



## **SCHOOL INSPECTION SERVICE**

# **BRITISH SCHOOLS OVERSEAS (BSO) INSPECTION REPORT FOR OAKLEY COLLEGE, S.L., GRAN CANARIA**

### **The key inspection judgements for this school are:**

|   |                    |          |
|---|--------------------|----------|
| <b>The quality of education</b>                       | <b>Good</b>        | <b>2</b> |
| <b>Pupils' personal development</b>                   | <b>Good</b>        | <b>2</b> |
| <b>Safeguarding pupils' welfare health and safety</b> | <b>Good</b>        | <b>2</b> |
| <b>Leadership, management and governance</b>          | <b>Outstanding</b> | <b>1</b> |
| <b>Effectiveness of the Early Years' provision</b>    | <b>Good</b>        | <b>2</b> |

### **Compliance with the British Schools Overseas Standards:**

The school meets the standards required of British schools overseas (BSO).

**Dates of inspection: 7-9 February 2017**

## **SECTION A: SUMMARY OF MAIN FINDINGS**

Oakley College is a good and rapidly improving school with several outstanding features and no significant weaknesses. It meets fully all the British Schools Overseas (BSO) Standards and its own aims well. Its leadership, management and governance are outstanding and have played a key role in recent improvements to pupils' behaviour and the quality of education which have led to significantly higher examination results. Leaders have ambitious and well-designed plans for the school's further improvement. Pupils' achievement and learning are good throughout the school, with examples of excellence, and this leads to examination results of high quality. All pupils develop good skills in listening, reading and writing in English and many achieve excellence in their second language. Their ability to speak clear and unaccented English is less good and this reduces their ability to communicate effectively orally. The quality of teaching is good; teachers are well qualified and knowledgeable about the subjects they teach and the requirements of examination boards. The curriculum is based on the English national curriculum and examination system and provides a broad education for pupils. The planning of the curriculum is excellent, including careful planning and support for pupils' special educational needs and/or disabilities (SEND) which enables these pupils to make very good progress. The most able pupils are not always catered for so effectively. Lessons in the primary department generally make good provision for all pupils, but in the secondary department teachers are often not ambitious enough in the demands they make of the most able pupils. The formal assessment and tracking of pupils' progress is a strength, which makes a valuable contribution to their learning and achievement. Marking is more variable and does not always follow the detailed and helpful school policy closely enough, so that it loses much of its effectiveness. Provision for safeguarding the health and safety of pupils is comprehensive and effective in its implementation. The procedures for checking the suitability of staff are clear, appropriate and adhered to meticulously. Strong pastoral care helps pupils to feel safe and happy at school. Many aspects of pupils' personal development are excellent, but their understanding of different cultures, religions, values, beliefs and lifestyles is limited. The provision for children in the Early Years is good. All children achieve well and make at least good progress in all aspects of their education, although the development of spoken language is not as strong as other aspects of English language acquisition. The personal development of young children is excellent, as is the assessment of their progress.

### **RECOMMENDATIONS FOR IMPROVEMENT:**

To secure further improvement, the proprietor should:

- improve the quality of pupils' pronunciation and fluency in spoken English;
- ensure that all teaching consistently challenges the most able pupils;
- ensure that all marking adheres fully to the school's marking policy; and
- develop further pupils' knowledge and understanding of different contemporary cultures, religions, values and lifestyles.

## SECTION B: INFORMATION

### INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with the inspection framework agreed by SIS and the Department for Education (DfE) in England for the inspection of British schools overseas (BSO).

In reaching their judgements, the inspectors observed lessons, held meetings with the proprietors, staff and pupils, examined relevant documentation and records, scrutinised pupils' work and reviewed responses to parents' and pupils' questionnaires completed before the inspection.

