



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

British College La Cañada

March 2025

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School's Details

School	British College La Cañada			
Address	British College La Cañada Calle 299 no. 25 46182 La Cañada Valencia Spain			
Telephone number	+34 96132 4040			
Email address	administracion@bclc.edu.es			
Principal	Mrs Rosario Palau Domenech			
Proprietor	Mrs Ana Ramírez Sandoval			
Age range	3 to 18			
Number of pupils on roll	883			
	Early years	104	Juniors	340
	Seniors	333	Sixth form	106
Inspection dates	25 to 28 March 2025			

1. Background Information

About the school

- 1.1 British College La Cañada is an independent co-educational day school located in a residential area north of the city of Valencia. The school opened with Nursery and Reception classes in 2008 and has extended its age range year-on-year so that it now includes all primary, secondary and sixth-form age groups. The school is organised into primary, secondary and sixth-form departments.
- 1.2 The school is owned by a Spanish company, one of whose members is the school's proprietor. The principal takes executive responsibility for the primary, secondary and sixth-form settings, whilst the heads of primary and secondary are responsible for all academic matters within the British curriculum. The school has four purpose-built buildings arranged around its recreational areas. The infant building accommodates the Nursery, Reception and Year 1, whilst the adjacent primary building houses Years 2 to 6. A separate purpose-built study centre accommodates the sixth form and links to an independent secondary school building.

What the school seeks to do

- 1.3 The school aims to provide a safe, secure and stimulating learning environment for its pupils. It seeks to provide the best possible British education, with high expectations, through a broad and balanced curriculum which promotes independence and the uniqueness of each individual. The school endeavours to prepare pupils to be lifelong learners who can contribute with confidence to the global community and to equip them with diverse and transferable skills. The school intends to prioritise the development of positive relationships between home, school and community.

About the pupils

- 1.4 A very large majority of pupils come from professional or business families where Spanish is the first language. Of the remaining pupils, 39 different nationalities are represented. The pupils travel up to an hour to attend the school. The ability profile of the pupils is broadly average compared to those taking the same tests internationally. The school has identified 90 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for conditions such as attention deficit hyperactivity disorder and autism. Whilst almost all pupils speak English as an additional language (EAL), only a very small proportion require additional support outside of the classroom for their English. Pupils whom the school has designated as the most able are provided with additional challenge in the classroom.

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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

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. The school's previous inspection was in November 2021.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas 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 is well planned and takes account of the aptitudes and needs of pupils of all ages, including those who have SEND. For children up to the age of five, the school follows a programme based on the United Kingdom's statutory framework for the early years foundation stage (EYFS), with an emphasis on developing curiosity, linguistic skills and children's confidence in leading their own learning. In the early years, children with little functional English are supported through play, stories and interaction with teachers to develop their English. The study of letters and the sounds they represent begins in Nursery and continues throughout Reception and Years 1 and 2.
- 2.4 Pupils in the primary and secondary phases follow a broad and balanced curriculum which is based on and covers all the areas required by the English national curriculum. In addition, they have lessons in the history and geography of Spain. Pupils work towards IGCSEs at the end of Year 11 and A levels in the sixth form. Classroom support for the large majority of pupils who speak EAL is a key feature of the curriculum. This includes the effective deployment of teaching assistants in the primary school. Pupils are successful in simultaneously mastering the English language in addition to the content of the curriculum, as evidenced by their understanding and use of spoken and written English. In line with the school's aims, the curriculum promotes the development of global citizenship and education about different cultures through its programme of language learning. As well as English and Spanish, pupils study the local language, Valenciano, and French from Year 3.
- 2.5 Pupils are able to explore and develop new interests and skills through an extensive range of extra-curricular activities. These include clubs relating to sport, drama, music, curriculum extension and areas of general interest. The programme offers a range of options for pupils in the sixth form, who can also volunteer to lead or support activities.
- 2.6 The school provides suitable careers guidance. From an early age, pupils learn about different jobs that people do. Careers guidance is taught formally as part of the personal, social, health and economic (PSHE) education programme from Year 7 onwards. The programme includes work experience in Year 11 and builds towards option choices and ultimately university application or other career paths at Year 13. Older pupils receive impartial advice when choosing GCSE and A-level options and applying to universities in Spain and abroad. The PSHE programme also prepares pupils for life in British and Spanish society as well as teaching pupils about fundamental values such as democracy, the rule of law and individual liberty.
- 2.7 Teachers demonstrate strong subject knowledge, and most lessons are characterised by effective planning which incorporates suitable activities and teaching strategies to enable pupils to develop their knowledge, skills and understanding. Teachers provide and use a range of appropriate resources effectively and lessons are purposeful and productive. They typically challenge more able pupils and support those who have specific needs or areas of relative weakness. Most lessons allow pupils to deepen their understanding by thinking and learning for themselves. Pupils make good progress, including those who have SEND. Teaching ensures that British values are not undermined and does not discriminate against pupils due to their protected characteristics.
- 2.8 An effective assessment system is in place to track pupils' attainment and progress and identify where additional support is needed, though this is less developed from the early years to the end of the primary phase. Leaders and teachers make effective use of standardised data to produce both minimum and aspirational termly targets. Marking and feedback helpfully set out next steps for pupils' learning so that they know how to improve.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of 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

