



British Schools Overseas School inspection report

**Caxton College, Valencia
15th – 16th February 2017**

Issue and revision record

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Purpose and scope of the inspection

- The inspection, at the request of the school, was carried out to assess the school's current provision against the criteria for British Schools Overseas.
- The inspection was carried out by two accredited BSO inspectors and three NABBS (National Association of British Schools in Spain) inspectors.
- The inspectors observed teachers in both the primary and secondary phases.
- The inspectors held discussions with senior staff with responsibility for both phases and with senior leaders, teachers and pupils.
- Inspectors carried out book reviews and reviewed a range of school documents including information about pupil achievement, policies on many aspects of the school's provision and the school's self-review.
- Inspectors used the Department for Education standards for the inspection of British schools overseas aligned with the NABSS accreditation criteria. The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's owners on the overall effectiveness of the school and the standard of education. Cambridge Education reports to the Department for Education (DfE) on the extent to which schools meet the relevant standards for British schools overseas as follows:
 - the quality of education provided by the school (curriculum, teaching and assessment)
 - the spiritual, moral, social and cultural development of students
 - the welfare, health and safety of the students
 - the suitability of the proprietor and staff
 - the premises and accommodation
 - the provision of information for parents, carers and others
 - the school's procedures for handling complaints
 - leadership and management of the school.

Information about the school

- Caxton College, Valencia was founded in 1987. It has 1543 pupils on roll with ages ranging from nursery to Year 13. It offers education for both local and international pupils. The college is a four form entry early years, primary and secondary school which follows a curriculum based on the National Curriculum of England and Wales. There are currently 26 different nationalities represented in the school. Some pupils

attend the school for two to three years but for others the school represents their entire school experience. Nearly 90 per cent of pupils in the primary phase are Spanish with the next largest group being Russian. A similar picture is presented in the secondary phase where the figures are 80.5 per cent and 4.19 per cent respectively. The number of pupils learning English as an additional language (EAL) is 95.3 per cent of the primary intake. Caxton College also offers boarding facilities with host families, which attracts pupil from a variety of countries.

Overall effectiveness

- The provision of education in all phases is outstanding. The college has high expectations for all its pupils which in turn has a very positive impact on their ability to learn British values of tolerance and respect for others. The notion of diversity is well nurtured too so that pupils also develop an understanding of Spanish culture.
- The carefully planned curriculum, based on the National Curriculum of England and Wales, provides pupils with learning opportunities which are well matched to their various needs. Learning attitudes of pupils in both schools is exemplary and despite the mobility of some, the school equips them very well for their next school experience. Pupils fully value the support provided in making the move to their next stage of learning as smooth as possible.
- Pupils' behaviour is excellent both in lessons and around the college. Pupils demonstrate very positive attitudes to learning that fully support their achievements. This feature is particularly strong and pupils are often keen to express their appreciation at the support they receive.
- The welfare, health and safety of pupils is excellent. This along with a well-integrated approach for the development of pupils' spiritual, moral, social and cultural awareness has a very positive impact on their learning and achievements.
- Teaching provides well planned and structured activities which capture pupils' interest so that they try hard and generally rise to the meet the various challenges offered to them. This has resulted in high achievement levels being recorded which has spurred the leadership to even greater efforts for all pupils.
- Leadership is firmly focused on pupils' progress and their learning experiences and includes all members of staff. The principal and senior leaders provide a clear vision for the future of the college. As a result, all staff are committed to every pupil's success in learning. The recent change to leadership in the secondary phase has brought a new vitality to the focus on learners.

Compliance with regulatory requirements

- Caxton College, Valencia meets the requirements for British schools overseas, as laid down by the UK Department for Education, in full. The school's work to promote British values is very successful and students respond thoughtfully and maturely. The school meets the requirements of the Spanish Ministry of Education.

What the school could do to improve further

The college might like to consider the following points for development.

- Very good practice was observed in the Early Years section where time was allocated for professional dialogue around learning strategies. The school's interest in the research based work of Carol Dwek and learning mind-sets could be extended across the school to develop an even stronger focus upon pupils' learning attitudes and the way in which they learn.
- Given the establishment of a new managerial team within the secondary phase, the school may wish to consider how these post holders will develop their managerial skills within their new roles.