The inspectors were:

|                      |   |
|----------------------|---|
| Reporting Inspector: | Mr Ted Cohn   |
| Team inspectors:     | Mrs Jane Cooper<br>Mrs Julie Harris<br>Mr Paul Metcalf<br>Mrs Eileen McAndrew |

### INFORMATION ABOUT THE SCHOOL:

Oakley College was founded in 1989 by the current proprietors as an independent co-educational, non-selective British International Day School for two to eleven-year-olds. In 2000 a secondary department was opened and now the school has 609 pupils, aged from two to eighteen. Of these pupils, 77 are under five years old and 39 are in the sixth form. Sixty-four pupils have been identified as having special educational needs and/or disabilities (SEND) and 17 as being able, gifted or talented. Five hundred and ninety pupils have English as an additional language (EAL). The school is based on three sites: the main site for primary and secondary pupils, the Early Years site and the nearby sports ground. The school is situated in the Tafira Alta area, close to the southern edge of the city of Las Palmas on the island of Gran Canaria in Spain. It serves the community of Las Palmas and its surrounding area; very largely Spanish speaking families. Eighty per cent of the curriculum broadly follows the English National Curriculum and then English examination courses in the medium of English. Twenty per cent of the curriculum follows the Spanish curriculum in Spanish. This allows the school to meet English and Spanish curriculum requirements, and ensures that pupils can meet matriculation requirements for British and Spanish universities. The aims of the school are to provide a high quality bilingual education in a caring, confident learning community, where pupils achieve their full educational potential and become responsible and empathetic young people, with strong community values.

## **SECTION C: THE INSPECTION JUDGEMENTS**

### **1. THE QUALITY OF EDUCATION**

The quality of education provided by the school is good.

#### **Pupils' learning and achievement**

Pupils' learning and achievement are good throughout the school. Almost all the pupils are Spanish speakers learning in English, their second language. By the end of Key Stage 2 internal assessments suggest that achievement in English and mathematics for all pupils is at least good. Results at GCSE level show that the school has made significant progress in the levels of achievement of its pupils over the last three years, in terms of a significant increase in the numbers of pupils achieving five or more GCSEs grades A\*-C and a very significant increase in numbers achieving A\*-A grades, so that results in 2016 are well above the national average in England. These results reflect the consistently good levels of learning and achievement lower down the secondary department across many subjects, although some able pupils are not always achieving as well as they could. Pupils make good progress in acquiring information and communication technology (ICT) skills in ICT lessons, but these are not systematically reinforced and developed in other subjects.

The development of basic literacy, numeracy and ICT skills is established in the EYFS, enabling pupils in key stages 1 and 2 to access the curriculum effectively. Progress in aspects of English is consistent. Pupils show evidence of increasing understanding of the early conventions of grammar, punctuation and spelling in their second language and write with growing confidence. Their work is increasingly well presented. Their listening skills are good, but oral skills in relation to accurate pronunciation in English are much less well developed, limiting pupils' ability to speak and read out aloud clearly. A strong emphasis on extending vocabulary helps to ensure pupils' access to all subjects of the curriculum. Their numeracy skills are good, and they can apply these well to problem-solving, as are ICT skills.

The quality of pupils' learning is very good. They are highly motivated and interested in what they do; they learn to concentrate intently; work cooperatively; participate fully in lessons and work hard at the tasks they are given. They behave very well, helping to ensure that no time is lost because of distraction or misbehaviour. They consistently show very positive attitudes to learning, including a growing ability to be self-critical as they assess their strengths and areas for improvement. They become increasingly able to work independently, developing the habits and skills of application and self-reliance. This is especially evident in classes working towards examinations, where their growing maturity and capability is evident in their progress and achievement. Relationships between teachers and pupils are very good, encouraging pupils to have confidence in themselves and in their ability to achieve.

#### **The quality of teaching and assessment**

Teaching and assessment are good throughout the school, which helps to ensure that pupils of all abilities make good progress and achieve well.

Planning is of a high quality: thorough, detailed, informed by knowledge of pupils' capabilities and orientated to take direct account of pupils' linguistic needs. Good quality assessment helps to ensure that teachers have a secure knowledge of pupils' prior attainment, most particularly their linguistic competence, when planning lessons.

The highest priority is given to the acquisition of English and throughout the school staff are keenly aware that almost all pupils are learning in their second language. Teaching in the primary department builds effectively on Early Years foundations in developing listening, speaking and written skills as an integral part of lessons across the curriculum. Teaching is not so successful in developing speaking skills, particularly in relation to pronunciation.

