

Instituto Espanol Canada Blanch

317 Portobello Road, London W10 5SZ

Inspection dates

3–5 July 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and the proprietor have not ensured that all the independent school standards are met.
- Safeguarding regulations are not met. The school's work, including staff training, fails to promote safeguarding and pupils' welfare at all times.
- The early years and sixth-form provision are inadequate. Leaders have not ensured that the relevant standards are met.
- Procedures for checking persistent absence and pupils' destinations are not rigorous enough. Leaders do not have accurate information about pupils who are absent for long periods and when they leave the school.
- Pupils' personal development and welfare are not good enough. Pupils learn about some aspects of personal safety but this is not wide-ranging. For instance, not all pupils are aware of the risks associated with radicalisation and extremism.
- A few pupils, particularly the most able, are not making the progress of which they are capable because their work lacks challenge.

The school has the following strengths

- The curriculum is academically rigorous. It is effective in promoting pupils' learning of the Spanish and English languages and cultures.
- Pupils are confident and behave well. They value the guidance they receive from their teachers to achieve their best.
- The quality of teaching, learning and assessment is good throughout the school. Most pupils make good progress from their starting points, including in English, Spanish and mathematics.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Take urgent action to promote safeguarding and pupils' welfare at the school by:
 - ensuring that all staff understand and are updated with the current guidelines related to safeguarding
 - providing appropriate training for all staff on all aspects of safeguarding issues, including preventing radicalisation and extremism, children missing from education, child sexual exploitation and the risks associated with gang and youth violence
 - ensuring that staff are clear about the school's whistleblowing procedures, should they wish to raise concerns about staff or the organisation.
- Improve the effectiveness of leadership and management by:
 - ensuring that governance is fulfilling its statutory responsibilities, including that related to safeguarding
 - ensuring that governance is effective in holding leaders to account for meeting the independent school standards and statutory requirements, including in the early years provision
 - developing a robust system to check and record persistent absence and pupils' destinations when they leave the school
 - ensuring that teaching meets the needs of all pupils, particularly the most able.
- Improve pupils' personal development, behaviour and welfare by providing pupils and sixth-form students with the range of information they need to keep themselves safe, including the risks associated with radicalisation and extremism.

The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and the proprietor are not fully aware of their responsibilities to check that the school is meeting the independent school standards. This has led to unmet standards in relation to safeguarding and the early years provision. This could potentially put pupils' welfare, health and safety at risk.
- The school has admitted at least 50 children of below the registered age of five years of age, without the agreement of the Department for Education, the registration authority.
- The academic curriculum is robust and supports pupils' good progress and attainment. Pupils acquire strong linguistic skills in both English and Spanish across a range of subjects such as art, science, mathematics and technology. Pupils have the opportunity to develop skills in other languages, including French. A good range of extra-curricular activities enriches pupils' experiences. These include dance, yoga and Portuguese in after-school clubs.
- The school's work promotes British values and pupils' spiritual, moral, social and cultural development well. Pupils of all ages enjoy guest speakers and trips, including to museums and places of worship. This, alongside a structured personal, social, health and economic education programme, prepares pupils well for life in British society.
- The professional development of staff is effective. The Spanish inspectorate monitors staff teaching every two years and staff receive training to improve their craft. This supports the strong teaching identified at the school. All responses to Ofsted's staff survey were overwhelming positive, as staff feel privileged to work at the school.
- Leaders and the proprietor are ambitious to improve the school. Leaders seek the views of stakeholders to inform their decisions about the school's development. The school council consists of parents, pupils, staff and leaders, who meet termly to review the work of the school.
- Generally, parents are happy with the school. This was illustrated by the positive comments shared by parents during the inspection.

Governance

- The education office within the Spanish Embassy is responsible for the governance of the school.
- Governance has not provided sufficient guidance to school leaders to ensure that the independent school standards have been met. Similarly, governance has not checked that the school is meeting its statutory safeguarding requirements.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders do not have a clear understanding of the requirements set out in 'Keeping Children Safe in Education' (September 2016). Consequently, not all staff are appropriately trained in aspects of safeguarding, including preventing radicalisation and

extremism, children missing from education and child sexual exploitation.

- Leaders have not ensured that all staff are clear about whistleblowing procedures at the school. Staff are unsure of what to do if they have a concern about a member of staff or poor safeguarding practice at the school.
- Senior leaders do not have an accurate view of pupils' destinations when they leave the school. The school's procedures and records lack rigour to ensure that leaders are sure about pupils' whereabouts and safety.
- Leaders liaise with parents and external agencies to pursue any concerns they might have about a child at possible risk of harm. Leaders make referrals to relevant services to ensure that vulnerable children receive support. Information presented by leaders shows that they follow up actions to check on pupils' safety after making a referral.
- The safeguarding policy is published on the school's website and takes into account current government requirements.

