

Dallington School

Aysa site: Castillo de Aysa, 8. Madrid 28043.

School's regional authorisation number: 28076678

Date of Inspection:

16th February 2024

Inspection Team:

David Russell (Lead Inspector)

Judith Aelberry (Team Inspector)

Reason for the Inspection:

To assess the school from Year 10 to Year 11 for renewal of the current authorisation as **British** and to authorise expansion into Year 12.

Overall Recommendation:

The school is recommended for authorisation from Year 10 (*14 years old*) to Year 11 (*15 years old*) for 75 pupils, and to extend its provision to Year 12 (*16 years old*) for 25 pupils, for a period of 2 years.

The Aysa site has a capacity for 500 students in total across primary and secondary year groups. The school has capacity across its two sites for 680 students.

The next inspection is due in *March 2026*.

*Schools are **authorised** by regional authorities after **inspection** by NABSS (or another recognised inspection service) and **certification** by the British Council.*

Schools should not refer to themselves as being authorised by the British Council, NABSS nor any other inspection service. Schools must not use the logos of any of these organisations in their publicity. NABSS member schools may use the NABSS logo.

N.B. A NABSS inspection does not infer membership of the Association. Authorised schools may apply for NABSS membership.

History and Context of the School:

Dallington school opened its doors in 2015 and currently has 481 students on roll. The school has two separate sites. The Early Years and Foundation Stage is housed on the Sobradiel site. Primary and secondary sections are based on the Aysa site.

Dallington school is currently authorised as a British school for children from nursery age up to Year 9, with the next inspection due in March 2026. It is also authorised for Year 10 and 11, with the next inspection due in March 2024. The Sobradiel site has a capacity for 180 students and the Aysa site has a capacity for 500 students.

The purpose of this inspection is to assess the school for continued authorisation of Key Stage 4 (KS4) and for its expansion into Key Stage 5 (KS5).

Accommodation and Resources:

The school has very good accommodation and resources which consistently enrich learning.

KS4 classrooms are housed on the upper floor of the main school building, a converted four-storey villa with impressive views and modern design. Classrooms are of suitable size, have appropriate furnishing and good lighting. Each room has integrated technology with digital screens linked to teacher computers. Each subject has its own room, with students moving efficiently from one subject base to another. Specialist facilities for art and science are appropriate for the current class sizes, with practical resources of sufficient and good quality.

The outdoor recreation area is safe and comfortable. A football and volleyball court is used for physical education (PE), which is also taught off-site once a week in a local sports complex. The school has a large dining room and toilet facilities are appropriate and accessible. The assembly hall provides a space for external examinations. The staff preparation area is small, but sufficient. The quality of displays around the school is exceptional, celebrating pupil work, creativity and the school values. Varied and stimulating teaching resources are used for learning and assessment.

Students bring their own personal computers which are used for the study of information and communications technology (ICT). The use of technology to enhance learning across the curriculum is however limited as students do not routinely bring devices to lessons.

Health, Safety and Welfare:

The school site is very well maintained, meeting the expected standards regarding the health and safety of the students and staff. Effective arrangements are in place to safeguard the welfare of students.

The students feel safe in the school, commenting that staff are approachable and caring. Policies relating to anti-bullying and safeguarding are in place. Appropriate child protection checks for adults working with children are undertaken. There is adequate supervision at break times and access to the school at the start and end of the day is well managed. Accident procedures are understood by pupils and staff.

Evacuation routes are displayed in all areas of the school, with fire extinguishers positioned strategically. Regular fire evacuation practices are carried out.

The Curriculum:

The school provides a relevant, broad and balanced curriculum which is clearly based on the National Curriculum (NC).

The curriculum design ensures imaginative, age-appropriate, and effective learning opportunities for students. Adequate time is dedicated to both British and Spanish curriculum subjects, enabling pupils to deepen their understanding and knowledge in each. Teachers adapt their plans to cater for the needs of the students. English is the language of instruction, fostering the development of speaking and listening skills across all subjects. The range of IGCSE option subjects offered is sufficient. As part of the wider curriculum, students experience a programme of cross-curricular projects helping them to develop independent learning skills and critical thinking. Students enjoy reading, but outside of the English curriculum it is not facilitated. The library provision for KS4 is limited and there is no structured reading programme for students.

Significant support is provided for students with learning difficulties and classroom learning is highly personalised making it appropriate for them. Individual education plans are developed for students and teachers are provided with strategies and assistance with developing suitable resources. Teachers provide extension work to challenge the more able students, but this is not systematic and therefore provision is not guaranteed.

The school ethos and British values are reinforced by a personal, social, health and economic education (PSHE) programme. Careers guidance for Year 10 students involves individual advice from school staff and direct links with experts from the wider school community and the world of work.

Staffing:

Staff are well qualified and experienced. They are committed to the school and retention is good.

Teachers are deployed effectively to provide specialist teaching across the curriculum. Additional teachers are used effectively to support student learning in English and mathematics lessons, referred to as co-teaching. Co-teachers

significantly improve the student experience by providing individual and small group attention in lessons.