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

- 2.11 Through its PSHE programme and the curriculum as a whole, the school actively and effectively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop an understanding of public institutions in England. The PSHE programme is supplemented by a regular programme of assemblies, house activities, tutor time and displays in classrooms and corridors. An effective pastoral system with a strong emphasis on individual welfare enables pupils to grow in self-esteem and self-confidence, distinguish right from wrong and accept responsibility for their behaviour. Pupils show respect for each other and for adults who work in the school. They actively contribute both to the school and the wider community through service, the fulfilment of leadership roles and charity work, thus enabling them to experience and enact democracy and put the responsibilities of citizenship into practice.
- 2.12 The school ensures that no aspects of the provision discriminate against any pupils, in line with the principles of the United Kingdom's Equality Act 2010. Respect for protected characteristics, such as those relating to disability, sex, marriage, age, race, sexual orientation, religion and belief, is actively promoted.
- 2.13 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors that contribute to their development.

Part 3 – Welfare, health and safety of pupils

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

- 2.15 The school has secure safeguarding measures in place. The safeguarding team receives appropriate training for its role and ensures that safeguarding policies and procedures reflect UK statutory guidance effectively within the school's context. Members of the safeguarding team are held accountable through regular consultations and reviews with both the principal and proprietor to ensure the safeguarding policy is suitably implemented. Clear communication systems facilitate the early identification and resolution of concerns. Child protection records are detailed, well organised and securely stored. Staff undergo frequent training to help them identify and address issues such as potential abuse, neglect and mental health concerns. This training reinforces vigilance, ensuring that staff remain proactive in recognising safeguarding risks. Policies and procedures are well defined and widely understood by staff, who remain alert to safeguarding concerns in their daily interactions with pupils. They act promptly when issues arise, following established procedures for reporting and addressing concerns. The school has clear protocols for handling any low-level concerns or more serious allegations against staff.
- 2.16 Leaders are aware of the risks pupils may face, both within the school and in the wider community, and they communicate these risks effectively to relevant staff. Pupils have accessible and reliable channels for reporting concerns and feel confident that they can approach a trusted adult for support. They trust that any issues raised will be addressed swiftly. The school provides effective education on staying safe, including online safety, a view echoed by the vast majority of pupils when asked. Pupils feel secure in the school environment. Effective network filtering and monitoring systems are in place, with leaders conducting regular checks to ensure their effectiveness.
- 2.17 The school has clear policies and procedures in place to encourage positive behaviour and prevent bullying. These are well understood by both pupils and staff and are consistently applied. The PSHE

curriculum, assemblies and initiatives such as anti-bullying week effectively promote kindness and consideration among pupils. A structured reward system effectively recognises and celebrates pupils' achievements, efforts and positive behaviour, whilst appropriate sanctions are put in place when necessary. Detailed records are maintained, allowing school leaders to monitor trends and address any emerging issues proactively.