The focus on the development of competence in English remains a key element of teaching in the secondary department. The specialist and technical vocabulary of individual subjects is emphasised by teaching staff, which helps pupils of all abilities in acquiring understanding and employing the appropriate language of individual subjects. As a consequence, pupils' overall progress in English is good, particularly those aspects that are vital for examinations. Speaking, however, continues to be an area where teaching is less successful, so that many pupils do not demonstrate accurate pronunciation and continue to speak with heavy accents. This is not so in speaking French and German, where such weaknesses are penalised in examinations.

The overall good quality of teaching owes much to the depth of teachers' subject knowledge throughout the school, which helps to secure a progressive good quality learning experience for pupils. Teachers' expectations are usually high and the work often challenging, so that pupils' attention, engagement and effort is maintained and learning opportunities maximised. In the best lessons, this secure knowledge also allows teachers to make effective links to other areas of the curriculum, for example raising moral and ethical questions in science, and helps pupils to understand how learning in one subject can extend and enhance learning in another. The enthusiasm and commitment of teachers is evident in much of the teaching through intrinsically interesting and engaging activities that catch the imagination and engagement of pupils, encouraging them to try their best.

Planning for pupils of varying ability is an integral part of planning across the school but is better delivered in lessons in the primary department. In many lessons in the secondary department the planned differentiation is not in evidence, beyond an expectation that higher achieving pupils would cover more aspects of learning and lower achieving pupils would achieve only part of the learning objective. The open-ended nature of many learning tasks and excellent provision for pupils with SEND, together with the skilful intervention of teachers and on occasion support staff, helps to ensure that these pupils achieve well. In some lessons the most able also benefit from effective teacher intervention and the excellent learning skills that they have developed, but in other lessons they did not achieve as well as they could. This is more likely to happen in non-examination classes, as the effective use of grading criteria in examination classes helps to ensure that all pupils are fully challenged by the tasks set.

Excellent relationships between teachers and pupils create a positive learning ethos. Pupils' behaviour in lessons is very good, so no time is lost and little distraction interrupts learning. Teachers routinely plan activities where pupils work collaboratively in pairs and groups contributing to their own and each other's learning. In several lessons pupils took responsibility for leading or supporting others, which they did with confidence and assurance.

In Key Stage 4 and the sixth form, teachers have a thorough understanding of the GCSE and AS/A-level courses that they teach and use this well to guide learning and inform planning, including detailed preparation for the specific requirements of individual examinations.

The marking of pupils' work is of variable quality across the school. The best marking is diagnostic, carefully identifying strengths and areas for improvement, in a continuing dialogue with pupils, which increasingly requires them to take responsibility for their own learning. This meets the school's comprehensive and helpful school marking policy criteria. Other marking is regular and often helpful, but on occasion does little more than acknowledge that a pupil has done a piece of work, for instance with a tick. Sometimes teachers provide helpful oral feedback to pupils about their work, both as a group and individually.

Assessment is good and improving, supported by high quality detailed policies. Throughout the primary department a wide range of tests and assessments are used effectively to track progress, including Standard Assessment Tasks (SATs) material, allowing comparisons to be drawn with progress in England. Standardised reading tests are carried out throughout the whole school giving the staff a direct comparison with pupils' reading competence nationally in the England. Targets are set for core subjects of English, mathematics and science to help ensure that the expectations set for all pupils will be commensurate with their capabilities. All assessment data is entered into a data base that allows individual progress and achievement to be followed over time, so that any pupil's performance can be swiftly identified and praise or appropriate support be put in place. Assessment data from the primary department is transferred to the secondary department which has recently introduced its own highly effective system for tracking pupils' achievements through half-termly assessments, with pupils increasingly contributing their own evaluations, encouraging a key element in becoming independent learners. Target-setting for pupils on how to improve their learning and achievement is in place and provides a helpful stimulus to learning. Both assessment systems are highly effective in helping pupils to sustain progress in learning and achievement and are closely linked to reporting to parents.

### **The quality of the curriculum**

The quality of the curriculum is good. It is mainly based on the English national curriculum and is taught in English, but it also includes the required elements of Spanish language (*lengua*) and culture (*sociales*), together with tuition in Spanish as a second language for the small minority of non-Spanish speaking pupils. Tuition time is significantly longer than is usual in English schools, allowing sufficient time to meet the extended learning requirements. The curriculum

covers a broad and relevant range of subjects throughout the school. It prepares pupils well for end of Key Stage 2 SATs and GCSE, iGCSE and Cambridge language examinations in the secondary department. Students in the sixth form study AS, A Level and the 'Fase' courses in a wide range of subjects to gain both British and Spanish qualifications and admittance to higher education in the country of their choice.

