

Inspection Report



School name:Dallington School

Address : Ronda de Sobriel 20, Parque Conde de Orgaz,

28043, Madrid

Date of Inspection: 3rd June 2016

Inspection Team:

(Lead) Gill Kaye

(Team) Andrew Beavon

Overall Recommendation:

- The school is recommended for full authorisation for six years to teach pupils from Early Years Foundation Stage (EYFS) to Year Two and authorisation for two years for Key Stage Two. The school has an overall capacity for 352 pupils in the two buildings.

INSPECTION REPORT OF DALLINGTON SCHOOL, MADRID.

LEAD INSPECTOR : GILL KAYE

TEAM INSPECTOR : ANDREW BEAVON

DATE OF INSPECTION : 3RD JUNE 2016

OVERALL RECOMMENDATION :

The school is recommended for full authorisation for six years to teach pupils from Early Years Foundation Stage (EYFS) to Year Two and authorisation for two years for Key Stage Two. The school has an overall capacity for 352 pupils in the two buildings.

HISTORY OF THE SCHOOL.

1.1. The school was established in September 2015 by two sisters, both qualified teachers and psychologists.

1.2. There are 66 children in the school and all of them are Spanish.

1.3. The building is in a beautiful green environment on the outskirts of Madrid. Its gardens have abundant trees and secluded areas which provide shade for small group activities.

ACCOMMODATION AND RESOURCES.

2.1. The school is a good quality learning environment. The outside area has ample space for the provision of outdoor activities for the EYFS curriculum and for children to play safely.

2.2. The classrooms and corridors are large, bright and beautifully decorated with children's work, creating a happy learning environment for staff and pupils.

2.3. The accommodation has staff areas for classroom preparation and meetings as well as for relaxation.

2.4. Each classroom has a smart board connected to a computer which children freely use as an aid to learning. There are plans to purchase twenty mini pads to be shared among the children in the various classrooms to extend opportunities in technology.

2.5. There are ample resources to allow for the delivery of the EYFS curriculum, including practical work.

2.6. There is a very attractive library area with fiction and non fiction reading material where children can engage in independent learning and reading for pleasure. This area has examples of current topic work and creative craftwork which the children have produced.

2.7. There is a new building five minutes walk away which will house the Key Stage Two intake next September. The building has two floors with six good sized classrooms, a dining room, an indoor physical education area and offices.

HEALTH AND SAFETY.

3.1. The school is a very safe and clean environment.

3.2. There is one first aid trained teacher.

3.3. All staff have current police checks and are suitable for employment with young children.

3.4. Fire drills are carried out once a term. A report is written on the effectiveness of the drill and targets set for the subsequent practice.

CURRICULUM.

4.1. The Spanish and English departments complement each other and are well coordinated. They share similar methodology and approaches to learning.

4.2. French is introduced as a third language from reception age. It stimulates interest and passion for learning a foreign language from an early age.

4.3. Music is taught well by a primary teacher and includes violin technique.

4.4. All children have at least three hours each week of physical education. Teachers observe individual children and plan ideas for next steps of development. Break times are also used to encourage physical development and skills including climbing and handling balls.

4.5. Extra curricular activities complement the curriculum with activities such as dance, robotics and communication skills. Many children participate and enjoy the wider curriculum.

4.6. There is a whole school approach to personal, social and health education (PSHE) to develop the qualities and attributes pupils need to thrive as individuals and members of a group. Topics covered include conflict resolution and communication. Parents often join in discussions and learn alongside their children. Assemblies and house groups promote values such as sharing, global awareness, thinking and communication skills.

4.7. In the EYFS, appropriate coverage is given to all areas of learning including language and mathematics, which are taught on a daily basis in line with good British practice.

4.8. In Key Stage One (KS1) appropriate time is given to language and mathematics. Other subjects are taught through topic work. Topic is delivered in a motivating manner and children are inspired by the teaching. Individual children were very keen to explain how and why they constructed a book display in the library and discussed the books they had read. They want to read. Chess lessons are introduced from year one.

TEACHING AND LEARNING.

5.1. Teachers set high expectations for behaviour and these are met by all the pupils. Children are very happy to share resources and help each other to learn in group situations.

5.2. Teacher pupil relationships are positive and contribute to a purposeful and inclusive learning environment.

5.3. Ancillary staff are deployed appropriately and support teaching and learning very well. They make a significant contribution alongside the teacher ensuring that every pupil succeeds. A small group were taken out of one lesson by an assistant who effectively reinforced basic sounds to children who had only been in the school a short time.

5.4. Lesson objectives are communicated clearly to the pupils and reinforced throughout lessons and activities. Children explain what they hoped to learn by the end of the lesson. Pupils demonstrate good knowledge and understanding of what is being taught and make good progress in most lessons. The atmosphere in classes is calm and productive.

5.5. The teaching in the EYFS ranges from good to very good and overall is good. Where very good, lessons are engaging and pupils confidently discuss their learning, understanding and progress. In some independent learning activities pupils are less focused and therefore progress is more limited. In Key Stage One (KS1) teaching overall is very good. Questioning challenges the children and allows teachers to assess progress. The level of challenge is realistic and well matched to individual pupil levels.

5.7. Adults tell the children clearly how well they are doing. Reporting to parents takes place termly and is based on regular assessment of pupils' learning. EYFS children contribute to the assessment of their own progress. For example, one child had written in their book "I can cut using scissors" and this was accompanied by an example and a photograph.

5.8. English is used consistently throughout the school and is reinforced by teachers and support staff.

6. LEADERSHIP AND MANAGEMENT.

6.1. The leaders of the school show vision, a clear sense of purpose and high aspirations for the future of the school.

6.2. The two leaders work alongside an educational consultant who forms an effective part of the leadership team. Together they provide clear vision, a sense of purpose and inspiration to staff and pupils.

6.3. Classroom observations are an integral part of the self review system and staff find the feedback positive and helpful. It is also used to track the impact of the management system and for staff development.

6.4. Managers observe the school in action to provide ideas for further improvement in the development of the school. Issues such as the use of display and how to handle discipline have been highlighted. After school meetings address these issues and teachers are complimentary about the impact on teaching and classroom management.

6.5. Professional development includes weekly sessions led by the educational consultant as well as by outside providers. This has an impact on effective teacher performance in the classroom.

6.6. The self review system involves staff, parents and pupils. There are parent workshops to show the different aspects of the British curriculum and how parents can be involved with student follow up work at home. The children are encouraged to help their parents to learn the English language so that they can be more involved in their education.

RECOMMENDATIONS FOR FURTHER IMPROVEMENT.

- increase the provision of computers in order to ensure full delivery of the curriculum for Key Stage One.

- set clearer expectations for what children in the EYFS are expected to do and maximize the learning in the tasks given to them.