

HANDBOOK

FOR THE INSPECTION OF

BRITISH SCHOOLS IN SPAIN

Madrid

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The NABSS Framework for Inspection of British Schools in Spain

1. The Basis for Inspection by NABSS

The authorisation of British schools in Spain is governed by Royal Decree 806/1993, which specifies that schools must satisfy the legal requirements laid down in the country of origin and that the education received by the pupils be officially valid for that country. The main purpose of inspection by NABSS is to ascertain whether a centre should be recommended for authorisation or have its authorisation as a British school in Spain revalidated. To comply with the Spanish decree, the school must have acceptable facilities and offer a British education based on the National Curriculum, taught by suitably qualified staff and using accepted methodology and teaching resources. Before authorisation can be granted by the Spanish authorities, satisfactory compliance with the decree has to be certified by the diplomatic representative for British education in Spain. This is the responsibility of the British Council's Director in Spain who acts as Cultural and Educational Counsellor for the British Embassy in Madrid.

2. The Nature of Inspection

The inspection will normally comprise **at least** a one-day visit by **at least** two senior NABSS representatives (Head Teacher/ Deputy Head Teacher/or equivalent senior manager). Schools are at liberty to ask for one member of the team to be an inspector from a UK authorised agency, who would replace one of the NABSS representatives. The actual inspector will be proposed by the Monitoring Committee, subject to the school's agreement, and the extra expense will be met by the school concerned. The team will assess the quality of the school's performance and organisation, in all existing age groups, in the areas detailed below and send a recommendation to the Director of the British Council. The Director will issue the certificate recommending authorisation, if appropriate, for submission to the relevant Spanish authorities. A report of not more than four A4 pages will be sent to the school describing the main findings, the recommendation and, where appropriate, suggested points for action. A copy of the report, with the evidence base, will be forwarded to the Monitoring Committee (see below). The actual evidence itself will be kept by the inspectors concerned for a period of 12 months in case of appeals. The Monitoring Committee will have the right to call in such evidence if required.

Schools will be inspected on a six-year cycle, unless there is a significant change in the school's circumstances which warrants a re-inspection (see section 9 below). Schools are obliged to inform the monitoring committee of changes as defined in section 9. The inspection will either be requested by new schools requiring authorisation or scheduled for authorised schools by the monitoring committee.

The inspection system itself will be subject to a review by the Association after a period of three years.

3. The Inspection Process

The inspection is designed to provide an objective report and recommendation to the British Council and the Monitoring Committee in order to fulfil the legal requirements for official authorisation and to support the development and improvement of the school.

The inspection will fundamentally report on:

- The kind of education provided
- The breadth and balance of the curriculum
- The quality of teaching and learning
- The standard of facilities and resources
- health and safety procedures
- The quality of management
- The qualifications, training and deployment of staff.

4. Code of Conduct

Inspectors will adhere to a code of conduct outlined below:

- Inspectors will carry out their work with professionalism, objectivity, integrity and politeness
- They will take into account the specific aims and objectives of the owner/s
- They will assess the school objectively
- They will report honestly and fairly
- Their report will be clear and concise
- They will respect confidentiality with regards to all information, written or verbal
- They will act in the best interests of the pupils and support the development of the school
- They will take into account the declared aims & objectives of the school

5. Monitoring Committee

The monitoring committee will comprise two NABSS members (who will be trained inspectors elected by the National Executive Committee), a British Council representative and a member of an outside inspection body. Members will serve on the committee for a period of two years, renewable for a further two years. After this period, continuance on the committee will be at the discretion of the National Executive Committee. The Chairperson will be elected by the Monitoring Committee and the British Council representative will have a casting vote in the case of tied voting on any issue. The committee will meet at least twice a year to:

- Draw up the programme of inspections and allocate teams
- Consider inspection reports for fairness, effectiveness, reliability
- View the recommendations
- Consider action points or action plans and monitor schools' responses, where appropriate
- Deal with any complaints
- Decide on any further action (e.g. follow-up visits)
- Conduct appeals
- Bring forward inspections when there is evidence of concern that standards have deteriorated since the last inspection
- Identify inservice training needs through the analysis of reports and make recommendations to the Executive Committee.

The Monitoring Committee will have sight of all reports and recommendations and the evidence base for inspections.

N.B. In the event of a NABSS member relinquishing this position during the term of office, the Executive Committee will co-opt a suitably qualified replacement

6. The Selection of Teams

The Monitoring Committee will compile a list of registered inspectors. They will be senior staff who have:

- Been employed previously as inspectors by a recognised UK agency , and/or
- Participated in approved NABSS training for inspectors.

The teams will be selected by the Monitoring Committee, taking into account the balance of the team, the geographical location of the school (in order to minimise costs to the school and to avoid possible conflict of interest), the experience of the team members, and the specific characteristics of the school.

A 'mentor' will be provided for new inspectors. One team member will act as lead inspector, responsible for the organisation before, during and after the inspection visit, including the writing up of the report.