As the vast majority of pupils are Spanish, the primary department appropriately dedicates a large amount of curriculum time to the development of English and literacy skills. Reading is promoted strongly, including through book weeks and visiting authors, but there is currently no option to take English literature at iGCSE. Modern foreign languages are a particularly strong area of the curriculum: all pupils learn both French and German in Key Stage 2 and many gain fluency in three foreign languages by the end of Key Stage 4. For those who need more help with English as a second language, additional tuition replaces language study. Music and art make a strong contribution to pupils' cultural development. The pupils' educational experience is enriched by a wide range of trips, visiting speakers, clubs, community service and after school activities.

The high quality of curriculum planning provides excellent opportunities to meet the learning needs of all pupils. It is clear, reflects the school's aims, demonstrates progression in learning and addresses pupils' differing abilities well, thereby providing a helpful scaffold for lesson planning. The arrangements for the grouping of pupils both across year groups and in classes, including setting by ability of pupils for some subjects, help to deliver the curriculum successfully. Transition across key stages is facilitated by good planning and effective liaison between faculty heads and curriculum coordinators. There is less effective liaison with staff who teach the Spanish curriculum, where common themes and content could be better harmonised to reinforce pupils' skills and knowledge. Pupils receive regular timetabled lessons in ICT but the use of ICT skills is not embedded or coordinated across the curriculum.

The provision for pupils with SEND, including those with English as an additional language, is excellent. It involves early and highly effective analysis of pupils' learning difficulties, followed by plans closely tailored to individual need, which are shared with relevant teaching staff and include how they contribute to addressing this need. These plans are monitored closely and adapted to ensure that pupils make good progress. This provision makes a significant contribution to the high level of success of these pupils in examinations. The school is at an earlier stage of systematic planning for more able learners and has identified this as a priority, but it does identify the under-achieving able pupils through cognitive tests and addresses their needs very well.

## **2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT**

The personal development of pupils is good. A recent audit has identified aspects of personal development that are underdeveloped or need greater emphasis, which is a focus for future development. The scheme of work for personal, social, health and economic education (PSHEE) is comprehensive and

includes a wide range of good quality resources that support planning and identify links to other curricular areas.

Pupils develop increasing self-confidence and self-esteem because they feel valued as individuals within a school with a strong family and community ethos, and a supportive learning environment. In discussion with inspectors, pupils of all ages said they enjoyed school and this is evident in their excellent behaviour, positive attitudes and good attendance. Pupils appreciate that their individual progress and achievements are recognised with rewards such as house points and class stars. Pupils' moral development is excellent. From early in the primary department, they develop a clear sense of right and wrong, laying the foundations for a moral code of conduct. Pupils are aware of and recognise the value of the school rules and know what is expected of them, as their good behaviour testifies. The highly effective pastoral care structure of support contributes to pupils' excellent behaviour. Through work in PSHEE pupils develop a growing understanding and respect for the law and an awareness of the rights and responsibilities of citizens, contributing to the promotion of the school's Fundamental Human Values, which incorporate British democratic values.

Pupils' social development is outstanding. Throughout the school, pupils relate well to one another in class and around the school. They cooperate and collaborate easily and to evident effect in lessons, sharing knowledge and understanding and contributing to each other's learning. The established use of peer assessment develops pupils' critical faculties: they learn to look for the positive elements in others' work and then to identify fairly what they judge might be improved. The innovative anti-bullying project is giving pupils the knowledge, insight and strategies to actively support one another. Some pupils in Years 5 and 6 are trained mediators, taking a role in helping other pupils to resolve their differences and disagreements, and contributing to the cohesion of the school community. Pupils have opportunities to take on responsibilities such as prefects or as Head Girl and Boy, whose work contributes to the smooth running of the school and the support of younger pupils. Pupils also use their linguistic skills to assist in translations at parents' evenings, supporting communication between home and school in an important way. The School Council which has representatives from all classes is a forum where all pupils can have their voice heard and even the younger pupils understood this clearly.

