

## Inspection Report



### **Name and address of school:**

Laude San Pedro International College,  
Avenida de la Coruña, 2,  
San Pedro de Alcántara, 29760 Marbella  
Málaga

**School's regional authorisation number: BOE 29003464**

**Date of Inspection: 23<sup>rd</sup> April 2021**

### **Inspection Team:**

(Lead) Alison Wylie

(Team) Sarah King

### **Overall Recommendation:**

The school is recommended for authorisation from nursery (aged 2) to year 13 (aged 18) for a period of four years for 900 pupils. The next inspection is due in April 2025.

### **Reason for the Inspection:**

To assess the school for renewed authorisation from nursery to year 13.

## History and Context of the School

Laude San Pedro International College was founded in 2004 as King's College. In 2007 the school broke away from the King's College franchise and was run independently for one year. It then became part of a Spanish private equity group known as 'Colegios Laude'. Laude San Pedro International College was acquired by International Schools Partnership (ISP) in May 2014. The school provides a British education for an international intake. At present the school has 720 pupils. The main five nationalities in percentage order are 25% Spanish, 14% British, 11% Russian, 9% Swedish and 5% French. The remaining 36 % is made up of diverse nationalities. The purpose of the inspection is to consider full authorisation for the whole school as British.

## Accommodation and Resources

The school provides accommodation and resources appropriate for the delivery of the British curriculum.

Laude San Pedro is a beautiful and spacious school with well-kept grounds used to enhance learning and promote a sense of well-being. The new classes and outdoor area in the foundation stage provide an excellent environment for learning.

Classrooms are adequate in size, suitably furnished and well-resourced including excellent specialist facilities such as the food and nutrition laboratory, science laboratories, information and communications technology (ICT) suites, art room, drama room, multimedia room, music room and both indoor and outdoor facilities. The library is spectacular and is perfect for independent learning and research purposes.

There is more than ample space for teaching staff to carry out all the essential aspects of their role and there is plenty of office space for non-teaching staff. There is also an infirmary and uniform shop.

There are sufficient good quality resources for practical learning, for example as seen in a primary science lesson where children were making good use of microscopes.

Apart from the ICT suites, all academic staff all have a school device and there is ample shared mobile hardware for the pupils.

In the early years foundation stage there are now mobile technological devices suitable for both adults and children to use, for example in the nursery class children successfully used a paint program to mark make during continuous provision.

Displays are of a high standard and reflect both the learning taking place and the school values. They provide a stimulating learning environment where the 'good struggle' that pupils go through when discovering new knowledge,

practising skills, and developing understanding is clearly represented and celebrated.

## **Health, Safety and Welfare**

The school is a very safe and healthy place for the staff and pupils to be.

Since the last inspection, a comprehensive health and safety management plan has been put into place. There is both a health and safety officer and a committee. An annual health and safety audit is carried out, and necessary actions are addressed.

Training is also provided annually for all staff.

Shade is provided for the youngest pupils and sunscreen is available throughout the school.

Evacuation routes are displayed in every classroom and drills take place three times a year. A separate lockdown drill also takes place.

The building and grounds are clean and well maintained and break times are supervised with an adequate ratio of teachers to pupils.

An annual cycle for police checks is now in place and records are very well kept and easily accessible.

The school has comprehensive protocols and policies for safeguarding, COVID, anti-bullying and behaviour. Photographs of the designated safeguarding adults are displayed in the main entrance hall for all to see.

## **The Curriculum**

The curriculum throughout the school is clearly based on the early years foundation stage framework and the national curriculum and is broad and balanced.

At GCSE and A level there is a wide range of subject choices including performing arts, food technology, art, Chinese, German and computing. Each subject is taught at a high level and the students achieve either in line with or above UK averages, showing the good quality of provision made.

In the early years there is a mixture of adult led learning activities and child led learning activities, as seen in a Nursery class where the children role played being 'on the television' in a cardboard box reporting the daily weather after the teacher had led a daily weather session using the interactive whiteboard.

In the primary classes, successful links across the subjects are made to make learning more meaningful. For example, in year 3 where the use of ExtremeEarth in a geography lesson on landform is linked to light in science.

There is a good amount of time in the primary classes spent on personal, social and health education (PSHE) topics and these are supported successfully with online assemblies led by the primary team. Children therefore have a good understanding of many personal, social and health issues and are clear about the school's expectations regarding bullying, respect, and gender equality, for example.

