



## **SCHOOL INSPECTION SERVICE**

### **BRITISH SCHOOLS OVERSEAS INSPECTION REPORT FOR WINGATE SCHOOL, TENERIFE**

#### **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>Good</b>	<b>2</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).

**Date of inspection: 21-23 February 2017**

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

Wingate School meets the British Schools Overseas (BSO) Standards and its own aims. It provides a good education for its pupils. Pupils' learning and achievement are good. Children make good progress in all aspects of their development in the Early Years Foundation Stage (EYFS) and they are well prepared for Year 1. They continue to make good progress as they move through the school and achieve well by the end of the primary stage and in examinations at IGCSE, AS and A level. Some particularly good results were gained in 2016 with five pupils receiving commendations from examination boards for their excellent achievement in IGCSE and AS level examinations in Spanish, business studies and English Language; two of these students achieved the highest marks in the world while the other three achieved the highest marks in Spain. Teaching and assessment are good and sometimes outstanding but there is a very small proportion of weaker teaching in key stages 3 and 4 and as a result pupils do not achieve well enough in information and communication technology (ICT) and history. The school has identified this and senior leaders are providing appropriate support and challenge for teaching. Assessment is good. The school has reviewed its assessment procedures to align with national assessments and there are effective systems from Nursery onwards to check on pupils' progress and identify any underachievement. The curriculum is good. It is based on the English national curriculum and public examination requirements. Pupils with English as an additional language (EAL) achieve well. They become competent English speakers at an early age and their reading and writing skills are very strong. This helps to ensure that they make good progress in learning. Pupils identified as having special educational needs and/or disabilities (SEN and disabilities) make good progress but the targets set for their achievement are not precise enough so their achievement cannot be monitored in sufficient detail. Pupils' personal development is good. They behave well and are courteous to their peers and to staff and visitors. Pupils' attendance is good. The school's provision for independent careers advice and guidance is effective but pupils have too few opportunities to gain first-hand experience of the world of work. The school's arrangements for safeguarding and ensuring pupils' welfare, health and safety meet the BSO Standards but some policy documents contain minor omissions which, nonetheless, do not affect the rigour with which the school safeguards pupils. The procedures for ensuring the suitability of staff are clear, appropriate and consistently applied. Leadership and management are good. The headteacher has an ambitious vision for the school and he has appointed a strong team of senior and middle managers who share his desire for continuous improvement. There are some minor inconsistencies in the completion of attendance registers which could be eradicated by closer monitoring.

### **RECOMMENDATIONS FOR IMPROVEMENT:**

To secure further improvement, the proprietor should:

- ensure that all teaching in key stages 3 and 4 is at least good so that pupils achieve equally well in all subjects;
- set sharper academic targets for those who find learning difficult and ensure that all staff are aware of these and monitor pupils' progress towards achieving them;

- extend the provision of independent careers advice, education and guidance by providing first hand opportunities for pupils to experience the world of work and learn about the range of careers that are available;
- eradicate minor omissions in the wording of some school policies; and
- ensure that there is a consistent approach to the completion of attendance registers by increasing the frequency and rigour of monitoring.

## **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.

In reaching their judgements, the inspectors observed lessons throughout the school in a range of subjects. They examined samples of pupils' work. They scrutinised the school's documentation, records and website. They observed the life of the school, including at break and lunchtimes. They held discussions with pupils, parents, staff and the proprietors.

The inspectors were:

Reporting Inspector:	Mrs Christine Graham
Team inspectors:	Mr Peter Jones Mr Jonathan Palk Mrs Joan Gemmell

### **INFORMATION ABOUT THE SCHOOL:**

Wingate School is a privately owned, independent, English speaking school located in Cabo Blanco, Arona, Tenerife. The proprietors are the Green family who founded the school in 1982. The school is authorised by the Spanish Ministry of Education to offer a British education to children of all nationalities and is a member of the National Association of British Schools in Spain (NABSS). The school aims, 'to develop the whole child by instilling family values and the knowledge and skills to become an independent, self-reliant learner with the strength of character to make positive contributions to an ever changing world'.

