compliant with UK standards and in conformity with EU and Spanish data protection legislation. Details concerning identity checks, police checks, qualifications, work visas and proof of fitness to work are contained within the SCR. Effective risk-assessments are initiated when safer-recruitment procedures may not be completed. Police checks are updated in accordance with Spanish law. The school's online tailor-made version of the SCR incorporates a tracker that ensures that all the categories of the required HR information contained within is complete and flags up automatically gaps.

The school has clear procedures for the safe engagement of third party contractors working within the school. The school insists for example that the catering company conforms to its own safer recruitment standards.

School leaders and teaching staff are predominantly UK trained and have experience of working in the UK. The exception are the teachers of Spanish and Catalan, who require Spanish teaching qualifications in order for BSB to be recognised by the Catalan authorities. UK teaching qualifications are checked and confirmed by an external UK based agency with access the necessary data.

9. *Standard 5* The premises and accommodation

The premises and accommodation at BSB are outstanding. All BSO requirements for this standard are fully met.

BSB operates across three campuses: BSB Castelldefels, BSB Sitges and BSB City. Each campus consistently upholds exemplary standards, regularly meeting and often exceeding local, regulatory and BSO benchmarks. As part of the Cognita group, the school's leadership and facilities management teams work seamlessly together to ensure the buildings are regularly updated and maintained to an exceptional standard. There is a demonstratively proactive approach to ensuring the safety, comfort, and well-being of all students and staff. The design and build of its newer facilities on the Nexus and City campuses is creative and driven by educational and safety considerations.

In an effort to reduce the school's carbon footprint, 563 solar panels have been installed across the BSB campuses. This initiative is making a significant environmental impact, with BSB Sitges now generating more solar power than it requires and contributing surplus energy back to the grid.

The school's commitment to cleanliness and hygiene is a key strength. Rigorous cleaning routines ensure that all areas are kept spotless, and high standards of hygiene are maintained. Security across all campuses is equally robust, with checkpoints at all entrances and exits, supported by electronic entry systems. Sixth-formers are further monitored with electronic entry cards as they move between sites, ensuring a secure environment.

BSB boasts exceptional specialist facilities that comprehensively support its curriculum. Each campus features purpose-built outdoor learning areas that provide enriching, hands-on experiences, encouraging students to explore and engage with their natural surroundings. Each campus has access to a wide range of impressive facilities, including sports pitches, swimming pools, and large open areas for physical activities. These well-maintained spaces offer excellent opportunities for physical education and a broad spectrum of extracurricular activities.

Classrooms across all campuses are spacious, well-resourced, and designed to foster flexible and engaging learning environments. They are brightly lit, well-ventilated, and equipped with high-quality materials that support collaborative and project-based learning. Displays across classrooms are generally of a high standard, enhancing the learning environment, particularly in EYFS and primary.

Student well-being is a key priority at BSB, with dedicated spaces, indoors and outdoors, where students can take part in self-directed activities during break times or just relax and

socialise. The school's dining areas also provide welcoming, comfortable environments where students can enjoy hot lunches in a comfortable setting.

Fire safety protocols and evacuation procedures are rigorously maintained and regularly tested across all campuses. Additionally, each campus has a fully equipped medical room with a nurse available to promptly and effectively address any health needs that arise. The school recognises that even greater vigilance needs to be exercised on the new City campus where the main building is distributed over ten floors and situated in a very busy town centre location.

In conclusion, the premises and accommodation at BSB are outstanding in every respect. They not only ensure safety and functionality but also provide an inspiring environment that supports both academic achievement and personal development.

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 is excellent and fully meets the standards for BSO.

The British School of Barcelona (BSB) ensures effective communication with parents and carers across its three campuses through a range of well-structured and constantly evolving platforms. The school's website serves as the primary portal for prospective parents, providing essential information such as policies, inspection reports, admissions procedures, and contact details. For current parents, the school utilises the Cognita Connect platform as the primary tool for day-to-day communication, allowing parents to access information about events, trips, student reports, and other key updates. This platform has been refined based on parent feedback and includes functionalities such as trip sign-ups, absence authorisations, and online Parent-Teacher meetings through School Cloud. This ensures clarity and ease of access, fostering a strong partnership between home and school.

