



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Caxton College

February 2020



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School's Details

College	Caxton College			
Address	Calle Mas de León 5 46530 Puçol Valencia Spain			
Telephone number	+34 961424500			
Email address	caxton@caxtoncollege.net			
Principal	Ms Amparo Gil			
Proprietor	General de Inmuebles y Construcciones SA			
Age range	1 to 18			
Number of pupils on roll	1634			
	Boys	821	Girls	813
	Day pupils	1625	Boarders	9
	EYFS	268	Primary	629
	Seniors	539	Sixth Form	198
Inspection dates	11 to 14 February 2020			

1. Background Information

About the school

- 1.1 Caxton College is a co-educational school for pupils aged between one and eighteen years. Founded in 1987 by the Gil family, the school remains family-owned and has a board of four directors, which includes the principal and vice-principal. The school consists of *Baby Caxton* for children from 0-2 years old which is not part of this inspection, an Early Years Foundation Stage (EYFS) setting for children aged rising 3 to 5, a primary school for pupils aged rising 5 to 11, and a secondary school for those aged rising 11 to 18, including a sixth form for those aged 16-18. This is the school's first inspection carried out by the Independent Schools Inspectorate.

What the school seeks to do

- 1.2 The school's motto is '*honeste vivere*'. The school aims to encourage all its pupils to live honestly with truth as their guide and to be able to build future relationships founded on justice, respect and responsibility, whilst also seeking to develop academic excellence and outstanding personal progress in its pupils, so that they can become responsible global citizens.

About the pupils

- 1.3 Day pupils make up the overwhelming majority of the pupil body. There are currently nine international boarders who are accommodated with host families arranged by the school.
- 1.4 The majority of pupils come from the local Spanish community. One-fifth of the school population is international, and represents approximately 45 different nationalities, of which Chinese, Russian, British and American pupils are the majority. Data provided by the school suggest that pupils in the primary school represent a broad spread of ability. In the secondary school and the sixth form standardised test data provided by the school suggest that pupils' ability is slightly above average when compared to those sitting the same tests nationally in the UK, with a broad spread of ability represented.
- 1.5 The school has identified 88 pupils in the primary school and 37 in the secondary school as having special educational needs and/or disabilities (SEND), including dyslexia, attention deficit hyperactivity disorder and attention deficit disorder. They receive a range of support strategies both within the classroom and in smaller groups or individually, as appropriate. The overwhelming majority of pupils are non-native speakers of English. In the primary school, a late entrance department works individually with children starting with a lower level of English in each year group and in the secondary school pupils joining in later years with limited English may join an intensive one-year course to build their language skills before joining the main curriculum at GCSE or A level. Pupils who work well above expectations and who demonstrate specific talents are supported with appropriate provision.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. This is the school's first ISI inspection.

Key findings

2.1 The school meets all the Standards for British Schools Overseas and the Minimum Standards for Boarding and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

2.3 The curriculum takes account of the ages, aptitudes and needs of the pupils of all ages, including those with SEND. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education and is well planned and accompanied by suitable schemes of work. A range of extra-curricular activities is available for pupils of all ages. Up to the end of Year 9, pupils follow a curriculum based on the English National Curriculum and, for the youngest children, the framework for the EYFS. In Years 10 and 11, the curriculum prepares pupils to sit examinations for IGCSE and, in Years 12 and 13, to sit A-level examinations and to gain places at a wide range of universities around the world. The school also fulfils the requirements of the Spanish curriculum for all its pupils.

2.4 The curriculum prepares pupils for the opportunities, responsibilities and experiences of life outside school in both English and Spanish society, underpinned by an understanding of fundamental British values, which reflect the value systems of many other countries. An age appropriate personal development programme is provided, and there is a comprehensive careers programme in the secondary school.

2.5 Teaching methods ensure good progress and are well planned and effectively delivered with appropriate use of a wide range of resources to engage pupils' interest. Teaching does not discriminate against pupils due to their gender, ability, beliefs, disability or any other differences. Additional support is provided for pupils who join the school with very limited English and for those

with SEND. Strategies to manage behaviour are effective. The college has a suitable framework to assess pupils' performance and to track their progress.

- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The school identifies and promotes values which actively support the personal development of pupils, allowing them to develop self-knowledge, self-esteem and confidence, to accept responsibility for their behaviour and to distinguish right from wrong. Fundamental values of democracy, the rule of law, individual liberty and respect and tolerance are promoted, and pupils gain knowledge of public institutions and of how to be good citizens in England and in Spain. Principles of tolerance and harmony between different cultural traditions within the school, and respect for others, including those with protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation are actively promoted. Any presentation of political views is balanced and precludes partisan political views. Pupils are taught to distinguish right from wrong and they accept responsibility for their behaviour. They are given opportunities to make meaningful contributions to the lives of others within the school, the local community and the wider world.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.11 The school makes appropriate arrangements to safeguard and promote the welfare of pupils, including the small number of international pupils accommodated in host families, and takes into account both the local requirements and guidance provided for schools in England. Some adjustments to the school's safeguarding policies and procedures were made as a result of advice given during the pre-inspection visit and were implemented effectively before the start of the inspection. Staff are appropriately trained when they join the school and through annual training and regular updates. Pupils are made aware of issues that affect their welfare, health and safety through assemblies and topics covered in their personal development programme.

- 2.12 Procedures to promote good behaviour are well known and understood by pupils and implemented effectively. A system of rewards recognises positive behaviour and suitable sanctions are applied when the need arises. The school has an effective policy to prevent bullying, including cyber-bullying. Although a small minority of pupils in their pre-inspection questionnaires did not agree that bullying is dealt with effectively, discussions with pupils indicated that one-off incidents are usually quickly dealt with if they occur and that bullying is extremely rare.

- 2.13 The school meets the health and safety requirements for schools in England and in Spain, and there are suitable and thorough arrangements for fire safety and for first aid. Records are kept of all health and safety checks, many of which are undertaken by external specialists. Pupils are properly supervised, admission and attendance registers are appropriately maintained, and there is a strategic approach to risk assessment.

Part 4 – Suitability of staff, supply staff, and proprietors

2.14 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.15 The school makes appropriate checks regarding the suitability of persons appointed as staff and proprietors. The school does not employ supply staff. Police, identity and right to work checks are carried out on all employees and further checks have now been undertaken where necessary, for example, on teachers who have previously worked or managed schools in the UK. Following advice given at the pre-inspection visit, a single, comprehensive and accurate register is maintained of the recruitment checks undertaken on all staff, including proprietors, contractors and volunteers.

Part 5 – Premises of and accommodation at schools

2.16 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.17 Suitable toilet, changing and showering facilities, and appropriate accommodation for pupils' medical needs are provided. The premises are suitable, well maintained and are checked regularly for any issues that might compromise health and safety. Acoustics and lighting are appropriate and drinking water provision is adequate. Suitable outdoor space is provided for physical education within and beyond the curriculum and for outdoor play.

Part 6 – Provision of information

2.18 The Standards relating to the provision of information [paragraph 32] are met.

2.19 The requisite range of information is variously published, provided or made available to parents. Contact details for the school and its principal, as well as a statement of the school's ethos, are provided to parents. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year are made available as are details of the provision for pupils with SEND and English as an additional language. Particulars of the school's results in public examinations in the previous school year are published on the website. Parents are provided with regular reports outlining their children's progress each term.

Part 7 – Manner in which complaints are handled

2.20 The Standards relating to the handling of complaints [paragraph 33] are met.

2.21 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales, including an initial informal stage. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing to the school's principal. If the concerns still remain unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel will then make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicate prompt responses to any concerns or complaints received, all of which have been resolved informally.