- 2.18 The school meets all local fire and health and safety regulations. Regular inspections by external consultants are conducted on the premises, machinery and equipment. A comprehensive maintenance programme, externally verified, ensures that fire detectors, alarms and extinguishers are regularly checked and maintained. Detailed records are kept, providing a clear overview of health and safety and fire safety procedures. Fire drills are carried out frequently and are properly documented.
- 2.19 Pupils receive appropriate supervision throughout the school day and during school trips. The school has a suitable first aid policy, ensuring that pupils who are unwell or injured receive prompt care from qualified staff, including those with paediatric first aid training. Medications are securely stored, and their administration is carefully recorded.
- 2.20 Admission and attendance registers are properly maintained, stored and backed up in accordance with local regulations. Staff promptly follow up on any unexplained absences. A well-defined risk assessment policy is in place and effectively implemented, ensuring that potential risks related to school areas, activities and individuals are identified and mitigated.

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

- 2.21 **The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.22 The school carries out the required checks on staff, proprietors and any other adults working at the school to ensure their suitability to work with children, in line with both local requirements and guidance issued to schools in the United Kingdom. These checks are carried out before the start of any adult's employment.
- 2.23 A suitable single central record of appointments (SCR) is maintained, and staff files include all the required documentation. The school does not use supply staff.

Part 5 – Premises of and accommodation at schools

- 2.24 **The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.25 Suitable toilet and washing facilities are provided for pupils of all ages. The school has a well-equipped medical centre with appropriate washing and toilet facilities. The premises are maintained to a high standard of safety and hygiene. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is adequate. Ample space is available for physical education (PE) and general recreation.

Part 6 – Provision of information

- 2.26 **The Standard relating to the provision of information [paragraph 32] is met.**
- 2.27 All the information required by the Standards is provided or made available to current parents and the parents of prospective pupils. The contact details for the school, the principal and the proprietor and a statement of the school's aims and ethos are published on the school website. Also published on the website are policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils who speak EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and prevent bullying; and health and safety and the

school's provision for first aid. Details of the provision for pupils who have SEND are provided on request, and the school provides parents with a termly written report on their child's progress.

Part 7 – Manner in which complaints are handled

2.28 The Standard relating to the handling of complaints [paragraph 33] is met.

- 2.29 The school's appropriate complaints policy 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. 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 policy allows for the panel to make findings and recommendations and for a confidential record to be kept.

Part 8 – Quality of leadership in and management of schools

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

- 2.31 The leadership and management of the school, including the proprietor, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards are met consistently, and the wellbeing of the pupils is actively promoted.
- 2.32 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.

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 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.

Key findings

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

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

Recommendations

3.3 The school is advised to make the following improvements:

- In the secondary school, ensure that teaching in all subjects enables pupils to progress as well as possible through consistent provision of challenging activities.
- Develop greater consistency in the tracking of pupils' progress from early years to the end of the primary phase, in order to better inform teachers' planning.

The quality of the pupils' learning and achievement

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

3.5 Children's outcomes in the early years are good, with particularly strong language development that reflects good progress from low starting points. Teaching in the setting demonstrates a reflective and responsive approach to pupil development, using observational assessments and strong relationships between staff and pupils to monitor and support individual progress. Whilst staff demonstrate good knowledge of individual pupils, underdeveloped formalised tracking and inconsistencies in observational recording limit the ability to evidence attainment and progress across the cohort, especially in analysing group differences or informing strategic planning.

3.6 Pupils' attainment from Year 1 upwards is good, as evidenced by their performance in standardised tests and their work in class. There is no significant difference between the results achieved by pupils

of different sexes. Given that the vast majority of children in the primary section speak EAL, this reflects excellent progress.