There are 422 pupils on roll. The school has a nursery offering full-time places to thirteen children aged from 3 to 4 years. There is a sixth form which offers a range of GCE Advanced Level (A level) subjects to post-16 pupils. There are children from 23 nationalities in the school. A third of the pupils are English, and Spanish pupils form the second largest group at 30%. The school follows the English national curriculum and is an accredited examination centre for Pearson Edexcel and Cambridge International awarding bodies. The school operates a selective admissions policy for all pupils.

## **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. Children make good progress in the EYFS and they are well prepared for Year 1. Pupils in key stages 1 and 2 make good and sometimes very good progress because teachers' expectations of their achievement are appropriately high. The basic skills of literacy are taught well so pupils have a secure understanding of spelling, punctuation and grammar and how to organise and structure written work. Their reading skills are good as is their use of descriptive language. Speaking and listening skills are promoted well: this benefits all pupils but it is particularly helpful for those with EAL. These pupils are very well supported in lessons. In nearly all cases their reading, writing and oral skills are exceptionally strong allowing them to make good and sometimes very good progress in all subjects. A strong feature of many lessons is the individual guidance provided for pupils to remind them how to improve their work. This support, in the form of individual reminders on tables, supports all pupils well but it is particularly helpful for those with EAL who are writing in a second language. Pupils' mathematical skills are promoted effectively and they are taught how to show their working out and check their calculations. By the end of Year 2 and Year 6 pupils' achievement is at least in line with and often above or well above that expected nationally in England. This is a significant achievement given that more than 60% of pupils are not native English speakers. Pupils continue to make good progress in key stages 3 and 4 and in the sixth form. In 2016 outcomes at IGCSE improved at grades A\* to A, and A\* to C. There was a 100% pass rate in IGCSE examinations in mathematics, Spanish and French. Outcomes in history and ICT are below school and national averages with outcomes for native English speakers being particularly low. Results in both subjects improved in 2016 but they remained below school and national averages. Results at AS and A level examinations are good. All pupils gained places at their chosen universities. Five pupils received commendations from examination boards in 2016 for their excellent achievement in IGCSE and AS level examinations in Spanish, business studies and English Language, two of these achieved the highest marks in the world while the other three achieved the highest marks in Spain. Pupils with SEN and disabilities make good progress from their individual starting points but targets set for their achievement are not focused sharply enough on their academic needs so their progress cannot be monitored rigorously enough.

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

The quality of teaching and assessment are good. Evidence seen during lesson observations and from sampling pupils' work indicates that pupils make good progress because most of the teaching in the school is good and sometimes outstanding. A very small proportion of teaching is not yet good because teachers' expectations of what pupils might achieve are too low and teaching does not ensure that pupils are well prepared for examinations. Senior leaders are aware of this and teachers are receiving appropriate support and

development. Most teachers have very good subject knowledge and effective teaching skills. They make learning interesting and use a range of effective strategies to motivate and engage their pupils. The tasks provided for pupils are usually very well matched to the needs of individuals so all pupils make good progress from their individual starting points. Teachers' questioning skills are very effective and they ensure that all pupils participate in the lesson and understand the topic. Teachers make effective use of discussion to consolidate pupils' learning. Pupils in key stage 2 worked with 'talk partners' to review and edit their work. This was obviously a regular activity and pupils provided helpful support for their partners. Pupils in Year 11 used the same technique when analysing a poem. This was a very effective strategy in both lessons because it helped pupils to refine their ideas and consolidate learning. Teachers are very skilled at supporting pupils with EAL and as a result pupils make rapid progress in their skills and understanding. Pupils are required to speak in English when at school and if they lapse into a home language they are tactfully reminded to speak in English. Teaching assistants make a strong contribution to lessons working very effectively with teachers and sharing planning so they are always clear about their role within the lesson. Teaching assistants share the same commitment to pupils as is shown by other staff in the school.