Quality of teaching, learning and assessment

Good

- Positive relationships underpin the good quality of teaching and learning that exists throughout the school. Teachers generally use their understanding of pupils' abilities and their secure subject knowledge to plan appropriate work to support pupils' learning. Pupils make good gains in their knowledge and understanding across the curriculum.
- Teaching develops pupils' communication skills effectively. As a result, pupils speak both English and Spanish fluently for their age. Teachers use their strong bilingual skills and provide opportunities for pupils to apply these language skills in different subjects. Pupils value the community spirit of the school and the learning they receive.
- Teaching enables pupils to practise a range of skills. Pupils are allocated homework tasks, including using information and communication technology, which helps them to consolidate their learning.
- The teaching of English is strong. Teachers use engaging strategies so that pupils develop their skills in grammar, spelling and vocabulary. In the primary phase, good attention to the teaching of phonics helps pupils read well. Pupils develop equally secure skills in mathematics because teaching supports strong learning over time.
- The assessment of pupils' learning is effective. Leaders and teachers check pupils' attainment and progress and use this information so that pupils can improve their work. Some pupils who fall behind in their learning receive extra help, which enables them to extend their learning.
- Parents receive regular reports about their child's learning and the progress they make. Parents appreciate the positive learning experiences that their child receives. Typical of comments from parents is that this is 'an amazing school'.
- Most teachers have high expectations of what pupils can achieve. Many pupils are suitably challenged through the demanding work they receive in a range of subjects. A few pupils, particularly the most able, are not moved on quickly enough in their learning because teaching does not match their ability.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have not ensured that all pupils learn about certain aspects of staying safe, including the risks of child sexual exploitation, gangs and youth violence, and radicalisation and extremism.
- Pupils receive some information on how to be safe, including road safety and e-safety. For instance, pupils are clear that they should not share their personal details while using the internet or social media. Pupils say that they feel safe in the school because 'everyone knows everyone'. They are adamant that teachers and the school's counsellor will help them immediately if they have any concerns. Parents tend to agree with their opinion.
- Pupils express no concerns about bullying, which they consider to be rare. Pupils are confident that should bullying happen, then their teachers would swiftly deal with it. The school's information confirms this.
- Pupils appreciate their good relationships with adults and their peers. Pupils say that this helps them to feel settled in the school when they arrive and motivates them to learn.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves sensibly during their lessons and around the school site. Pupils are polite, considerate of others and follow instructions from adults quickly. During breaktimes, pupils play well together as they make full use of the spacious playground filled with equipment and activities, such as table tennis.
- Typically, the school environment is warm, welcoming and conducive to learning. Teachers encourage pupils to achieve their best through the offer of rewards. Pupils enjoy their school and so disruptions to learning are very rare.
- There are few incidents of poor behaviour or exclusions of pupils. This is because they know the behaviour policy and appreciate the introduction of 'restorative conversations' to resolve disagreements or conflicts.
- Attendance and punctuality are improving. Leaders analyse pupils' attendance and there are procedures in place to contact parents when pupils are absent. Systems to check pupils' destinations after they have left the school are less robust.
- Leaders told inspectors that there were no records of persistent absence at this school.

Outcomes for pupils

Good

- Pupils make good progress from their starting points in a range of subjects and across all year groups. Pupils' outcomes are good because effective teaching engages them in their learning.
- The majority of pupils in the primary and secondary phases make good or better progress

in English and Spanish. Teachers use their bilingual skills to build pupils' language competence. Pupils make equally good progress in mathematics, making good use of their numeracy skills in real-life situations.

- Pupils make good progress in other subjects. In science, for example, pupils strengthen their scientific knowledge by developing strong reasoning skills. In art, strong progress is shown by eye-catching wall displays throughout the school.
- Pupils are well prepared for the next stage of their education, training or employment. Pupils are proud of their achievements both academically and socially, which provide a strong foundation for their transition to the next phase of their learning. A few pupils are not making the progress of which they are capable, as they do not receive enough challenge in their work.

Early years provision

Inadequate

- The early years provision is inadequate because the statutory early years safeguarding and welfare requirements and learning and development requirements are not met.
- Leaders have not ensured that at least one person is appropriately paediatric first-aid trained and that all staff understand the school's safeguarding policy. This has the potential to place a child's welfare, health and safety at possible risk. During the inspection, leaders enrolled members of staff on a suitable course to remedy this.
- Leaders have not ensured that educational programmes in early years and assessment arrangements meet requirements in full.
- The quality of teaching and learning is not supporting children to work towards all of the early learning goals by the end of the academic year. The school's assessment arrangements do not include the completion of an Early Years Foundation Stage profile to reflect their academic and personal development and readiness for Year 1.
- Teaching in early years follows a Spanish and English bilingual curriculum. Children are developing secure literacy and numeracy skills in both Spanish and English. A strong focus on children's physical and personal development is helping children to behave well, play harmoniously together and interact with adults.