In addition, parents across all campuses receive regular updates through weekly bulletins and newsletters from the headteachers, keeping them informed about key events and activities. Platforms like *Tapestry* (for EYFS) and *Seesaw* (for years 1-6) are used to share learning updates and home tasks, further promoting engagement in their children's educational journey. For secondary students, the introduction of *Class Charts* provides parents with insights into their children's timetables, house points, detentions, homework, and attendance. The school's efforts to respond to parental requests are evident in the revamped reporting systems and personalised feedback, which provide greater clarity on student progress and future potential. BSB values parental input and ensures that concerns, especially regarding sensitive educational content, are addressed through structured meetings and transparent communication channels.

The BSB community benefits from a wide range of parental engagement opportunities. These typically include parent webinars, curriculum workshops, and celebratory events. Parents report that the school communicates exceedingly well. They feel that the school's core principles, such as respect, valuing differing opinions, and encouraging questions to understand various perspectives, have strengthened positive and effective communication across the entire community. This approach has been particularly valuable in addressing and managing challenging conversations around global issues. As a result, parents feel informed, involved, and valued as active participants in their children's education and the wider school community.

11. Standard 7

The school's procedure for handling complaints

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

The school's approachable ethos and open-door policy ensures that any concerns are swiftly addressed before they reach a formal stage.

There is a clear complaints policy, whistleblowing policy and grievance policy that are all available on the school website for parents and staff to access. The policies detail processes and timescales for a complaint or investigation to be managed.

The large majority of complaints are resolved by teachers and school senior leaders within school. In the past 3 years the school reports only 3 complaints reaching the Cognita director of education at the formal stage.

Families reported feeling very supported by the school. The 'open classrooms' initiative ensures that all who wish to have close communication with their child's class teacher can do so and broach problems that might arise.

12. Standard 8 Leadership and management of the school

The leadership and management of the school, including its corporate governance, are outstanding.

The school has very successfully adapted in September 2024, a month before this BSO inspection, to a new experienced executive principal and a new leadership structure across its campuses. The collegial, collaborative and open-door style of leadership is highly motivating for all staff. Cognita, the parent organisation, oversees leadership functions and school performance, offering strong support and challenge. It also provides excellent corporate governance in academic, administrative and financial domains, quality assuring the entirety of the school's operation.

BSB's leadership offers strong vision and strategic planning with in-depth knowledge of the school's strengths and priorities for development. The self-evaluation audit for this inspection was exemplary, highlighting an abundance of evidence to support its own judgements. The detailed and carefully considered school improvement plan is likewise fashioned on analyses of performance and institutional growth or developmental requirements. The school leadership benefits from a school improvement partner assigned to BSB by Cognita.

The school fully embraced the recommendations of its last BSO inspection indicating the value it puts on external evaluation as an important driver for improvement. It has already standardised its quality assurance of teaching and learning through a performance management programme framed by its quality monitoring cycle, that operates across all its campuses.

BSB has successfully managed the implementation of significant change since its last inspection. In September 2023, it opened the City Luca campus for Years 2-13 which serves a very internationally diverse student population. It is a fast growing ambitious project and, although it is only 13 months old at the time of the inspection, it has many outstanding features inherited and acquired from BSB's other campuses. Its rapid development is carefully nurtured by the BSB and Cognita leadership as it continues to grow to its full capacity. Corporate schemes to recruit, train and retain essential staff have been very successful. Cognita has established 20 professional development networks across its schools and promotes the dissemination of best practice through a programme of 'aspiring leaders', seven of whom work at BSB. Teachers can also apply to join team fellowships run in conjunction with University College London.

As this report indicates, the leadership has ensured the continuation of outstanding standards in all areas of the school's core business. Performance indicators such as consistently high academic outcomes, positive external audit reports, good student and staff retention, school oversubscription and popularity, internal promotions to middle tier leadership positions

reflect the tangible success of the leadership team in leading and continually developing a very effective school where the quality of education is of an exceptionally high standard. During the inspection, parents confirmed that they are exceedingly happy with all aspects of school life, but especially its quality of education and the high level of care it offers to their children.

With three different campuses serving different student populations, the school is addressing the complex challenge of aligning standards and processes across all locations. The uniform quality monitoring cycle across the campuses clearly aims to measure whether there is a coherent educational experience meeting the needs of each cohort of learners on each different BSB campus. To achieve this, the school leadership is enabling regular cross-campus collaboration and among staff via 'Teach meets' to exemplify and moderate standards. They do so in the knowledge that this professional and organisational development will help bridge any gaps in standards between the campuses and ensure that all students receive the same high-quality education, regardless of which part of this exciting school they attend.