Assessment is good. The school's assessment policy in the EYFS and key stages 1 and 2 is based on degrees of mastery and pupils are said to be working towards an objective, or to have achieved or exceeded it. Formal assessment data is collected and recorded each term. Pupils' progress is carefully monitored and recorded from Nursery onwards, both through their work in class and through assessment tasks. Any underachievement is identified and appropriate support is provided for any pupil at risk of falling behind. Older pupils are assessed against examination requirements using past examination papers. Day-to-day assessment identifies gaps in pupils' knowledge and understanding as well as the areas in which they excel. This information is used to plan individual or group tasks. In most classes teachers mark pupils' books effectively. Pupils are usually encouraged to act on comments made by their teachers this accelerates their progress and enhances their understanding. In a very small number of classes marking is not as effective and does not provide sufficient guidance for pupils on how to improve. Teachers provide effective oral feedback during lessons and this helps individual pupils to consolidate their understanding.

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

The curriculum is good. There are appropriate plans and schemes of work in all key stages which draw on the national curriculum programmes of study. In key stage 4 the school uses examination syllabuses to plan work for pupils. The school provides a good choice of options, such as travel and tourism and computing, alongside the more traditional subjects of the English Baccalaureate (EBac). Pupils learn French as a second modern foreign language from key stage 3. The curriculum ensures that Spanish pupils are well prepared to continue their education post-16 in Spanish schools or universities through the provision of the Homologacion. All pupils study Spanish as a compulsory subject. Spanish humanities is taught in English and is offered to all key stage 3 learners. The 'Homologacion' is compulsory at key stage 4 for all pupils of Spanish nationality. This is an essential pre-requisite if pupils wish to access post-16 education within the Spanish system and constitutes a recognition that a

benchmarked level of Spanish education has been achieved. Pupils must study Spanish and social sciences and there are examinations in these subjects. Pupils must also achieve at least four IGCSEs at Grade C or above in order to achieve the Homologacion.

All pupils progress from Year 11 into education, employment or training. The sixth form is small but the provision at A level is of very good quality. The curriculum is well resourced. A good range of books and materials is available to help support the development of English language skills for those with EAL. The school's use of individual laptops has had a significant impact on learning, providing pupils with a ready access to materials and information to support their learning, particularly, but not exclusively in language teaching and humanities. For example, in a key stage 3 French lesson pupils read a text about a trip to Paris and came across a reference to French culture. After some discussion it was clear that many pupils did not fully understand the reference but within seconds they had researched the phrase and were looking at photographs and descriptions. Similarly, in a key stage 4 lesson, pupils discussed fairness and bias in the media, effectively evaluating the current day's American newspapers online. Pupils gained experience of the wider world and extended their knowledge and understanding in ways which would not be possible without the use of individual research tools. The curriculum prepares pupils effectively for the opportunities, responsibilities and experiences of adult life. A programme of visiting speakers helps them gain a deeper appreciation of local culture. The curriculum, particularly at key stages 2 and 3, is enriched through extracurricular activities that enhance pupils' artistic and sporting skills.

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

Pupils' personal development is good. Pupils throughout the school are self-confident and self-aware and have good social skills. They are courteous to their peers and to staff and visitors. Their behaviour is good and attitudes to school and to wider society are very positive. Knowing right from wrong is a key part of the ethos of the school, helped by, for example, the work they undertake on the school's code of conduct. The school successfully promotes initiative through an entrepreneur scheme, with pupils working together to create business models within school for charity fundraising. The pupils have also been involved in school events to raise funds for many local, national and international charities. They carry out responsibilities within the school and in their own classes or year groups, this includes the role of class representative on the school council. Pupils learn about the citizenship of their host country through the Spanish-language element of their curriculum, the Homologacion. Their understanding of the United Kingdom (UK) and international citizenship and the role of democracy comes through a range of good opportunities in personal, social health and economic education (PSHEE) to study, for example, UK law and voting systems and the Universal Declaration of Human Rights. The wide range of nationalities in the school adds significantly to pupils' appreciation of their own and other cultures. Pupils learn about religious festivals including Diwali, Eid and Easter. The school brings in speakers to talk to the pupils about life in Africa and Canarian art and dance. Pupils also have a good understanding of modern British life. The PSHEE programme and the whole curriculum consciously

