

INSPECTION OF ST. GEORGE SCHOOL, MALAGA

DATE OF INSPECTION : 23/04/2018

INSPECTORS : GILL KAYE

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HISTORY OF THE SCHOOL

St George School was founded in September 2000. It is part of the St George group of schools, but has an independent owner. It is a co-educational school for 726 pupils living in Malaga. The last inspection was conducted by a BSO organization from the UK. The school now requests the renewal of its authorisation as a British School in Spain.

ACCOMMODATION AND RESOURCES

1. The school building is safe and suitable for the number of pupils. Classrooms are spacious and well lit with natural light and suitably furnished for all age groups.
2. The appearance of the classrooms ranges from outstanding with excellent displays of both children's work and helpful subject information to a minority of classrooms which are untidy and unattractive.
3. There is suitably equipped specialist accommodation for the teaching of art, three well equipped computer suites and four science laboratories. A new sports area has recently been acquired providing tennis, paddle and basketball courts, an outdoor swimming pool, dance studio and a gymnasium.
4. Resourcing in the classrooms is adequate overall for current numbers. Teachers have access to resources which allow the effective delivery of the curriculum. Extra practical resources would be beneficial to broaden and enrich the teaching of science, such as more bunsen burners. Some resources have been made by the pupils. One child commented that it is more exciting using your own resources and showed how he had created a jungle from a cardboard box creatively and independently demonstrating artistic skills.

HEALTH AND SAFETY

1. Effective health and safety practice includes procedures for bullying, accidents and evacuation in case of fire. Children are aware of who they should contact if they have a problem and one child said that incidents are dealt with quickly and fairly.

2. All staff have the appropriate up to date certificates to ensure child protection.
3. Pastoral care is very good. Pupils are supported and cared for and teachers create a positive learning environment resulting in good behaviour and attitudes towards learning. For example, in the personal, social and health education (PSHE) programme, project work ensures that all pupils are aware of expectations in behaviour and caring for others.

THE CURRICULUM

1. The Early Years Foundation (EYFS) framework is implemented effectively and children are learning good personal, social and emotional skills. Children are happy and learn effectively through play, investigation and exploration. Teachers are actively involved and monitor children's progress carefully to help plan the next steps of learning. There is easy access to the outdoor area where sand, water and outdoor apparatus are effectively used to enhance physical development.
2. The primary curriculum programme is supported by appropriate schemes of work and is implemented effectively. Lessons are imaginative and appropriate to each year group. Children identified as having learning difficulties are supported well and all pupils make good progress.
3. The secondary curriculum is broad and balanced and meets the needs of all pupils. There is a good range of IGCSE and A level courses in addition to the Spanish curriculum which meets the requirements of the Spanish Ministry.
4. There is an extensive choice of extra – curricular activities which are enjoyed by all pupils. There is a range of sports, dance, languages and other varied activities such as cooking.
5. Personal, social and health education (PSHE) allows pupils to choose their own topics and take an active part in leading lessons. The lessons consistently promote British values.

STAFFING

1. All staff are appropriately qualified and are deployed to make best use of their individual skills. There are four teachers with non-UK qualifications, but the quality of their teaching is good. Staff recruitment is taken care of through the central office. To ensure that suitably qualified and experienced teachers are always employed, the senior management should be fully involved in the process and hold face to face interviews for the final stage of recruitment.
2. The staff contribute to the development of the school, for example, the teachers played a large part in the development of the new assessment policy and systems for performance management.
3. There is a good professional development programme which is provided by an external British company. This has had a positive impact on teaching and learning by developing goals and action plans based on student data.

4. The overall teacher pupil ratio allows students to be well cared for both academically and pastorally.

TEACHING AND LEARNING

1. The quality of teaching ranges from satisfactory to very good. Overall it is good, (including the non-British teachers.) Lesson planning is good and work is well matched to individual needs. Students show a great degree of independence, using initiative and responsibility in organising their own work and focus on learning quickly. For example, in one lesson children explained the work they had done creating an iron man in a craft lesson and how they had developed their learning in cross curricular activities such as mathematics and English.

2. The teachers' high expectations in primary lessons are supported by consistent feedback to pupils about their successes. Consequently, the children are highly motivated and keen to explain their progress. Individual pupils explain readily where their weaknesses lie and what they have to do to improve. This has a good impact on learning. For example, one pupil used photographs to improve the quality of a story by illustrating the sequencing of events more clearly.

3. There are examples of good secondary practice, but some lessons are less challenging and less stimulating. Good lessons showed varied teaching methods, teacher-led discussion, group and pair work and provided challenging questions to stimulate the high ability pupils. Many pupils contributed to lessons by giving confident responses and explanations.

4. Marking in the primary classes is thorough but in secondary it is less consistent with the marking policy. Some teachers use the children's own assessment of their work effectively. Children also enjoy being part of a group which contribute positively to support the less able or younger pupils. For example, year six children were very happy to take year three pupils to the secret garden to show them plants being cultivated and the lifecycle of snails and bees.

5. Effective use is made of assistant teachers to support learning and assist in recording evidence of progress in nursery and reception classrooms.

6. Pupils' achievements in examination results were lower than expected in some subjects this year. Past performance suggests that previous years' attainment was consistently good. Although above the UK average, the number of students achieving A grades in all external examinations was slightly lower. These results have been analysed by the school and steps have been taken to address this issue. Data will be used to make sure that learners are on target to achieve higher grades using a personalised programme of intervention for each student.

LEADERSHIP AND MANAGEMENT

1. Since the last inspection, the school has had four head teachers. The present management team consists of the head teacher, head of secondary and head of primary, but has been formed only very recently. The head teacher has had an immediate impact on the school overall since arriving in January with the introduction of new policies and a

strategy for challenging and inspiring pupils and teachers alike. Leaders are setting high expectations of learners and staff, leading by example.

2. Immediate priorities are to implement the new assessment system, and to use data more systematically to inform planning.

3. The school is well organised and staff have clear roles and responsibilities. Leaders are respected and encourage effective teamwork throughout the whole school.

CONCLUSION

St. George School Malaga offers a broad and balanced curriculum throughout the different stages of the school, based on the English National Curriculum.

RECOMMENDATION

The school is recommended for four years authorisation for pupils from Nursery to year 13.

RECOMMENDATIONS FOR IMPROVEMENT

It is recommended that :

- the school take steps to improve overall external examination grades for the forthcoming examinations and make sure that present students achieve previous high standards.
- the school ensures that teachers have sufficient access to science resources to allow effective delivery of the curriculum.
- the school's marking policy is followed by all secondary classes in the school so that all pupils understand more clearly how to improve their work.
- maintain the existing strengths of the school in the quality of the teaching and the good behaviour of its pupils.