

Inspection Report



Name and Address of School:

The English Montessori School of Madrid (TEMS)
Calle de la Salle 2-B
Aravaca
Madrid 28023

School's Regional Authorisation Number: BOE-A-1998-23870

Date of Inspection: 8th June 2018

Inspection Team: Alan Taylor (Lead)
Adrian Massam (Team)

Overall Recommendation:

The school is recommended for authorisation from Nursery (age 3) to Year 11 (age 16) for a period of 4 years for 850 pupils.
The next inspection is due in June 2022.

Reason for the Inspection:

The school requested a reauthorisation inspection. The school was last inspected in January of 2012 when authorisation was given for pupils from Nursery to Year 11.

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.

About the School:

The English Montessori School is a private co-educational school on the outskirts of Madrid. It aims to combine the advantages of the British curriculum and the Montessori method of teaching. Although most students are Spanish, many other nationalities are represented. The school has been in operation since 1973. In 2000, the first cohort of pupils completed the British programme up to the end of Key Stage 4.

The school was acquired by the Cognita Educational Group in September 2016. A new purpose- built infant (Nursery to Year 2) building is almost finished and will be operational from September 2018.

Accommodation and Resources:

The school provides adequate accommodation to support learning. Classrooms are generally of sufficient size, suitably furnished and well resourced. Whilst being compliant with legal requirements, the size of the science laboratories and some primary classrooms restricts opportunities for practical activities with larger classes. Practical activities are prepared within teaching laboratories and a preparation room would help to facilitate this activity.

Library resources are dispersed throughout the school. However, a centralised library space would provide better resources for independent study.

Outdoor play and sports facilities are good and there are sufficient dining and toilet facilities as well as spaces for staff to work together. Lifts positioned in both buildings enable access to all classrooms for people with restricted mobility.

A lack of direct access to outdoor learning space limits physical development and opportunities for students to learn through play in Early Years Foundation Stage (EYFS).

Resources are effectively deployed to support learning, with the exception of music where instruments could be used more effectively for larger classes.

The learning environment is enhanced by good quality and attractive displays which celebrate pupils' work and achievement, and also provide good sources of information.

Health, Safety and Welfare:

The school site is secure, and entrances are well supervised by teaching and site staff. Movement is orderly and this supports a positive learning environment. Students feel safe and cases of bullying are low. If incidents arise, students are confident that clearly identifiable school staff will respond effectively. Detailed evacuation plans are in place and notices throughout the school ensure awareness of routes and routines.

Relationships between the students at social times are positive and the atmosphere is calm

and friendly. A full-time school nurse, based in a well-resourced medical room, responds effectively to medical emergencies and potential risks are carefully monitored. As a result, cases of injuries are low.

Rigorous risk assessment and safeguarding policies and procedures are in place. The safeguarding team makes sure that both staff and students are clear about their responsibilities.

The Curriculum:

The school offers a broad and balanced curriculum for its size and fulfils the requirements of the English National Curriculum. Examination performance at Key Stage 4 is strong. There is a good range of optional subject courses that lead to IGCSE qualifications. Planning is detailed and done collaboratively across the school. This leads to consistent delivery of lessons in all subjects.

Lessons are delivered in English and Montessori methodology is well integrated into the English curriculum. Students develop a good command of the English language throughout the school.

The primary personal, social and health education (PSHE) curriculum is well delivered and evaluated, ensuring that students gain relevant social and emotional skills. Students value other enrichment activities including work experience, visits outside the school, and extended trips. They particularly value opportunities offered to work within and for their local community. For example, Year 9 students recently gained useful social awareness whilst celebrating World Environment Day by selling re-useable bags in school.

Staffing:

Staff are suitably qualified and experienced to deliver the curriculum effectively and recruiting practices are effective in reducing any safeguarding risks.

Professional development training has resulted in safer practices and improved the quality of teaching and learning in targeted areas. Online training opportunities help staff to develop their practice.

Teaching Assistants (TA's) work effectively to support and extend individual progress. They understand their students and respond well to specific needs. A lack of TA's in Key Stage 2 lessons limits the support of individual needs. As a result, not all pupils make the progress they could.

Higher staff turnover in the secondary science team has recently affected the consistency of teaching. Students are keen that more stability is established to help them maintain good progress. The school is taking measures to monitor progress and mitigate against potential impact on learning.

Teaching and Learning:

In the secondary section of the school, teaching and learning are consistently good and sometimes outstanding. In good lessons, well planned activity motivates students who make good progress. Teaching methods promote plenty of interaction and participation. Learning is based upon strong relationships and students feel challenged and supported.

In the primary and EYFS classes, teaching and learning are mainly good. Occasionally, lessons are not challenging enough, or inadequate use of resources results in some pupils not having sufficient opportunity to make progress. Science practical work is sometimes limited by time and physical space constraints. Where present, the TAs work closely with teachers to provide support and challenge for all abilities.

All students are well motivated and behaviour is good. They value their learning and are very positive about the school. They appreciate having a clear voice through the school council although they feel that suggestions could be more swiftly acted upon. Students in primary would like to get more involved in the school council and older students would like to support their younger colleagues more in lessons.

Assessment:

IGCSE results are very good, except for art. The school understands this and is acting to improve performance by addressing training needs to ensure students make better progress.

Pupils with special educational needs, including gifted and talented pupils, are effectively identified and guidance for teaching them is detailed. However, too few TA's are available to support these pupils effectively.

The assessment of pupils' work sometimes lacks consistency and detail. As a result, some students do not understand what they need to do to improve and would benefit from clearer feedback to guide improvement.

Leadership and Management:

Leadership is effective and well evidenced by the high standards of attainment and the development of a safe and supportive environment. New ownership has further improved many aspects of the school, especially those related to health and safety and safeguarding. The quality of communications with the parents is very good and consistently positive messages reinforce the schools aims and ethos.

Senior leaders have a good understanding of the strengths and weaknesses of their teams and have good capacity to plan and lead improvements in learning.

Systematic performance management effectively adds rigour to professional dialogue

between staff and their managers. It helps all staff to focus upon a shared vision of the school's aims and identify individual needs and expectations.

Response to Previous Report:

Recommendation to increase library book resources.

These have been increased but are not yet housed centrally.

Recommendation to increase the number of teaching hours in Year 9 science.

This is no longer considered necessary as the total number of science teaching hours throughout secondary is sufficient and historic IGCSE results are good.

Recommendations for further improvement:

- Increase the use of suitable outdoor learning spaces to improve the learning of physical skills in the EYFS.
- Ensure that there are sufficient support staff in Key Stage 2 to respond more effectively to individual learning needs.
- Improve the feedback to students on their progress and give them more guidance about how to do better.
- Reduce the recent high turn-over within the secondary science team.