emphasises British values wherever possible. The school has a strong British ethos and culture through English as its main language, the curriculum and British public examinations. Events such as Remembrance Day and harvest festival promote 'Britishness', while much of the work done in PSHEE and history covers aspects of modern British life. Pupils' tolerance and understanding of people from different backgrounds and with different lifestyles closely reflects positive UK attitudes. Staff are aware of the Prevent duty, and in PSHEE in Year 11, for example, pupils talk about the dangers of bias and extremism in news sources. The school provides independent careers advice and guidance. Pupils in the sixth form receive very comprehensive guidance and the head of sixth form provides very good advice about university applications and courses. In key stages 3 and 4 the programme is led by a knowledgeable member of staff but there is little enrichment through, for example, work experience for those English pupils who may wish to follow vocational routes.

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

Welfare, health and safety are good. Staff have received safeguarding training and know how to report and record issues. Written policies contain most but not all of the required elements, for example, the first aid policy does not make clear how spillages will be dealt with although in practice the school's procedures are rigorous. The school has an anti-bullying policy, available on the school website, which explains the different forms bullying can take, including cyber-bullying, and reassures pupils that reporting bullying to staff is the right thing to do. Pupils say that bullying is not an issue at the school, but that if it does occur staff deal with it quickly and effectively. Pupils know how to stay safe when on-line. An appropriate behaviour policy, available on the school website, sets out a code of conduct and clearly identifies the school's expectations of pupil behaviour. The policy sets out in detail the system of sanctions, giving clarity for pupils and parents in the event of poor behaviour. The school maintains written records of sanctions imposed upon pupils. Staff are aware of the Prevent duty and the dangers of radicalisation and extremism are discussed in lessons where appropriate.

The school has established procedures relating to health and safety of pupils on activities outside school. There is up-to-date documentation to show that regular checks are made to ensure that local regulations are met with regard to health and safety. There is an appropriate level of fire safety, with up to date checks on fire safety equipment, fire evacuation procedures and regular, documented fire drills.

There are suitable procedures for first aid, with trained first aiders on site, and a medical room for pupils who are unwell. The first aid policy would benefit from further development so that it aligns with procedures used by staff. The deployment of staff is well planned to provide for proper supervision of pupils throughout the school. Admissions and attendance registers meet requirements, but the completion of registers is inconsistent with staff using a range of different coloured pens to complete the registers and a variety of codes to record reasons for absence. Closer monitoring of the registers would ensure greater consistency.

Prior to the confirmation of the appointment of staff, including supply staff, the school carries out appropriate checks to confirm their suitability to work with children, and ensures that UK Disclosure and Barring Service (DBS) checks and comparable criminal checks from other countries are carried out and logged. The school confirms that staff have appropriate qualifications. The school has an up-to-date record of checks made in the UK to ensure no teacher is subject to a prohibition order. The proprietors are long-established within the school and are well-known in the community. The school holds clear evidence of their identity and right to work in the country and appropriate criminal checks have been carried out. The school retains records for current and former members of staff on a central database.