Sixth form provision

Inadequate

- The sixth-form provision is inadequate because safeguarding arrangements are ineffective. Leaders have not ensured that all sixth-form students are aware of certain aspects of safeguarding to keep themselves safe.
- Some students have learned about the risks associated with radicalisation and gang affiliation through their exploration of current affairs. This is not consistent, however, because not all staff are aware of the wider issues of safeguarding.
- The sixth-form programmes of study include a range of academic subjects; vocational courses are not offered at this school. Students develop employability skills by undertaking work experience opportunities, such as in charities.
- The provision of careers guidance and information is effective. Students receive impartial advice and help to complete university applications, relevant to their career aims. As a

result, a high proportion of students move on to higher education or training. This year, all students secured university places in either Britain or Spain.

- The quality of teaching and learning in the sixth-form provision is strong. Regular assessments enable students who fall behind in their learning to receive help to catch up. This leads to students making strong progress across most of their subjects, including English and mathematics.
- Sixth-form students are confident and behave well. Students welcome the care and support for their emotional and mental well-being. Additionally, students value the 'family community' that the school provides.

School details

Unique reference number	100532
DfE registration number	207/6305
Inspection number	10026272

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	478
Of which, number on roll in sixth form	35
Number of part-time pupils	0
Proprietor	Spanish Government
Chair	Education Counsellor of the Spanish Embassy
Headteacher	Maria Pinilla Padilla
Annual fees (day pupils)	Spanish nationals £325. Non-Spanish nationals £3,285 to £4,075
Telephone number	0208 969 2664
Website	www.educacion.gob.es/exterior/centros/canadablanch/es/home/index.shtml
Email address	canada.blanch.uk@mece.es
Date of previous inspection	26–27 November 2013

Information about this school

- Instituto Espanol Canada Blanch is a mixed, independent day school, which is owned by the Spanish Government and managed by the Ministry of Education, Culture and Sports of Spain.

- Pupils are either bilingual in English and Spanish, multilingual or at various stages of learning English or Spanish as an additional language.
- The majority of teachers are from Spain and are appointed on a six-year secondment by the Spanish Government.
- The Education Counsellor of the Spanish Embassy represents the proprietor (the Spanish Government).
- There are no pupils who have special educational needs and/or disabilities.
- At the start of the academic year, the school admitted pupils who are four years old and below the registered age range of five years old.
- The school has no provision for two-year-olds.
- The current headteacher has been in post since September 2017, a change from the previous inspection.
- The school's previous standard inspection took place in November 2013, when its overall effectiveness was judged to be good. However, several independent standards were not met. These related to the provision of showers, facilities for medical examination and care of sick pupils, and maintenance of the accommodation.
- Since then, two progress monitoring inspections have taken place. The first took place on 26 November 2014, which considered the school's implementation of its action plan towards meeting the identified unmet independent school standards. Inspectors also checked the school's safeguarding policies and procedures against the independent school standards. The inspection found the school not to be meeting a number of standards. These failings related to arrangements for the safeguarding of pupils, compliance with regulatory reform regarding fire safety, requirements relating to the recording of admissions to the school, and shortcomings relating to premises and accommodation.
- The second, an announced inspection, took place on 25 June 2015 and focused on the school's actions to rectify the weaknesses identified in the first monitoring inspection. At this inspection, the independent school standards were met.
- The Spanish inspectorate also inspects the school annually. It last inspected the school in November 2017.
- The school uses no alternative providers.
- The school's ethos is to offer a personalised education in a multilingual and multicultural environment to promote the maximum personal and academic development of pupils based on European values.

Information about this inspection

- Inspectors observed pupils' learning in a range of subjects and across all key stages. Some of these observations were made jointly with members of the leadership team.
- The inspectors looked at a range of documentation, including policies, assessment information, and attendance records and records relating to safeguarding.
- Inspectors examined pupils' work in books and files, listened to pupils reading and spoke with pupils informally in lessons and during their breaktimes. Inspectors also met with pupils in groups.
- Inspectors held meetings with leaders, managers, staff, a representative of governance, and a parent from the school's council.
- The inspectors checked the 32 responses on Parent View and looked at the 23 text comments submitted by parents. Conversations were held with parents at the start of the school day.
- Inspectors considered the 22 staff questionnaires returned during the inspection. Inspectors took account of a recent staff and parent survey conducted by the school.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Rick Barnes	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Statutory requirements of the Early Years Foundation Stage

- Safeguarding and welfare requirements
- Learning and development requirements (apart from where there is an exemption in place).

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