- 3.7 In the secondary section, work seen in class and in pupils' workbooks shows good attainment and progress over time. Pupils perform well in GCSE examinations, though the performance of pupils at GCSE does not always reflect the equivalent success at A level. Value-added data provided by the school shows that pupils make good progress from their starting points. Progress is particularly strong in English, French, history and computer studies to GCSE.
- 3.8 In Nursery, Reception and Year 1, pupils make excellent progress in developing their knowledge, skills and understanding across linguistic, scientific and early mathematical areas of learning, particularly where practical and interactive approaches are used. Pupils' ability to engage in storytelling, language acquisition and applied science learning is particularly strong. The positive learning outcomes for pupils are the result of a well-planned curriculum that integrates multi-sensory, play-based approaches and language-rich contexts, particularly in the early years. Teacher-led questioning, the use of props, and visual prompts provide inclusive access to learning and support pupils' confidence.
- 3.9 Older pupils develop their knowledge, skills and understanding well across the primary curriculum. They spontaneously demonstrate curiosity and are confident in asking questions and exploring new thoughts and ideas. In many lessons, primary-aged pupils are challenged and encouraged to take risks in their questioning, learning and approach to their own education. They are also encouraged to develop resilience and accept increasingly difficult tasks.
- 3.10 Secondary pupils enjoy their lessons and appreciate the learning tasks and activities that teachers provide in most lessons. Almost all pupils feel that their skills and knowledge improve in most lessons. They show interest in their work, take noticeable pride in their presentation, and in many lessons demonstrate good recall of prior learning. When teaching is demanding and appropriately challenging, pupils show a determined, resilient approach to their learning. When learning is stimulated by questioning that draws out explanations, answers and reasoning, pupils are articulate in expressing their opinions and explain their thinking using subject-specific vocabulary and terminology. In some lessons, pupils are more passive and make less progress, which in part is due to more constrained teaching, which does not allow the freedom for pupils to deepen their thinking and understanding or make as much progress as possible.
- 3.11 Data shows that pupils who have SEND make good progress in relation to their assessed starting points. Staff are well informed of the adaptations they need to make to their teaching, and regular monitoring ensures that these are implemented consistently. Individual and small-group tuition is provided where necessary to provide pupils who have SEND with the specific support that they need in order to become independent learners. This is supplemented by the effective deployment of teaching assistants and members of the learning support team.
- 3.12 Pupils across all phases in primary consistently demonstrate excellence in their communication skills, expressing themselves with clarity, confidence and precision in both writing and speech. Their ability to articulate ideas thoughtfully and effectively reflects high-quality teaching and a curriculum that promotes language development effectively throughout the school. Pupils' strong language and literacy development is underpinned by unified and creative teaching strategies that are consistently applied across all phases. From the outset, these include the effective use of music, responsive dialogue between teachers and pupils, interactive group work, structured progression in core skills and meaningful home-school links, all of which foster confidence, fluency and independence in communication. Younger pupils are not afraid to speak up in lessons, share their thoughts or engage in paired or group work. Because there is a tolerance by all for all, pupils grow in confidence over time. As they progress through school, pupils develop an awareness of more sophisticated language and teachers challenge them to explore the use of linguistic devices such as similes, metaphors, personification and hyperbole.