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

Leadership, management and governance are good. The headteacher has an ambitious vision for the school and since his appointment he has appointed an effective group of senior leaders who share his aspirations. School self-evaluation is robust and the senior team have an accurate view of the school's strengths and areas for development. Senior leaders focus on the most important areas for development and take effective action to bring about improvement. The senior team supports and develops teachers and other staff very effectively and they have created a culture of continuous improvement. The leadership of key stages and subjects is generally good and in most cases has a very positive impact on the work of teachers. Newly qualified staff receive appropriate induction and mentoring and their performance is assessed against the Teachers' Standards. Other staff receive induction and mentoring and their performance is regularly reviewed. The management of teacher performance is robust and teachers at all levels are helped to improve their skills. The senior team have ensured that almost all teachers and other staff enjoy their work, feel valued and are skilled and confident practitioners who are willing to implement new ways of working. School leaders have ensured that staff are not over-burdened and that new initiatives are embedded and evaluated. The school has identified opportunities for career progression within its own establishment and senior leaders provide appropriate opportunities for professional development. This includes some effective training provided by external speakers. This has had a very positive impact on the teaching skills of many staff. The expertise of staff recently arrived from the UK is shared with colleagues across the school.

The school has appropriate policies and procedures which are regularly reviewed but on occasion there are inconsistencies in the way in which policies are applied or in the match of written policies to the very effective practice which is seen in the day-to-day life of the school. These inconsistencies are not always identified quickly enough, for example, the omission noted in the first aid policy and inconsistencies in the completion of form registers.

The school meets the standards for premises and accommodation. The building is attractive and provides a safe and welcoming learning environment for pupils. The school has recently purchased some land adjoining the school and has plans to extend the school building with the provision of new classrooms and playing fields.

The complaints policy meets the BSO standards. It is made available to parents of pupils and prospective pupils on the website. There have been no formal complaints in the last year.

## **Governance**

The school does not have a governing body. The proprietors have owned the school since it opened in 1982. They have a very good understanding of the British education system and of the standards the school must meet to compare with those in Britain. They are in almost daily contact with the school, either through personal visits or through telephone conversations and email. They are very well informed about all aspects of school life. The proprietor has implemented a system of shared management between the bursar and the headteacher. This works very effectively. Major decisions are discussed by the proprietor and school managers and where necessary the proprietor evaluates the information and reaches a decision. The school is a family business and the proprietors are fully supportive of the changes made by the current leadership team, this includes the school's desire to extend its premises. The proprietors have close relationships with parents and staff so receive regular feedback from them. They receive accurate information from school leaders and they are aware of any issues raised by parents. The proprietors ensure that the school budget is sufficient to adequately resource the school and ensure that new initiatives are supported effectively.

## **Partnership with parents**

The partnership with parents is good. The parental responses to questionnaires completed before the inspection were overwhelmingly positive, indicating a high degree of satisfaction with the education and care their children receive. Parents are kept well informed about school policies and activities. The school has a well-planned website which provides a full range of up to date information about the school which is also available in hard copy. Most parents felt that they received good information from the school about their child's progress and other matters. There are detailed, termly reports and consultations with teachers as well as open access to teachers and school leaders. The complaints procedure is clear and appropriate.

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

The provision made in the Nursery and the Reception Class for children under five is good and it enables them to make consistently good progress in all aspects of their development. Staff are particularly effective in promoting the language development of EAL children. After a few months in Nursery most children can understand instructions given in English and they can talk to their peers and the staff in English. This is particularly important given that only one child in the Nursery Class and only three in the Reception Class are native English speakers. The safeguarding requirements of the EYFS are met and staff have a clear understanding of their roles and responsibilities.

The leadership and management of the EYFS are good. The EYFS leader is also the key stage 1 leader and this ensures that transition between the two key

stages is very effective. She provides staff with good support and guidance and ensures that they have access to any training and development which is available. She reviews key documents, ensuring that EYFS teachers have the means to check on children's progress and development and that they are able to provide additional support where necessary. The supervision of staff is well managed and rigorous. This effective leadership has ensured that all children behave well, often with levels of maturity and independence which are well beyond their years. The children are caring towards others and there is no bullying or discrimination. Equality and diversity are promoted. Relationships with parents are very positive and all staff act in the best interests of the children in their care.