Teachers are involved in regular professional development focused on improving student learning and to prepare them for the new courses that they are teaching. Teachers have the opportunity to contribute to the development of school policies and procedures.

Teaching and Learning:

The overall standard of teaching is very good and as a consequence students are making good progress across all subjects. All observed lessons were good, with a significant proportion of examples of outstanding practice.

Teaching is consistently of a high quality and this leads to the deepening of students' knowledge, understanding and skills. Teachers demonstrate a real clarity of instruction and explanation, which is a result of secure subject knowledge. Lessons are planned with clear objectives and are well-structured. Classroom activities are carefully selected, ensuring that they are appropriate for the different needs of the students. A wide variety of resources and strategies is used to engage and motivate the students who show interest and enthusiasm at all times. Classroom activities involve considerable dialogue and students' spoken English is impressive. Students have the opportunity to work collaboratively in most lessons and do so productively. Positive relationships between teachers and students around the school are evident, which promotes good attitudes and behaviour.

In a Year 10 mathematics lesson, pupils were challenged to use their knowledge of Pythagoras theorem to solve a puzzle. Students worked together whilst the teacher and the supporting teacher circulated providing guidance as necessary. The task became progressively more challenging as the students worked through it, which served to maintain student interest and sense of achievement. The review of the solution to the puzzle was student led and well-paced ensuring a smooth transition to the main lesson activity which was a development of the geometrical skills used in solving the puzzle. Through effective questioning, the teacher drew out explanations from different members of the class, involving a wide range of students and consequently ensuring high levels of participation and full class engagement with the topic. The students demonstrated a desire to learn throughout the lesson. The resources used in the lesson were appropriate and varied, including worksheets with different levels of challenge, presentations and a 'what happened next' video.

In a Year 10 English lesson, students were guided skilfully by the teacher to use their previous knowledge of a different literary text to develop their ideas. Astute questioning encouraged students to deepen their understanding of the text, *To Kill a Mockingbird*, and produce high quality responses to IGCSE level questions. Students worked efficiently in groups, critiquing each other's responses and helping each other to improve. High levels of engagement were seen throughout the activity and all groups enthusiastically participated in the

feedback session. Oral and written feedback from the teacher encouraged the students to further reflect on their work and promoted independent thinking.

Assessment:

A regular programme of appropriate testing informs teaching. Effective strategies are used by teachers in lessons to gauge student understanding and progress, but there is an inconsistent approach to marking students' written work. There are examples of very good practice with teachers' marking providing students with the next steps in their learning, but this is not evident in every subject and therefore students do not always know what action is needed to improve their current working level. Pupils self-assess and assess each others' work regularly and are able to comment accurately on its quality.

In all subjects, IGCSE examination materials are used to familiarise students with the type and style of assessment that they will undertake at the end of KS4. Effective analysis means that teachers are aware of the levels that the students are working at, which allows for effective differentiation to be planned into lessons. The school has recently undertaken standardised aptitude testing, which allows attainment to be compared objectively. The reliability of internal subject assessment can therefore be judged and appropriate improvements made.

Student achievement is good across the curriculum as a consequence of good teaching and the students' high levels of effort. Progress in English and mathematics is very strong, with students demonstrating excellent understanding, skill and confidence.

Spiritual, Moral, Social and Cultural Development:

The students consistently demonstrate positive attitudes and excellent behaviour in lessons and around school. They are enthusiastic about all aspects of school life and show a desire to learn.

The students are very proud of their school and feel supported by their teachers, who always make themselves available to help. They develop positive relationships and self-confidence. Students feel safe in school and enjoy themselves.

The values of effort, perseverance and enthusiasm, permeate every part of the school and are universally adopted by all members of the community. Teachers act as positive role models for students, who recognise that they are listened to. Values are reinforced through the PSHE programme and assemblies.

Leadership and Management:

The school leadership is highly effective and has a clear, shared vision for the school. The quality of education is excellent due to the high aspiration and commitment of the leaders and managers.

The school leaders are aware of the school's strengths and weaknesses. They prioritise developments which have most impact on student outcomes. Strategic planning for future needs is evident. Teachers are positive and motivated by their leaders. Leadership is knowledgeable, but also willing to listen to teachers' ideas and opinions. Teachers feel that they are involved in the school's development. The school runs smoothly and is well organised.

Response to the previous inspection report:

The school has responded very well to the recommendations made in the previous inspection report.

Teachers feel supported by school management and are now more involved in the school's development. New members of staff are fully integrated into the teaching team and staff retention is good.

There is full coverage of the National Curriculum and the teaching and learning of spoken English continues to be good.

Recommendations:

Recommendations to address before the next inspection are to:

1. Make marking more informative for the pupils and more consistent across subjects so that they see clearly what they have done well and what they need to improve.
2. Continue to foster the currently excellent standards of teaching, learning, student progress and wellbeing.