Part 8 – Quality of leadership in and management of schools

2.22 The Standard relating to leadership and management of the school [paragraph 34] are met.

- 2.23 The leadership and management of the school, including the proprietor, demonstrate good skills and knowledge and fulfil their responsibilities so that the standards for British Schools Overseas and Minimum Standards for Boarding are met consistently and the well-being of the pupils is promoted.
- 2.24 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

Part 9 – Minimum Standards for boarding

2.25 The Minimum Standards for Boarding [Standards 1 – 20] are met.

- 2.26 The school currently has a very small number of boarders, all of whom are accommodated in host families. There is a suitable statement of boarding principles and practice. Boarders are carefully inducted and have effective systems for their support in place. There is a dedicated member of staff who looks after their needs and liaises with host family adults. The school checks accommodation to be provided and monitors it during use, including annual checks and ensuring a separate room is provided for the pupil and that they do not have to share bathroom facilities with adult family members. Prospective host family adults are interviewed, and the school takes up references and records a satisfactory assessment before any pupil is placed there. Boarders access the nurse if they have medical needs while in school and have access to local medical facilities whilst with their host families. At weekends, boarders are in the care of their host families. The school ensures that adults providing lodgings for pupils have undergone safeguarding training and that they understand the actions they need to take should a pupil in their charge go missing. The school has a satisfactory written agreement with each adult providing lodgings for its pupils. It provides written information on its policies and procedures for host families and ensures that termly interviews take place individually with all pupils placed in lodgings to review their satisfaction with the arrangements.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management and boarding on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendations

3.3 In the context of excellent outcomes, the school may wish to consider the following improvements:

- Enabling all pupils to make rapid progress by sharing best practice in terms of learning approaches among the teaching staff.
- Seeking further positive ways to ensure that English is the unifying language of the school for all its pupils, in accordance with its stated aims.

The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils display a high level of knowledge, understanding and skills in all areas of learning and across the curriculum. They retain the knowledge taught them well and apply the skills they have learned successfully to the projects and topics planned for them in the primary creative curriculum and over a wide range of curricular subjects in the secondary school. Pupils make rapid progress in their lessons when faced with challenges of an individual or group nature, and they rise to meet these with confidence and thoughtful collaboration. Key factors aiding this progress are the school's targeted language work, the focus on key vocabulary and teachers' choice of motivating and enjoyable resources, texts and activities throughout the curriculum. In the nursery, children reading *Rosie's Walk* could describe what happened to Rosie with confidence in English. Physical skills are well developed in physical education lessons which take place from an early age. Older primary school pupils organised their own groups and rapidly set about planning and starting an investigation

into plant growth, displaying an excellent understanding of fair testing in the process, and younger secondary pupils demonstrated excellent understanding of the prologue of *Romeo and Juliet* by comparing text and a performance they had seen on video.

- 3.6 Pupils with SEND, those joining the school later with little English and more able pupils state that they are exceptionally well supported by caring and dedicated staff. The pupils love to learn and can describe memorable 'eureka' moments they have experienced, such as when learning about rights and responsibilities in philosophy or getting involved in creative art installations to raise awareness of marine plastic waste. They are critical thinkers from an early age, and they take up the opportunities to discuss and develop their ideas, whether about great thinkers of the past, or the issues of today such as sustainability. In this, they are supported by a values-led approach to learning which emanates from the school's senior leaders and emphasises responsibility, honesty and resilience. In their pre-inspection questionnaires, a very large majority of parents agreed that their children make good progress and develop skills for the future. In the overwhelming majority of lessons seen, pupils were fully engaged in their learning and were making their own decisions and collaborating effectively to achieve their goals. In their questionnaires a small minority of pupils, especially older senior school ones, did not agree that their lessons are interesting. The drive for success in external examinations can create a narrower approach to styles of learning in some secondary school lessons.
- 3.7 As the very large majority of children who enter the EYFS have no English on entry and many are younger than an equivalent cohort in the UK, they struggle to attain a good level of development in their early learning goals by the end of Reception, but by the end of the primary school the school's data show that the majority are performing at better levels in standardised tests than pupils taking the same tests nationally in the UK. Pupils achieve well in IGCSE, AS and A-level examinations. In the years 2017 to 2019, their results in almost all subjects have been above average when compared with pupils taking the same examinations worldwide. In 2019, 46 per cent of IGCSE passes were at Grades 7 to 9 and 27 per cent of results at A Level were A* and A. There is no significant difference between results for boys and girls at GCSE and A Level, and pupils with SEND perform in line with their peers. Pupils are making better progress compared to those in international schools worldwide according to the school's value-added data. Pupils make particularly strong progress in their linguistic skills and their use of English as they progress through the school, as observed in lessons, work scrutiny and assessments. Those who choose to apply for universities across Europe achieve well in their International English Language Test examinations. All pupils gain places at universities in Spain and in other European countries, a large majority of them entering their first-choice institutions.
- 3.8 Pupils across all age ranges are excellent communicators who show respect for others' opinions. They are encouraged to speak aloud in the English language only, from an early age, to develop their vocabulary and gain confidence. In an assembly for younger primary pupils, they were able to confidently explain to a large audience what perseverance is and how it helps their learning. Pupils in Year 10, when speaking about the public speaking programme in which all their year group participate, described it as 'transformational' in terms of building their confidence to speak in public. Writing skills develop rapidly, and improvements in pupils' reading ability throughout their time in the school are excellent. During a guided reading session, older primary pupils demonstrated that they could summarise and make inferences and deductions, using the text to support them. All pupils listen attentively during lessons and show respect for the views and opinions of their peers. They are articulate and confident to express their views as younger secondary pupils showed when verbally summarising difficult philosophical ideas in an ethics lesson. All pupils take part in Spanish lessons and a variety of subjects in Spanish. As a result, pupils are bilingual and many of the school's international pupils communicate effectively in three or more languages.
- 3.9 Pupils across the whole school use information and communication technology (ICT) effectively and develop high levels of digital expertise in order to enhance their learning. They use tablet computers

