



Jigsaw British School

Zona Mas de la Creu,
Par de Llevant Parcel la 40
43764 El Catllar
Tarragona, Spain

Date of Inspection:

Monday 29th May 2017

Inspection Team:

Fiona Jacobs (Lead)
Louise Fordyce (Team)

Reason for the inspection:

Years one and two were inspected in June 2016 and were authorised for one year. This inspection is to evaluate the school and to assess the changes that have been made in the last year. The school has also moved to a new building (January 2017). The school already has authorisation for Nursery and Reception until 2020.

Overall Recommendation:

- The school is recommended for authorisation for four years for Year One (5-6 year olds) and Year Two (6-7 year olds)
- The school is recommended for authorisation for two years for Year Three (7-8 year olds) and Year Four (8-9 year olds) as they will be new year groups from September 2017/18 respectively.
- The number of students that the school can admit in Years One and Two is 50.
- The number of students that the school can admit in Years Three and Four is 50

Response to the Previous Inspection Report

- The school has produced a development plan which is detailed and is relevant to the current needs of the school, prioritising improvements in Teaching and Learning.
- An experienced practitioner has joined Key stage one. She shares her good practice with the other Key stage one teacher. Staff appraisal takes place regularly and teachers are supported more thoroughly in their professional development needs.
- The school has invested considerably in further resources, especially in mathematics. The reading scheme has been enhanced, but there is still a lack of non-fiction books to support learning across the curriculum.
- Fire drills are regularly practised although all rooms including offices still do not have the full emergency procedures on view.

History of the School

The Jigsaw Nursery opened in May 2008 in central Tarragona. It expanded to take three to six year olds and is now called Jigsaw British School. It is privately owned by the Head of the school. There are currently 24 students in Years One and Two, and 53 students in total from Nursery to Year Two. Almost all the students are Spanish.

Accommodation and Resources

The school moved in to new purpose- built premises in January 2017. It is on a large plot of land that is surrounded by forest. The building is very well maintained, clean and secure. The perimeter of the land, currently being used, is surrounded by extremely sturdy and secure fencing. There is a gate where parents, students and visitors enter once admitted by the reception staff. The building is on one floor. An administrative area consists of six offices. One is used as a staff room and meeting room whilst the remaining five are administrative. Each room is bright and well-furnished. The reception area is spacious, but devoid of lively displays of students' work. There is a notice board for parents, colourful jigsaw pieces on the windows and three recycling bins which are regularly used to make students aware of their environment. As the students enter, they see information about the week's chosen composer and appropriate music is piped through the building. This promotes a calm start to the day and gives a musical experience to all students.

Five classrooms provide the accommodation for the youngest children up to 5 years of age. Two of the rooms house Nursery and Reception. There are classes for the Year One and Two pupils and further rooms used as a

library, for music, a gym, a dining room, and for teaching pupils who need extra support. The rooms are all bright and airy having plenty of natural light. They are well kept and clean. Safety has been taken into account by having all sockets above the reach of the students. Smoke detectors and safety windows are installed in each room. Furniture in each classroom is of the correct height for each age group. Electrical cabling is secure and safe. The rooms have adequate space for the maximum number of 20 students.

Each room also has an outdoor area. For Nursery and Reception this is spacious, fenced and is equipped with many resources for learning outdoors. In Years One and Two, there are outdoor bays which allow a small group to work outside. A pair worked outside independently explaining that they enjoyed working there because it was peaceful, they could see the forest and the birds and so they concentrated better. They worked hard for the whole session.

The school owns adjoining land which is fenced off but will be incorporated to give further space as the numbers increase. There is also forest land that the school intends to exploit for learning.

The music room and gym are well resourced. The library lacks books, especially to support independent research.

The dining room is adjacent to the kitchen where healthy meals are prepared and cooked. The meals are balanced and healthy; a nutritionist organises the menus. The dining room is attractively furnished and there are displays to promote knowledge of healthy eating.

In contrast to the rather bleak reception area, the classrooms and corridors have some excellent displays which promote curiosity and learning. For example, a computer displays interesting clips of students reading and discussing poetry.

Students are made aware of the school's core values and they are built in to the social, moral, cultural curriculum. Consequently, the students learn how to be kind, caring, determined and respectful of others.

Health and Safety

Health and safety policies are all in place. Fire extinguishers are new and emergency evacuation practices are held regularly. Pupils are very well cared for. Parents are happy to approach staff and staff are happy to talk with parents. The students love their school and teachers. There is an excellent rapport in all classrooms between all adults and students.

Curriculum

Both Year One and Year Two are following the English National Curriculum. The curriculum meets the needs of all of the pupils in Year

One and Two. Students are productive. There is an appropriate variety of activities. Planning in the foundation subjects is thorough and activities are suited to the different learners. Planning in the core subjects is less effective as it is taken directly from a published scheme of work and consequently is not as well adapted to the pupils' various abilities. Many students are working at a lower level than expected for their age, especially in literacy, that the scheme texts do not take account of. An assistant who teaches students newer to English shows good curriculum knowledge, an understanding of the specific needs of the students and excellent management skills. Several students have good individual education plans that focus on specific targets and teachers work on these regularly in class. Steps to success have been built into lessons. Students are made aware of the steps to success and then at the end of the lesson are asked if they have considered each one. This makes the students aware of what is needed to be successful. However, sometimes the students do not clearly understand the steps in relation to their own work.

Teaching and Learning

The standard of teaching in Years One and Two is good. In an outstanding Year Two phonics session, the teacher recapped previous learning, inviting students to give examples to reinforce their understanding. In the subsequent task of finding specific sounds in their reading scheme books, all groups were engaged, productive and motivated. Groups were supported by the teacher and a weaker group was supported by an assistant who guided their learning to ensure progress.

In both classes, good teaching resulted in good learning. Effective questioning led to an enhancement of vocabulary. The use of paired discussion in English, activities that built effectively on previous learning and the encouragement of students to reflect on previous learning all increased knowledge and understanding.

There has been a great improvement in the teaching and therefore the learning in Key stage 1, compared with last year.

The system for assessing pupils' progress is not used in a consistent way between the classes. The teachers do not have the same expectations of the pupils, neither do they use the same criteria for tracking their progress. Marking is also inconsistent.

Communication with parents is good. There are at least three parent teacher meetings and reports every year.

The complaints policy should be reviewed to ensure that it is in line with current criteria regarding timescale and people involved in the procedure.

Leadership and Management

The Head teacher and owner has a clear vision for the school. The school has improved over the past year and has successfully completed the move to a new building. The Head of Foundation stage is extremely supportive and also has a very active role in the development of the school. The Head teacher and Head of Foundation Stage work effectively together ensuring that the previous inspection recommendations have been worked on throughout the school.

The Head of Foundation Stage has successfully formed a team that she leads and that works well together, consistently following the same methods.

Advice from a consultant and visits to other British schools in Spain have had a positive effect on improving the teaching and learning in the school. Staff appraisals take place and observations are carried out regularly. These have been carried out by the Head teacher and consultant and have assisted in raising the standard of teaching and learning by identifying weaknesses to be improved.

The Head teacher has a good relationship with her staff and they are supportive in following her vision.

Recommendations:

- **Improve the match of tasks to pupils' abilities in the core subjects so that work is sufficiently challenging for all**
- **Be clear about how pupils' progress is to be measured, marked and recorded, and make sure all teachers follow these procedures consistently**
- **Increase the number of non-fiction books to support learning.**