- 3.13 Older pupils communicate effectively and enjoy sharing their ideas with their peers, listening to suggestions and feedback and developing their range and depth. Opportunities to deliver presentations in lessons and assemblies are effective in developing pupils' linguistic confidence. The teaching of English is highly effective, with pupils making excellent progress in the examination years, such as in their understanding of different writing genres. The teaching of grammar as a separate subject in Years 7 to 9 provides excellent reinforcement of rules and structure, enabling English language lessons to focus on writing styles and approaches.
- 3.14 Younger pupils develop good competence in numeracy and are able to apply their mathematical knowledge across a range of contexts. From the early years to Year 6, pupils show confidence in using mathematical vocabulary, explaining their reasoning, and engage with number fluency through a variety of interactive, visual and kinaesthetic strategies. Cross-curricular links and purposeful application further deepen their understanding and enjoyment of mathematics. Pupils' mathematical competence is effectively supported by a broad range of teaching strategies that include practical exploration, visual clues, structured discussion and digital tools. The creative integration of mathematics across learning areas, including storytelling and discovery-based tasks, deepens pupils' understanding and promotes their confident application of mathematical skills. Older pupils in primary are adept at performing mathematical processes at an age-appropriate level. In the secondary section, pupils enjoy mathematics and recognise its importance for their future. However, pupils' progress is sometimes limited due to a lack of challenge or opportunity to explore concepts and their application further. Pupils are not always confident when explaining the mathematical reasoning behind an answer, though their numeracy skills are good and they apply them competently to other areas of learning, such as making appropriate choices about how best to represent data in different contexts.
- 3.15 Primary pupils show good competence and confidence in a range of information and communication technology (ICT) skills. They use technology independently and collaboratively, across different subjects and age groups, with particular strengths in early handwriting support, basic programming and digital literacy. The structured use of engaging technology and collaborative approaches ensures that all pupils, including those with additional needs, are supported to develop their ICT skills and apply them across subjects. For example, pupils access information, compare sources, gather data, video and photos, and collaborate through technology to create presentations and complete online tasks. They use their ICT skills effectively to complete research tasks in subjects including art, geography, history and topic work. Secondary pupils use devices competently to support and extend learning opportunities by sharing documents and preparing presentations, or to organise classwork notes and complete homework activities and revision tasks.
- 3.16 Pupils in the early years and Years 1 and 2 begin to develop good study skills and the ability to analyse information, form simple hypotheses and make basic connections. This lays the foundations for more advanced independent learning in Years 3 to 6, where pupils are regularly challenged to think more deeply about the reasons for their responses. Structured support such as scaffolding tools, teacher questioning and reflective tasks encourage pupils to begin thinking critically and take early steps in managing and evaluating their own learning. Secondary pupils develop their study skills as they progress through the school. By the time they reach the sixth form, pupils are able to analyse, evaluate and synthesise in an increasingly sophisticated fashion. Younger pupils in secondary have less opportunity to develop or exhibit higher order skills. Where this does happen, pupils make good progress in their learning. In discussions with inspectors, pupils expressed a high level of enthusiasm for learning designed around research projects, presentations, opportunities to work as a group or team and problem-solving.
- 3.17 Pupils' achievements outside the formal curriculum are good. The school's inclusive, supportive environment and its commitment to recognising and celebrating a wide spectrum of achievements contribute significantly to pupils' success and motivation. Primary pupils can participate in several inter-house competitions including football, basketball, athletics, music and singing, as well as competing successfully with other international schools in sporting fixtures. They confidently

participate in form assemblies and end-of-term performances. In the secondary section, pupils are keen to participate and are successful in a wide range of activities. Many pupils represent the school with distinction in regional sporting tournaments and perform well in graded music examinations. Pupils achieve a good level of success in external events such as photography and design competitions, the Valencian chemistry society championship, a national competition for young entrepreneurs and the European Youth Parliament.

- 3.18 From a young age, pupils develop strong, positive attitudes towards learning. They collaborate effectively, demonstrate increasing independence and take growing responsibility for their progress. These attributes are fostered through the school's consistent focus on purposeful learning environments, shared reflection and meaningful connections between learning, peers and home. The school's 'Pride' values underpin so much across the school and pupils understand and appreciate the importance of applying them to their learning. Secondary pupils have exemplary attitudes and enjoy learning, working with focus and supporting each other. However, some pupils, who have quickly grasped the basics, are not always sufficiently challenged or have their intellectual curiosity aroused. Pupils feel that they learn best 'when doing'. Pupils take pride in their work, as evident in the standards of presentation and organisation seen in their books, the work they produce in the classroom and the displays around school.