from Year 5 to great effect. For example, Year 6 pupils confidently made and edited their own videos on a moral theme of their choice and younger pupils showed great success in writing code to create a two-player platform game on their computers. Sixth-form pupils effectively analysed a bank of different academic articles selected according to their ability and then all contributed to a collaborative digital document about the World Trade Organisation. The pupils' technical and creative confidence in using ICT, the excellent support available from dedicated staff and the vision of the school's leadership team who are committed to digital learning, have helped pupils become effective engineers of their own learning.

- 3.10 Pupils exhibit effective numeracy skills and are able to apply them to a range of different subjects across the curriculum. Children in the EYFS are enthusiastic in showing their knowledge of counting. In the primary school, pupils demonstrate clear arithmetical ability though they can lack confidence in problem solving due to a shortfall in their vocabulary knowledge. The school is addressing this issue by introducing a programme designed to improve the pupils' mathematical language. Older primary pupils enhance their numeracy by using tablet computers to access mathematical exercises, and the more able pupils relish challenges set appropriately for their ability. In the secondary school, pupils exhibit high levels of numeracy and they are able to apply their skills to other subjects. Excellent use of mathematical techniques was evident in many lessons such as in sixth-form chemistry where pupils confidently applied mathematical skills to deduce information from data provided on chemical reactions. Pupils working towards IGCSE in geography confidently manipulated data from their geographical field work in order to analyse their results more effectively.
- 3.11 Pupils develop their study skills effectively as they move through the school and older pupils working towards external examinations say they feel very much in charge of their own learning and respond well to the school's emphasis on developing skills of independent study. They develop the skills to research and synthesise information in projects which they complete highly effectively. Older primary pupils commented about how much they enjoy their independent work, describing a piece of short story writing in terms of 'letting their imagination go crazy'. Secondary pupils described a collaborative project where they created aspirin from scratch and were thrilled with the result which they presented to staff and students. Pupils' enthusiasm for learning is infectious throughout the school and demonstrates outstanding learning attitudes. They embrace the necessity to persevere if they have not quite achieved their targets and are resilient in their efforts to improve.
- 3.12 Pupils have access to a wide range of extra-curricular activities including sports such as basketball, football and swimming where they have achieved success in local competitions, as well as academic and creative societies which include debating, a UK nationally recognised award scheme for science, technology, engineering, and mathematics activities, choirs and a drama club which creates the annual school musical production. Primary pupils achieve success in external dance and music competitions. Academic successes have included four pupils achieving the highest IGCSE and A Level marks in Europe recently as well as two attaining the highest marks in Spain at AS and A Level; three engineering scholarships over the last two years, bronze and silver awards in a Physics Olympiad and the UK Biology Challenge, and a large number of awards in a UK mathematics challenge. An increasing number of pupils are achieving success in the Duke of Edinburgh's International Award scheme. Pupils speak enthusiastically of their chance to be part of the team competing in the European Youth Parliament in which the school has had considerable success. In the primary school, pupils take part in a wide variety of activities with great enthusiasm, though older pupils in the secondary school sometimes prefer to spend their time focused on their academic studies.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils develop their self-confidence from a very early age as they are given opportunities to share their ideas with each other. The youngest children in the EYFS feel safe to express their thoughts and