The school will be informed of the composition of the team and will have the right to veto membership. Any changes in composition will be effected by the Monitoring Committee or - if time does not allow - by the Executive Committee.

7. Information and Evidence

The standard range of evidence will include:

- Statement of ownership of school (e.g. private owner, co-operative etc.)
- A curriculum analysis defining subjects taught, periods, group sizes, options, setting etc.
- Staff qualifications and deployment
- Recent staff development
- School development plan, where available
- Sample schemes of work
- Sample policies in key areas
- Review of facilities and key resources
- Sampling of children's work
- Discussions with staff and pupils

8. The Report

The lead inspector will be responsible for writing up the report and communicating judgements and findings to the school, the Director of the British Council, Spain, and the Monitoring Committee. These judgements and comments will be based on the inspection schedule (see below). The inspectors will report orally to the head teacher/owner at the end of the visit on the key findings and the recommendation to be made.

A brief statement on the specific characteristics of the school will preface the report. The main body of the report will include the team's findings and judgements in the areas contained in the Inspection Schedule. The final section of the report will contain

recommendations to the school and the official recommendation for authorisation to the British Council.

a) In the recommendations to the school, a distinction will be drawn between those which must be met for continued authorisation to be recommended and those which are for the school to consider as part of its development. The report will make clear in which way implementation will be monitored. In some cases, a follow-up visit will be appropriate; in others, documentary evidence will suffice.

b) The report will conclude with one of four possible recommendations:

1. Recommended for Full Authorisation (with possible suggestions for further improvement/development). In this case a Letter of Recommendation for Authorisation will be sent to the school by the British Council.
2. Recommendation for Full Authorisation for a reduced period (one or two years). In this case, there will be points for action in the report, leading to an action plan being submitted by the school.
3. Recommended for Temporary Authorisation (maximum period of two years). In this case measures for action will be specified.
4. Not Recommended for Authorisation. In such cases specific measures for action will be detailed and the school will be obliged to forward an action plan to the Monitoring Committee. A further inspection visit will take place within an agreed time-scale (normally one year), conducted by one of the original team and one other inspector.

9. Action Plans

Where action plans or action points are required, they will be sent to the Monitoring Committee via the British Council and passed on, with comments, to the lead inspector. If unsatisfactory in the opinion of the Monitoring Committee and the lead inspector, the Action plans will be returned to the school with the deficiencies indicated. The plan must be re-submitted within one month.

10. Significant Change.

A school will require a further visit before the end of the six-year cycle in the event of:

- a) Change of school premises. This would apply if the whole school or one section of the school were to move into another building (e.g. a new Primary building). In this case the visit would essentially focus on an inspection of the premises.
- b) Expansion of the age range. This would apply, for example, if a school were to expand from Primary into Secondary between inspections.
- c) Major change to the curriculum or staffing which significantly affects the British nature of the school. A change of headship in itself will not necessarily warrant a re-inspection.

11. Complaints

If there were a significant number of parental or other complaints about the general performance of a particular school, these would be considered at a meeting of the Monitoring Committee. Should the Monitoring Committee consider that such complaints call into question the main findings of the previous inspection, and following discussion with the school concerned, the Monitoring Committee may consider an interim inspection necessary.

The Inspection Schedule

1. Application for Authorisation

Schools wishing to be authorised should apply by letter, as early as possible, to the Monitoring Committee at the following address:

Inspection Monitoring Committee, The British Council, c/ Gral. Martinez Campos 31, Madrid 28010.

Schools needing re-authorisation on a 6 yearly basis will be contacted by the lead inspector at least one month in advance in order to agree dates for the inspection visit.

2. Pre-Inspection Documentation

Schools are required to submit the following documentation at least 3 months before the inspection:

- Legal documentation confirming the ownership and status of the school
- Prospectus
- Staff list and qualifications
- List of recent staff development
- Curriculum information to include subjects taught, periods/time allocated to them, public examinations /tests taken and recent results achieved by pupils, format for teacher planning and schemes of work, school and class timetables
- Other standard documentation issued to parents
- Head Teacher's statement using the official form provided (Form H1)
- School Development Plan, where available

3. Documentation to be available during the Inspection

- School and departmental policies (academic, disciplinary, pastoral etc.)
- Samples of pupils' work, at least at each key stage in the core subjects
- Individual lesson plans for the day (available in classrooms)
- Staff Handbook, where available
- Staff job descriptions
- Samples of recording and of reporting to parents
- Statement of procedures for health and safety

4. On site Inspection

The inspection will last at least one whole day, including one hour before and after the normal school day.

The inspectors will need to visit the whole site, observe as many classes as possible and speak with some staff and pupils. The lead inspector and the Head Teacher will agree the detailed timetable of the visit.

The visit will end with informal feedback to the Head Teacher and, if appropriate, the owner, and with verification of factual data.