The quality of education provided by the school

The curriculum

- The curriculum plans in the primary phase fully support the school's drive for pupils to reach their potential. Lesson plans and schemes of work clearly indicate the steps taken to challenge the most able and support pupils' learning. Clear reference is made to the needs of pupils who have special educational needs and the steps taken to help them. This is carried through to lesson plans where clear learning outcomes are identified.
- In the secondary phase, the newly formed management team has the responsibility for the annual review of the curriculum. Any changes required are discussed with the owner to ensure recruitment matches need. The current changes to the National Curriculum have led to discussions on the options available and the school have been successful in protecting the range of examination options which secondary pupils demand.
- The provision for pupils with English as an additional language (EAL) is included as part of the whole curriculum throughout the school. Staff are mindful of the need for pupils to converse in English and give reminders to pupils as necessary during lessons. The Caxton International Study Centre programme enables pupils with a language disadvantage to rapidly catch-up and successfully access the curriculum.
- A variety of extra-curricular activities are available every day at lunchtimes in the primary school. In addition, the time-table on Wednesday afternoons in Secondary is given over to clubs and workshops covering a wide variety of activities including fitness, drama, the Duke of Edinburgh Awards, chess, language clubs and subject specific sessions. These all help to enhance the rich curriculum. A volunteering programme enables Year 12 and 13 pupils to acquire wider social skills via community based association in Valencia.

The quality of teaching and assessment

- High quality learning in many lessons incorporates well-structured activities that keep pupils focused and working hard. The quality of work on display, for example, in

writing sets, provides examples of teachers' expectations, praise, effort and presentation and as a result pupils take a real pride in their work. In an art lesson pupils were all encouraged to participate fully and felt comfortable doing so. In a mathematics lesson the fast pace and good use of time kept students engaged with the use of quick mini whiteboard tasks to allow the teacher to pick-up any misconceptions. In many other lessons the enthusiasm of the teacher rubbed off on the pupils who, were thus keen to learn.

- The use of rigorous assessment ensures every pupils' progress is monitored closely. Interventions are quickly introduced to close any gaps in learning identified by this process. The school is moving to a daily 'capture' of pupils' progress to support an even more thorough tracking of pupils' learning and so identify any factor which may be hindering a pupil's progress.
- Book scrutiny revealed the effective use of many teaching strategies including helpful encouragement, further challenge and clarification. The school's current focus on raising standards in reading through a new strategy for teaching guided reading, is already delivering positive results. Progress is very closely monitored through the school by a system of meetings and document exchange. The progress of pupils is a focus for every lesson and every meeting. The already high achievement of pupils has not dimmed the drive for even greater success for all.
- Many pupils arriving at the school have no or very limited English. The school has a highly successful programme to support these pupils in meeting language age related expectations at Year 1. The overall aim is to equip them with the skills to enter the next stage of education.

The spiritual, moral, social and cultural development of pupils

- The provision for pupils' spiritual, moral, social and cultural (SMSC) development is outstanding.
- The provision for the SMSC development of pupils is carefully mapped and integrated as part of the curriculum and adds to the rich experience provided for pupils. It has a very positive impact on their awareness of different cultures and why others may have different views from their own.
- A range of activities is planned for pupils throughout the year including visits to religious and cultural sites. A range of assemblies, talent shows and other concerts all contribute to the development of pupils' ability to work together and builds their confidence.
- The respect shown for British values has been successfully developed throughout the school. Inspectors saw specific examples of respect, positive relationships and understanding for others' ideas in many lessons, in break times and at lunchtime.
- The wide range of nationalities at the school significantly adds to the cultural approach being taken within all programmes and is a strength of the school.
- Clear expectations of behaviour are displayed throughout the school and pupils respond well to them. Visitors are greeted courteously in both corridors and

classrooms. In many lessons, the attitude for learning is of a very high quality. Clear expectations on the part of teachers along with good learning environments help pupils to respond very positively.

The welfare, health and safety of the pupils

- Provision for pupils' overall welfare, health and safety is outstanding.
- The attitude to learning is exemplary and the clear majority of pupils display a thirst for knowledge and love of learning. They are curious and considerate towards each other and to adults; this is reflected in the work produced in their books and the care they take with content and presentation.
- Teachers provide carefully considered support and challenge for pupils in lessons whilst maintaining very good relationships. This was noted in many lessons where the positive relationships allowed a very strong focus on learning.
- Pupils confirmed their enjoyment of school and felt the school was sensitive to the needs of new pupils from other countries. Many felt their teachers cared about them and their futures. Options choice was mentioned by some as a real attraction of the school. One Year 13 pupil welcomed and praised the school in the guidance offered regarding their university choice.
- Overall, pupils say they are proud of their school.
- The school complies with local requirements for fire regulations and safety: Fire drills are held termly.
- The school has appropriate procedures to meet pupils' health care needs with full time nursing staff.