The quality of the pupils' personal development

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

- 3.20 Pupils in the early years and primary show excellent self-awareness and a reflective attitude towards their learning and personal development. The combination of confident self-reflection, peer support and responsive teaching fosters a culture of continuous improvement, empowering pupils to take responsibility for their learning and development. Pupils understand and respect the behaviour of others, such as those who find it difficult to concentrate as a result of having SEND, from a mature perspective. They are not worried about labels and feel that the more they know, the better placed they are to develop positive relationships. They adopt character traits which help them to cope more effectively in their day-to-day lives and interactions.
- 3.21 Pupils in all year groups show considerable self-knowledge. They talk openly and honestly about their own strengths and weaknesses. They demonstrate an excellent sense of self-confidence, tempered by humility, because of the constant guidance and encouragement they receive from teachers. In lessons where successes are recognised and praised, even in the smallest way, pupils' self-esteem is boosted, and they are visibly proud. Pupils' self-understanding is fostered outside the formal curriculum by their active involvement in the many activities on offer. Pupils are extremely resilient, a concept that they explore extensively and successfully in PSHE and other lessons. They are encouraged by their teachers to understand that incorrect answers and mistakes are an important part of the learning process, and that they should not be afraid of making mistakes.
- 3.22 Pupils show a clear understanding that their decisions can significantly influence their own success and wellbeing. Children in the early years develop excellent early decision-making, independence and leadership skills through play-based and structured activities. They begin to understand responsibility, take ownership of learning, and show curiosity and focus. Primary pupils take increasing ownership of their learning. They understand the impact of their decisions and participate well in school decision-making. Pupils in Years 1 and 2 are guided to make meaningful choices that promote autonomy and engagement. Older pupils in the primary section develop a keen sense of responsibility through sustained opportunities to make academic and collective decisions. Secondary pupils demonstrate great independence in academic planning, enrichment participation and behavioural reflection. Pupils in the sixth form are able to describe the self-discipline they have developed in order to balance the demands on their time and their wellbeing. Pupils make informed decisions about wellbeing, relationships and future aspirations because of the academic and pastoral support that they receive.

With increasing independence and reflective practice, they develop the self-regulation and awareness needed for success beyond school. Leaders encourage and enable pupils to voice their perspectives and take visible actions that reinforce the value that they place on pupils' suggestions and ideas.

- 3.23 Pupils' spiritual understanding is good. Through literature, art and music they show a growing appreciation for creative, cultural and natural experiences, which supports their spiritual development and personal growth. The school fosters spiritual development through a well-rounded provision that includes music, mindfulness, outdoor learning, creative arts and culturally reflective activities. These experiences are accessible, inclusive and designed to prompt emotional engagement, personal reflection and an appreciation of both nature and human expression. Pupils have an appreciation and understanding of the world around them, as demonstrated by the accomplished and sensitive artwork on display, or entries to the school photography competition which capture the beauty of both nature and architecture in places visited by pupils.
- 3.24 Younger pupils begin to develop an excellent understanding of right and wrong and to take responsibility for their behaviour through consistent routines and expectations. The use of songs and clapping provides structure and supports pupils' sense of security, helping them to manage transitions independently. Teachers' consistent and gentle reinforcement of behavioural expectations fosters self-regulation and maintains pupil engagement, promoting a respectful, focused and happy classroom atmosphere. Older primary pupils are very aware of the expectations in class and around school, with golden rules, which pupils know and understand well, displayed in all classrooms. Pupils fully accept responsibility for their own behaviour and are able to reflect on their actions towards others. They accept and understand the consequences of their behaviour. The promotion of the school's 'Pride' values has a positive and important impact on pupils' behaviour and their understanding of right and wrong. These values are reinforced during PSHE, assemblies and at appropriate times across the curriculum. The behaviour of secondary pupils confirms that pupils have a clear sense of right and wrong. They interact and play with each other during breaktimes respectfully, and pupils recognise the importance of not being arrogant or self-opinionated. In the classroom, pupils listen to each other's suggestions, ideas and answers attentively and supportively, especially when a mistake is made. In a few lessons, where classroom management is less secure, older pupils are less considerate of the impact their behaviour is having on the learning of others. Discussions with older pupils confirm that pupils recognise the importance of rules within society and feel that those in the school are appropriate.
- 3.25 Pupils' social development is excellent. The school creates a learning culture that values peer support and collaboration from the early years through to upper primary. Pupils work well with others, and grow as reflective, co-operative learners. They are very happy to share their ideas and listen to the ideas of others. The spirit of co-operation is fostered by an effective health and wellbeing programme which incorporates the development of social skills, relationships with others and co-working. The school's house system helps to create a good team spirit, with house competitions affording the opportunity for pupils to work with those from different year groups. Events such as World Book Day and various charity events further facilitate and promote cross-phase collaboration, for example older primary pupils reading to children in the early years. In lessons, pupils can rationalise how best to approach group challenge activities and allocate roles, but also review and reflect upon improving the structures in place based upon developments. Pupils in Years 7 to 9 display excellent levels of cross-year group collaboration as they lead sessions to prepare their house assemblies for presentation to their peers.
- 3.26 From early independence in Nursery to leadership and support roles in the upper years, the school fosters a culture where pupils are encouraged and enabled to play an active role in supporting one another and contributing to a positive community and learning environment. Pupils demonstrate much towards others and annually consider which charities they would like to support. Pupil-led assembly presentations lead to a vote. Various annual events such as the International Day of Democracy, Climate Action Day, led by the school's 'eco warriors', and Race for Hunger, supporting