The secondary curriculum gives the students ample opportunity to explore their strengths and interests so that they can make suitable choices at the end of each key stage.

Student representatives spoken to in years 9, 11 and 13 named the choice of subjects and opportunities open to them as one of the things they love most about the school.

The principal language of instruction is English and adequate time is also given to fulfilling the requirements of the Spanish curriculum.

Where pupils have been identified as having learning difficulties or where they are more able, the curriculum meets their needs. Therefore, all pupils learn and make progress.

## Staffing

The staff are friendly and welcoming and have a very positive rapport with the pupils and with each other.

There is an excellent staff to pupil ratio, which enables, for example in nursery, small group work and individual work to take place simultaneously, allowing for free choice, the development of ideas and the teaching of skills.

Staff are effectively deployed, with additional support allocated where necessary for pupils who need it. The staff are well qualified and experienced and well suited to the key stage they are in. Non-teaching staff are highly efficient. British and Spanish staff also work successfully together.

Leaders offer close support to staff in their teaching. There is a new staff appraisal system and professional development is clearly having an impact on children's learning and attainment. For example, standards in writing have risen greatly since the last inspection.

The school has supported staff extremely well through the changes in systems and structures implemented since the last inspection and through the many changes arising from the pandemic.

## Teaching and Learning

The quality of teaching and learning in the school is good, with many examples of outstanding teaching. Where teaching is outstanding, questioning is highly

effective, and the teacher ensures misconceptions are corrected. The teachers also check pupils' understanding by asking for a thumbs up or other assessment techniques. Learning is evident for all students.

Where teaching is good, the teachers plan effectively, stimulate, encourage, and challenge pupils. As a result, most make extremely good progress and are fully engaged in their learning.

Learning objectives in most lessons are very clear, with teachers in both primary and secondary explaining clearly what is to be learnt.

Where challenge was unrealistic in one lesson the teacher quickly adjusted the content so that the pupils achieved success.

The level of English in the school is excellent and behaviour is good.

## Assessment

Assessment in the school is good.

In the early years, progress is tracked, documented, and reported using an online assessment system. This ensures that next steps are identified and catered for in planning.

In primary and secondary classes, there are regular points throughout the year when children are assessed in key skills and this information is collated and analysed for target setting and action plans.

Marking and feedback also help pupils improve their work, for example by encouraging them to present their work more tidily. Pupils use a purple pen effectively to self-correct. Success criteria, current grades and targets are at the back of all books so that pupils understand how well they are doing and how they can improve.

## Spiritual, Moral, Social and Cultural Development

The spiritual, moral, social, and cultural development of the pupils is clearly a high priority at the school. This is evident in numerous displays around the school which highlight recent work on equality, ecology, body image and health.

The student representatives stated that they felt the school is preparing them to be able to lead both happy and successful lives.

The school sets high expectations for pupils' conduct and successfully implements policies to achieve them. Pastoral support is good, and the staff have received training in '*tutores entre iguales*' (TEI); an anti-bullying prevention programme.

The school has a mindful approach to personal, social and health education and weekly lessons connect emotional literacy and social skills with spiritual

development. As the COVID-19 pandemic has caused so much disruption and continues to affect school life, these lessons are viewed by the school as more important than ever.

## **Leadership and Management**

The leadership of the school gives a drive for improvement and shows a strong sense of direction and vision. This is reflected in the quality of teaching, the care of the pupils and the fulfilment of the school's aims.

Leadership is effective and skilled. Knowledgeable and high-quality staff have been both secured and retained, thus ensuring standards are met and raised. Performance management of staff is thorough, and judgements are accurate.

The senior leadership team leads by example and is highly reflective, bringing about changes while also providing support.

## **Response to Previous Inspection**

Lessons are more challenging and well differentiated.

Achievement in writing is good.

Marking now provides feedback and targets for improvement.

Pupils in key stage two have one teacher for most of their lessons.

The staff appraisal and monitoring cycle is rigorous and supportive.

The school now has a full health and safety policy and a health and safety officer. There is an annual cycle for police checks.

## **Recommendations**

The school should:

maintain the good standards already achieved and build on the excellent pastoral support that the pupils receive.