The school has undertaken a thorough audit of the curriculum to ensure that British values are well promoted and that personal, social, health and economic education is relevant to pupils of all ages. The work in Community Service is a particular strength, making a valuable contribution to pupils' understanding of how they might contribute to the life of their local community. Their 'Clearing up the Beach' project generated great enjoyment and satisfaction as well as emphasising for them the serious environmental issues which they had learnt about in school. Pupils are thoughtful and empathetic in their understanding of the needs of those less fortunate than themselves and are swift to offer practical support and raise funds to contribute to a variety of charities, sometimes taking the initiative and organising events themselves.

The curriculum in PSHEE and the celebration of local events help to ensure that pupils have a developing understanding of the heritage of the Canary Islands and of the UK. Pupils learn about citizenship and some of its responsibilities, and this is reinforced by the recognition and celebration of National Days on the island and days such as St Patrick's and St George's Day in the UK. In the primary department they learn about people who work in public service institutions through visits from the police and fire officers. Pupils practise democracy in action in the functioning of the school council, where individuals put themselves forward for office and the pupils vote for their choice. Representatives spoken to were pleased to be chosen and took their responsibilities seriously.

In the humanities pupils learn about the lives and achievements of various different cultures and civilisations, which helps them to realise the wider world outside their own country, but they still have a limited understanding of the great faiths of the world and of other cultural, religious and social groups in a modern-day society such as Spain or the UK.

There is an effective careers education programme which helps pupils to identify possible careers related to their interests and aptitudes and guides them through the application process for higher or further education. This includes a period of work experience which is well-organised.

### **3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY**

The arrangements for safeguarding pupils' welfare, health and safety are good. The school has a comprehensive child protection policy which covers all the requirements, including those of the British counter-terrorism strategy, Prevent, and provides clear and helpful guidance. Staff have been fully briefed about the content of the most recent versions of key documents, such as '*Keeping children safe in education, 2016*,' and they are vigilant about safeguarding and child protection issues, ensuring that the child protection policy is implemented effectively. The designated safeguarding leads (DSLs) have had appropriate training and work well together to ensure that all staff understand fully their safeguarding responsibilities, including being alert to the possibility of radicalisation and how to address it. The strongest obstacle to radicalisation, however, is the school's strong ethos of respect for each other, tolerance and the peaceful working out of personal disagreements, which are an essential aim of the school, are well reflected in teaching and learning and personal development, and emphasised in the innovative new strategy for dealing with bullying. Recent training has included safeguarding, child protection, Channel training, part of the Prevent strategy recognising and confronting radicalism, training in E-safety and the safer recruitment of staff. All staff have also had training on what to do in the event of fire, earthquake or terrorist attack.

The school has a clear policy and rigorous procedures for the safe recruitment and vetting of staff. Senior leaders have been trained in safer recruitment and operate the school procedures assiduously. New appointments are made only after exhaustive checks have been carried out on the suitability of all individuals to have contact with pupils, and this demonstrates the concern for safeguarding young people which is at the heart of the school. The single central register is

accurate and up to date. It is held electronically with full and detailed supporting evidence.

The school has excellent and highly successful strategies for dealing with bullying, which is attested to by pupils, who are very clear that bullying is not an issue. It has an appropriate rewards and sanctions system, but also benefits from its innovative, highly sophisticated anti-bullying project, drawing on well-founded strategies for conflict resolution, which help pupils to identify and understand behaviour that can lead to bullying and mitigate any possible effects through actively supporting one another. The strategies cover all aspects of bullying, including cyber-bullying. The school also addresses directly the issue of E-safety with pupils, but acknowledges that it can do more in this aspect.