the homeless charity Amigos de la Calle through donations of warm blankets and essential foods, all raise money and highlight local and global concerns. The DANA flooding in November 2024 had a profound impact upon the region, but also on the lives of the pupils and staff at the school. Pupils were keen to ensure that some charitable donation funds were quickly redirected to locals in need, for example by supporting a local nursery school in replacing damaged and destroyed resources.

- 3.27 Pupils develop an excellent early understanding of diversity, cultural awareness and respect for others through cross-curricular and reflective learning experiences. The school promotes cultural understanding through well-chosen stories, meaningful discussions about themes such as beliefs and traditions, and creative, hands-on activities that embed diversity into both academic and social learning. Teachers support this by prompting reflection and sharing cultural experiences in an inclusive and respectful environment. Pupils study different religions and faiths within the curriculum and celebrate special festivals and holidays. In discussion, pupils feel strongly that everyone is welcome in the school and that there are no tensions between those of different faiths, beliefs, backgrounds or cultures. They feel that the diversity offered by having 39 different nationalities represented enriches their school, developing their understanding of the harm that discrimination and prejudice can do.
- 3.28 Pupils have an excellent understanding of how to stay safe and lead a healthy lifestyle, with consideration of the positive impact of physical activity and healthy eating. The school supports pupils' understanding of health and safety through the PSHE curriculum and well-designed physical environments. Almost all pupils agree that the school is a safe place to be. By providing suitable and challenging outdoor opportunities tailored to pupils' needs, the early years setting has effectively supported recovery from post-Covid delays in gross motor development, as evidenced by positive pupil outcomes. Pupils' mental health awareness is strong and activities to promote this are incorporated effectively into classroom practice, as seen for example in a meditation session in Reception where children followed bubbles on a screen to help them focus and relax. As pupils move through the school, assemblies, PSHE, PE and science lessons all positively promote mental and physical health and wellbeing. As a result, pupils are very knowledgeable about these topics and feel empowered to take control. Older pupils in particular are aware of the need for a balanced lifestyle. Health ambassadors work effectively in teams to set up opportunities for pupils to participate in sporting activities, thereby raising awareness for healthy living. PSHE and ICT lessons promote the need to be vigilant in order to stay safe online. As a result, pupils are well-versed in sensible strategies to help protect themselves online, which are consistently reinforced by teachers. Staff work collaboratively to promote wellbeing in its broadest sense. As a result, pupils feel well-informed and know where to go for support if needed.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Stephen Fox	Reporting inspector
Mrs Katharine Meunier	Team inspector (Former senior teacher, BSO school, The Czech Republic)
Mr Stephen Moruzzi	Team inspector (Former deputy head, COBIS school, Hungary)
Mr Kieron Peacock	Team inspector (Former headmaster, BSO school, Kuwait)
Mr Matthew Tansley	Team inspector (Head of secondary, BSO school, Romania)