The suitability of the proprietor and staff

- There are suitable systems in place to ensure that checks are made on staff to confirm their suitability to work with children and these are recorded in a single central register. This is maintained securely on paper and supported via electronic monitoring. The school is particularly proud of the careful approach taken in selecting staff.

The premises and accommodation

- The school offers a bright and modern environment with a sense of space. The building offers a welcome climate which fully supports pupils' learning. Rooms are used flexibly which supports the learning environment.
- Outdoor areas are safe, well-kept and offer the pupils secure areas for break times, play and friendship formation. The secondary school provides a common room for students in the sixth form. Sports fields offer high quality facilities.
- All classrooms celebrate pupils' effort with displays of written and creative work.

- The premises are maintained to a very high standard.
- Equipment to support learning is plentiful and fully employed. All pupils have access to iPads and teachers are provided with guidance and training from the in-house information technology team on how best to use the equipment in the classroom.
- The college has a small boarding facility and operates a host family network. It currently has 18 boarding pupils covering the age range of 13 -18. There is an equal gender split with the range of nationalities including Chinese, Bulgarian, German, Ukrainian and Russian.
- The Head of Boarding confirmed 24-hour contact for emergencies is in place and all the necessary systems to protect the pupils are also in place. A comprehensive Boarding Information Booklet is provided detailing high expectations in, for example, behaviour, medical treatment, mobile phones and dress code. Clear guidance is offered to pupils on joining a host family. It makes clear the responsibilities they have and the school's expectations of them when living with a family.

The provision of information for parents, carers and others

- The information provided to parents and the dialogue with parents is outstanding.
- The reports and newsletters that go to parents combine pupil specific information with news of curriculum development and other events. The reports are detailed with clear, well-focused goals in individual subjects and provide guidance to parents about how and what their child is learning and the progress being made. Parents are invited to a range of meetings where they have an opportunity to talk to teachers about their children's progress.
- A parent's portal on the school's website allows access to information on their own child's progress. The school is moving to a daily update of this information so that parents will be immediately informed of any changes to study programs and any issues which are affecting progress.

The school's procedures for handling complaints

- There is a clear complaints procedure, which meets all requirements.
- The policy outlines all steps which will be taken when responding to parental concerns with specific post holders on the staff given responsibility at the various levels.

Leadership and management of the school

Leadership of the school is outstanding

- The departure of the headteacher and deputy headteacher from the Secondary School last year presented a challenge to the Principal. The decision to replace the old structure with a flatter one of three co-heads with specific responsibilities has

produced a momentum for higher outcomes for pupils from the already outstanding level achieved.

- The new team, together with the head of primary, is professional and knowledgeable. This has resulted in a strong coherent leadership group. Teachers acknowledge the change for the better along with the removal of ‘bottlenecks’. A challenging but sensitive approach to colleagues is employed to focus on learning.
- All policies are child focussed throughout. Lesson plans, reports and schemes of work are regularly and systematically monitored.
- The sharing of good practice is approached with peer observations, progress monitoring and very shortly, a new performance management programme.
- The Principal is highly ambitious for the school and its pupils. She meets with senior leadership teams weekly to drive improvement. All senior leaders have clear understanding of the school’s strengths and share the ambition to drive improvement and raise standards. This approach has had a significant impact on the quality of education.
- The strong focus on improving teaching, learning and assessment includes a clear review and self-evaluation process, regular lesson observations and tailored support for individual teachers.
- Assessment practices have been a recent focus for review which has resulted in more detailed and effective tracking of pupils’ progress.

The senior teams have a very good understanding of how data and other information can be used to improve learning and have developed highly effective systems to check how pupils are doing.

Glossary of terms

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Inspection judgements

Outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education	x			
How well the curriculum and other activities meet the range of needs and interests of pupils	x			
How effective teaching and assessment are in meeting the full range of pupils' needs	x			
How well pupils make progress in their learning	x			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	x			
The behaviour of pupils	x			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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Leadership and management

The quality of leadership and management	x			
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School details

School status	Private School
Type of school	All through day and Boarding School
Date school opened	1987
Age range of pupils	1-18
Gender of pupils	Mixed gender
Number on roll (full-time pupils)	1543 pupils
Annual fees (day pupils)	See school website for fees
Address of school	Caxton College Mas de León, 5 46530 – Puçol (Valencia) Spain
Telephone number	(+34) 96 142 4500
Fax number	N/A
Email address	caxton@caxtoncollege.com
Headteacher	Amparo Gil (Principal)