Other arrangements for ensuring the health and safety of pupils are effective. The school takes all the necessary measures to reduce the risk of fire and other hazards and secure sites against intruders. All the required tests of plant and equipment are carried out regularly, such as those on boilers and electrical equipment. Procedures for dealing with fire and other hazards are comprehensive and practised regularly, with records indicating that they are being carried out efficiently. Staff working in the kitchen have relevant hygiene certificates and follow hygienic practices. Sufficient numbers of staff hold current first aid certificates to implement the school's first aid policy effectively. Arrangements for dealing with sick and injured pupils are appropriate, including provision for rest and medical examination, and good records are kept of any medicine administered. The school keeps clear records of accidents and parents and senior staff are kept fully informed. Well considered risk assessments are carried out regarding activities on and off-site, including moving between sites, to minimise the risk to pupils. Pupils are well supervised at all times. The school's admissions and attendance registers are well-kept and meet all the required standards. The attendance and punctuality of pupils are good.

#### **4. LEADERSHIP, MANAGEMENT AND GOVERNANCE**

The leadership and management of the school are outstanding and ensure that all the BSO standards are fully met. The senior leadership team works very closely together, pursuing clear and highly appropriate objectives that have been increasingly effective in improving educational achievement and establishing a classroom environment that is highly conducive to learning. Recent recruitment has supported the successful implementation of policies, such as in planning, tracking and assessment, which have had a major impact in improving the quality of education and raising pupils' achievement.

The school development plan is ambitious, but achievable, and is well founded on evidence and ideas from across the school. It is built on the views of staff from all departments in the school and combined with the vision, ambitions and drive of the senior leadership team and the board of directors. The plan reflects the determination to improve further a school that is already good. The implementation of the plan is increasingly effective and has already made a major contribution to various aspects of school improvement, including pupils' achievement and behaviour.

Continuing professional development (CPD) is seen to be a vital factor in developing staff for their roles in the school and making them increasingly effective. It is fully integrated into the performance management and appraisal systems and plays an important part in refreshing, extending and improving professional expertise. At the moment the school does not systematically review CPD through a cost benefit analysis, which would relate the effectiveness of professional development to improvements in pupils' learning and achievement.

The administration of the school is very efficient and makes an important contribution to the effective running of the school.

The school has ensured that the premises and accommodation meet all the requisite BSO and Spanish requirements with regard to suitability for teaching and learning, facilities for toilets, showers, first-aid, medical care and access. Buildings are well-maintained, in good decorative order and clean and tidy. Good quality display enhances the learning environment in many classrooms and public areas of the school, which is both informative and celebrates pupils' work. This is particularly so in primary classrooms, where it creates a very attractive and stimulating environment for pupils.

### **Governance**

Governance is excellent. The proprietors have been deeply involved in all aspects of the school since its inception and have overseen its development from small beginnings to its current position as a large and successful school. Their enthusiasm for change and improvement remain undimmed. They are heavily involved in both the strategic direction and day-to-day running of the school and are essential to its effectiveness.

### **Partnership with parents**

The partnership with parents is excellent. The parental responses in questionnaires completed before the inspection were overwhelmingly positive, indicating a clear appreciation of the education their children receive and the care taken about their welfare. Parents are kept well informed about school policies and activities, with the school website providing a helpful and wide ranging source of information. They are equally well informed about their children's progress through the detailed, well written termly reports and consultations with teachers, as well as open access to teachers and/or managers if there is a problem or issue. Complaints procedures are clear and appropriate; complaints that are not resolved through discussion at an informal level are few and far between.

## **5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION**

The Early Years provision is good. All children achieve well and make at least good progress in all aspects of their education, although the development of spoken English is not quite as strong as other aspects of English language acquisition. Leadership and management are good and the curriculum is lively and interesting, with an appropriate emphasis on developing English language

skills. Pupils learn well as a result of good teaching, particularly in the nursery classes, and the monitoring of children's progress through assessment is excellent. Personal development is also excellent, including children's behaviour. Learning outcomes are good and children are well prepared for the next stage in their education.

The leadership and management of the Early Years provision are good. Joint curriculum planning supports consistency of educational experience within year groups. Continuity across year groups is supported through continuing discussion, with the EY manager and deputy manager playing an important part in this process. Staff appraisal is effective in supporting consistency of provision. Good induction procedures are in place. Children's personal development and welfare are promoted very effectively. Safeguarding is a high priority. Staff are alert to the individual needs of children, including those with SEND, and provide good support for these children, including specialist input where necessary. Several staff have had the equivalent of the specialist first aid training that would be an expectation in England. The number of children for each key person is large by English standards.