5. After the Inspection

a) Recommendation

By the end of the week following the inspection, the lead inspector will submit a letter of recommendation and draft report to the Director of the British Council, Spain , who will issue a certificate accordingly to the school concerned, normally within 2 weeks.

b) Report

Within one month of the inspection visit, the lead inspector will send a draft of the report to the school for them to check matters of factual accuracy.

The final report will then be sent to the Monitoring Committee, the Director of the British Council, Spain , and the school concerned. It will also be made available at the appropriate time to the members of the revisiting inspection team. The school is at liberty to publish the report to the staff and parent body, but only in its entirety. The school must not use any part of the report for publicity purposes.

6. Responsibilities of the school inspected

- The school is required to give full co-operation to the visiting inspectors before and during the visit
- The school is required to fund the full cost of the inspection to include transport, hotel accommodation(up to two nights),meals, costs incurred by other schools for the release of inspectors (e.g. teacher cover), administrative and any other sundry expenses (which will include shared costs of the Monitoring Committee and those of the visiting outside inspector, where appropriate).

Pre-Inspection Documentation/Preparation

In order to prepare as thoroughly as possible for the inspection of your school, we should be grateful if you would

a) send the following information/documentation to the lead inspector:

- a brief statement of ownership of the school
- a curriculum diagram(if relevant) for the secondary school showing subjects, periods, teacher deployment
- the enclosed forms completed
- a copy of your latest development plan
- a list/account of recent staff development courses
- the school timetable
- the school brochure/prospectus

b) Arrange for the following information/documentation to be available for the inspection:

- Sample schemes of work for Primary and Secondary, as appropriate
 - i) 2 examples from each key stage of Primary
 - ii) Examples of schemes in the core subjects for Secondary
- Sample policies to include whole school issues such as assessment, discipline
- Health and safety policy and procedures and confirmation the school has complied with legal regulations.
- Staff Handbook
- Example of methods of recording assessment and of reporting to parents
- Subject policies in the core subjects
- Examples of pupils' work in each key stage for the core subjects (3 different levels of ability in each case).

Form PI 2

The Curriculum

(a) Teaching time

Please indicate the total teaching time each week

Full-time pupils		
	Hours	Minutes
Nursery		
Reception		
Key Stage 1		
Key Stage 2		
Key Stage 3		
Key Stage 4		
Years 12/13		

(b) The National Curriculum

For each year group in your school, please estimate the total teaching time per week spent on each of the subjects of the National Curriculum, plus any others taught.

	LIT/EN	NUM/MA	SC	SP	ICT	RE	AR	DT	GG	HI	ML	MU	PE	OTHER
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														
Year 6														
Year 7														
Year 8														
Year 9														
Year 10														
Year 11														
Year 12														
Year 13														

The school is welcome to offer further details of any specific curricular arrangements, e.g. options or combined/separate sciences etc. in Key Stages 4 and 5.

Form PI 3

Key Indicators

Please provide summary statistics for end of key stage tests and external examinations.

Form H 1

Statement from the Head Teacher

The boxes provided can be used or you may use separate sheets.

A brief history, and main characteristics of the school

What specific support do you offer groups (e.g. language support, SEN)?

What guidance and support procedures/structures are in place?(e.g. careers, university, PSHE etc.)

How does your school keep track of pupils' progress and achievement?

Outline the management structure of your school (Academic/Administrative/Financial). What forms of management appraisal exist?

Describe communication and other links with parents

What are your school's main educational priorities and targets? How were they decided?

What further points do you wish to make which would help the inspectors understand the special nature of your school?

Form H 2

Social Demographic Data (as at beginning of the term in which the inspection takes place)

Number of children in school	
Number of Boys	
Number of Girls	

Year Group	Boys	Girls
Nursery		
Reception		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

TOTALS

Nationalities represented in the school (main 5 in percentage order)

Nationality	Percentage

Appendix

Criteria for reporting

1. The School Curriculum

1. Does the school provide a broad range of worthwhile opportunities which meet the interests, aptitudes, and particular needs of pupils?
2. Is the curriculum essentially British?
3. Are the requirements of the National Curriculum being satisfied?
4. Are there effective strategies for the teaching of literacy and numeracy?
5. Are there effective strategies for the teaching of English as an additional language?
6. Is there a range of extra-curricular provision?
7. Does the school provide for personal and social education?

2. Accommodation and resources

1. Are the buildings and grounds suitable for their purpose, within the context of British education, and adequate in terms of provision, quality and condition?
2. Do the facilities support the British curriculum adequately and contribute positively to the pupils' welfare?
3. Are the range, quality and availability of resources appropriate for the age range of the pupils concerned and are they used effectively to support learning?

3. Leadership and Management

Do leadership and management ensure clear direction and support development and high standards?

Is there a clearly defined management structure, along British lines?

Are there clear aims and values?

Is there a shared commitment to British education?

Are staff involved in decision-making and school development?