do so in the knowledge that they will be listened to with respect. Primary pupils enjoy expressing their feelings with each other and appreciate the wide range of activities which help them to feel good about themselves. Pupils' milestones are always celebrated, whether for progress in handwriting to qualify for a pen licence or in understanding in mathematics, resulting in increased self-belief. Primary pupils are confident, naturally curious, self-motivated and unafraid of failure. This is because staff are committed to their welfare and to helping them develop a strong sense of self.

- 3.15 In the secondary school, pupils build on the progress already made and those who arrive at this stage of their education with limited English, including a small number of pupils who are accommodated in host families, benefit from the excellent intensive courses to improve their English. They describe these classes as highly nurturing, safe places in which their confidence increases quickly. The small number of boarding pupils spoke positively of their experience in Spanish families, most saying that it had increased their self-confidence and independence. Some international pupils expressed the view that they found life more difficult once they were in mainstream classes as sometimes Spanish pupils speak in Spanish when working in groups, thus creating a feeling of isolation for the international pupils. Inspectors agree with them that this is sometimes the case, despite the school's stated aims to use English as a unifying language at all times.
- 3.16 Pupils throughout the school are highly effective decision makers. In the EYFS, children enjoy choosing from a wealth of targeted activities, making their own decisions about what they want to do and why. In the secondary personal development sessions pupils confidently discuss the consequences of decisions made and their impact on others. Sometimes, decision making is collaborative as when the eco-warriors group made a decision to improve the sustainability of the school by initiating waste free Wednesdays. Senior pupils make decisions about which subjects to choose for their examination courses and which universities to apply for. Pupils understand that the decisions they make will impact on their future and are appreciative of the support the school provides especially relating to options choices and careers in which they feel well informed.
- 3.17 Pupils have a very well-developed sense of right and wrong which is due, in large part, to the drive of the school's leadership to make values of honesty, responsibility and respect central to the school's educational philosophy. Primary pupils feel that the rewards and sanctions system is fair; they help create rules for their classes and their sense of morality is highly developed for their age. They are respectful, polite and very accepting of any sanctions which might be applied. They learn about the rule of law in Valencia and Spain by visiting the Valencian parliament. Secondary pupils also demonstrate high standards of behaviour. The behaviour strategy introduced at the beginning of the year has strengthened pupils' sense of the importance of positive attitudes. Secondary pupils explore aspects of morality in a variety of subject areas such as English literature, history, sociology and ethics and build up their knowledge and understanding of relevant issues as they progress through the school. In a sixth-form sociology lesson pupils were able to reflect maturely and in considerable detail on the issues of knife crime.
- 3.18 Pupils of all ages reflect on non-material aspects of life in their personal development programme and in religious education and ethics lessons. They appreciate weekly sessions on mindfulness and the youngest children learn breathing techniques and enjoy relaxation sessions. Pupils are very aware of the importance of kindness and the acceptance of others which are central to the school's ethos which is described as broadly Christian. Pupils gain inner strength and tranquillity from the varied and interesting art projects which they undertake across a wide range of media types, and which sometimes involve interpretations of poems or scientific concepts. Their highly effective artwork is displayed around the school and is appreciated by all. Pupils of all ages value the natural world and are highly aware of its fragility as when the youngest pupils expressed their delight whilst observing and touching snails. All members of the community take positive action to reduce waste and the use of plastics.