The Nursery and Reception teachers work together very effectively so that there is clear progression from one year to the next. Teachers and teaching assistants have a very good understanding of the EYFS curriculum. Planning and the use of assessment are effective so the activities provided for children are very well matched to their needs and help them to make good and sometimes very good progress in all aspects of their development. The provision made for EAL children is exceptionally good so within a very short period of time nearly all children can speak English and understand instructions given by their teacher. This was seen in a lesson in Nursery when a small group of children were chatting in their home language. The teacher asked if they were speaking English, all children said that they were, with some blushing and embarrassment, and immediately continued their conversation in English. Given the ages of the children this is a significant achievement. The EYFS teachers work closely with parents to ensure that children, particularly EAL children, receive the correct support even if this means moving to another school which might better meet their needs.

The personal development, behaviour and welfare of children are major strengths of the EYFS. Children are very happy to be at school. They are kept safe through appropriate safeguarding arrangements. Staff provide very good role models through the courteous way they interact with children and with their peers. All children, even those at an early stage of speaking English, feel safe and secure because the staff ensure that they always have someone to help them. Classes are small and all children receive a great deal of care and attention from the staff. Children develop very good independent skills. They are confident and move around the classrooms independently accessing the resources that they need. They are interested in learning and their speaking and listening skills are very well developed so they will happily ask questions and discuss the answers they are given. Healthy eating and exercise are encouraged. Staff and children bring a rich variety of experiences to the EYFS and these are shared and celebrated so that children gain a good understanding of the diversity of society and gain respect for others.

Children make good progress in the EYFS. The teaching of EAL is particularly well developed. Children develop very high levels of concentration and they focus on their work for long periods of time. Their progress is regularly checked by teachers and support is provided for any children in danger of falling behind. Children with SEND are identified and supported. There is a well-structured phonics teaching programme so children in the Reception Class have a secure

understanding of letters and sounds. Children in the Nursery Class acquire a good pencil grip and can colour in within the lines. By the end of the Reception Year all children can form letters and most can write at least one sentence without support and many can do a great deal more than this. A minority of children can successfully attempt the spelling of more difficult words. Children's mathematical skills are good and they have a very good understanding of the world in which they live. Children in the Reception Class performed the story of The Gingerbread Man for their parents. The event was well attended and they had to memorise many words and actions. Every child participated and none were too shy or overwhelmed to perform. They were attentive and showed high levels of concentration. The words were clear and the children enjoyed the performance. Children in the EYFS are very well prepared for the next stage in their education.

## SCHOOL DETAILS

<b>Name of school:</b>	Wingate School Tenerife		
<b>National Registration Number (if applicable):</b>	38009448		
<b>Status of application:</b>	First Application		
<b>Local ages of compulsory schooling</b>	From: 6	To: 16	
<b>Age range of pupils:</b>	From: 3	To: 18	
<b>Number on roll (full-time pupils over 5):</b>	Boys: 199	Girls: 186	Total: 385
<b>(part-time pupils aged over 5):</b>	Boys: 0	Girls: 0	Total: 0
<b>Pupils aged under 5 (full-time):</b>	Boys: 20	Girls: 17	Total: 37
<b>Pupils aged under 5 (part-time):</b>	Boys: 3	Girls: 1	Total: 4
<b>Number of pupils (if any) registered locally as needing educational or medical support:</b>	Boys: 0	Girls: 2	Total: 2
<b>Address of school:</b>	Calle Mirador de la Cumbrita 10 Cabo Blanco 38626 Arona Santa Cruz de Tenerife		
<b>Telephone number:</b>	+34922720102		
<b>Email address:</b>	<a href="mailto:theoffice@wingateschool.com">theoffice@wingateschool.com</a>		
<b>Website address:</b>	<a href="http://www.wingateschool.com">www.wingateschool.com</a>		
<b>Name of Headteacher:</b>	Mr C Macrae		
<b>Name of Proprietor:</b>	Mr J Green		
<b>Date and type of last BSO inspection (if any):</b>	First 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).**