The quality of teaching, learning and assessment is good overall. The nursery provision is of high quality, but the teaching in reception classes is more uneven because the pace of learning is on occasions a little slow and activities do not always encourage enough pupil talk. Assessment is an outstanding feature. Planning is good, providing a secure framework for continuity in learning. Activities are appropriate for particular age groups and, in particular with the nursery groups, drive learning on effectively. Staff are experienced and generally well qualified. They know their children very well and continuous professional development is helping to deepen and extend knowledge about the Early Years Foundation Stage (EYFS). The continuing monitoring and assessment of children's educational progress is excellent, with very effective use of ICT and a strong focus on identifying exactly what children know, understand and can do. These observations are recorded in the 'learning journey' diaries that are shared with parents and, together with regular informal discussions, reports and consultation meetings, ensure that they are kept very well informed about all aspects of their children's progress. The diaries are also used well to identify children's progress against the EYFS learning goals, and to inform future planning.

An outstanding feature of the provision is the support for children's personal development, behaviour and welfare. From an early age the children start to display the self-confidence and self-awareness to become independent learners and these qualities are encouraged by staff, who also provide excellent models of courtesy and respect for pupils to emulate. Attendance is good and children arrive promptly. Children's behaviour is outstanding. They become increasingly able to work well in groups and, in particular, listen and respond to instructions and what teachers say. They develop a good understanding of the importance of healthy eating and exercise as part of healthy living. Through celebrating festivals such as the Chinese New Year, they become aware of different cultural traditions, but this is an area for further development.

The children make good progress in their learning, particularly in the nursery. By the time that they move up to Key Stage I, children have developed good learning habits, become confident in many of the basic tenets of English and become emergent writers, although listening and reading skills are better developed than speaking skills. They can also do basic mathematical tasks and are ready to move into Year 1. Transitional arrangements for this move are good and improving.

## SCHOOL DETAILS

|  |  |            |           |
|--|--|------------|-----------|
| <b>Name of school:</b>   | Oakley College, S.L.   |            |           |
| <b>National Registration Number (if applicable):</b>   | <ul style="list-style-type: none"> <li>- DFE nº 7036199</li> <li>- Spanish Ministry of Education nº 35010014</li> </ul>  |            |           |
| <b>Local ages of compulsory schooling</b>  | From: 6  | To: 16     |           |
| <b>Age range of pupils:</b>  | From: 2  | To: 18     |           |
| <b>Number on roll: full-time pupils aged over 5:</b>   | Boys: 265  | Girls: 267 | Total:532 |
| <b>Pupils aged under 5 (full-time):</b>  | Boys: 33   | Girls: 44  | Total: 77 |
| <b>Part time pupils aged under 5:</b>  | Boys: 0  | Girls: 0   | Total: 0  |
| <b>Number of pupils (if any) registered locally as needing educational or medical support:</b> | Boys: 0  | Boys: 0    | Total: 0  |
| <b>Address of school (3 sites):</b>  | <p>c/ Zuloaga, 17 – 35017, Las Palmas de Gran Canaria. Spain</p> <p>c/ San Quintín, 10 – 35007, Las Palmas de Gran Canaria.</p> <p>c/ Berruguete 16 – 35017, Las Palmas de Gran Canaria.</p> |            |           |
| <b>Telephone number:</b>   | + 34 28 354 150 / 354 247  |            |           |
| <b>Email address:</b>  | admin@oakleycollege.com  |            |           |
| <b>Website address:</b>  | www.oakleycollege.com  |            |           |
| <b>Name of Headteacher:</b>  | Donat Morgan   |            |           |
| <b>Direct contact details for Headteacher</b>  | Direct Line: 00 34 928 354 247 / 354 150<br>Mobile Number: 0034 678673089<br>Email address: <a href="mailto:donat@oakleycollege.com">donat@oakleycollege.com</a>                             |            |           |
| <b>Name of Proprietor:</b>   | Donat Morgan   |            |           |
| <b>Date and type of last inspection:</b>   | Last NABSS inspection: 05/11/2010: Full authorisation to teach up to and including Sixth Form<br><br>First BSO inspection  |            |           |

**This report has been prepared by the School Inspection Service, which is approved by the Department for Education in England to provide independent professional inspection of British schools overseas. The report is available from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk).**