- 3.19 Pupils have highly developed social skills, working effectively in groups both in the classroom and beyond. Whilst rehearsing for the school musical, secondary pupils, both Spanish and international, suggested ideas and supported each other when they found aspects difficult or challenging. Younger secondary pupils discussed how to be a good class representative in their career skills lesson, learning how generic skills of teamwork, communication and independence could help them become effective leaders. Pupils willingly seek election as representatives on the primary and secondary school councils which are effective bodies for school improvement, for instance by providing a friendship bench in the primary school play area. Throughout the school, pupils' excellent social development is in no small part due to the effective role modelling of staff whose behaviour is kind, considered, highly supportive and professional. Older pupils, in both primary and secondary schools, also act as role models, regularly helping to look after younger ones whether as playground buddies, tech champions or eco warriors. Younger secondary pupils, when reading the *Caxton Times* online newspaper during their tutor time, commented that the articles written by senior pupils aided their learning in many subjects. The houses, which compete with each other in a variety of competitions, encourage collaborative working towards common goals across all year groups. Pupils are keen to take on a wide variety of leadership roles and they take their responsibilities seriously when they do.
- 3.20 Pupils are committed to the community to which they belong, and they value it greatly. They contribute to the wider community around the school in their charitable endeavours, enthusiastically raising money for local good causes as well as those further afield such as in Nepal. Pupils stated that they would like more opportunities to choose the charitable causes themselves. Some sixth-form pupils take part in community service, volunteering to help with children from deprived backgrounds or the elderly in the local community. Pupils in Years 7 to 9 run their own summer fair to raise money for a chosen charity. Primary pupils create plasticine nativity models and Christmas cards which are then donated to local care homes. They understand the personal feelings of pride and self-worth which come from helping others. Each year, pupils audition to represent the school at the European Youth Parliament. Their success within Spain last year meant that the school then represented Spain in Romania. Last year, 16 pupils also attended a global leadership conference where they worked alongside 1400 other international students on the theme of *The Power of Communication*.
- 3.21 Although the overwhelming majority of pupils in the school are Spanish, it is a diverse and international community and pupils very much value the mix of cultures and languages. Pupils understand the importance of treating others with respect and are encouraged to celebrate difference, for instance through the *Odd Socks* day. In the questionnaires, a very large majority of pupils agreed that the school encourages them to respect other people. Pupils in the primary school mix readily and easily with each other and almost always speak English. Reception pupils wear an English crown as a reward. In the secondary school, pupils are tolerant and respectful of each other. International pupils find it easy to make friends with other non-Spanish pupils but sometimes struggle to feel socially at ease with the Spanish majority. The school's leadership is very aware of this and the relatively recent *One school, One community* ethos, which, for instance, ensures mentors for all new students, is providing a positive impetus to improve this situation.
- 3.22 Pupils demonstrate high levels of understanding of the importance of a healthy lifestyle. They recognise the need to make healthy eating choices and accept the school's determination to provide them with healthy food at lunchtime. They get plenty of exercise and a wide choice of physical activities to pursue to ensure they are active. Older pupils value their opportunities to use the gym to maintain their levels of fitness. Mindfulness sessions designed to reduce stress before examinations are valued, and pupils talk positively of the monthly themes which focus on issues such as internet safety and healthy eating. Pupils appreciate support from the school psychologists with regard to their mental health. They are very aware of how to stay safe on the internet and the team of pupil techno champions visits classes of younger pupils to make sure the message is getting

through, most recently to inform pupils of an application they could use to highlight any internet issues.

4. Inspection Evidence

The reporting inspector undertook a pre-inspection visit eight weeks before the start of the inspection, during which she gained a preliminary understanding of the school and provided advice and guidance to the school's leaders. During the inspection inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house, form meetings and assemblies. Inspectors interviewed host family representatives and boarding pupils, visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Kate McCarey	Reporting inspector
Mr Mark Albini	Team inspector (Deputy head, HMC school, UK)
Mr Andrew Bailey	Team inspector (Head, COBIS primary school, Gran Canaria)
Mr Timothy Kirk	Team inspector (Former deputy head, HMC school, UK)
Mr Dean Moore	Team inspector (Head, BSF school, Spain)
Mrs Helen Snow	Team inspector (Head, IAPS school, UK)
Mr Ian Storey	Team inspector (Head of secondary, BSO school, Russian Federation)
Ms Christine Williams	Team inspector (Head, HMC/COBIS junior school, Italy)