



**British School
Overseas**
Inspected by Penta International

Inspection report

**British School Of
Tenerife**

Spain

Date
Inspection number

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 55 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Nan McKeown. The team members were Jessie Joubert and Glyn Kilsby.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The British School of Tenerife (BST) has a caring and holistic approach to education. It provides students with a learning environment in which they thrive and make good progress. Teachers have strong subject knowledge and thorough understanding of each student's strengths. This feeds into detailed plans and targeted learning experiences. Each student is valued, encouraged and supported. The school is central to the local community and places great emphasis on forging and maintaining strong relationships with all stakeholders. The school's values permeate all they do. Students are happy and rightfully proud of their school.

3.1 What the school does well

There are many strengths at the school, including the following:

- relationships between staff and students are positive and demonstrate respect for one another;
- students have positive attitudes to learning and their behaviour is exemplary;
- pride in the school by all stakeholders;
- the development of a new leadership structure led by the inspirational Academic Director, to drive school improvement;
- the diligent work by the Business Manager to ensure the day to day running of the school is calm and productive;
- a newly developed phonic approach is having a positive impact on language development across Early Years and Foundation Stage (EYFS) and KS1;
- growing collection and analysis of data to increasingly inform planning;
- outside learning environments are stimulating and enable child led learning;
- creative use of learning spaces around the campus;
- vocabulary rich classrooms support student language development;
- effectiveness of the strategies used for students who speak English as an additional language (EAL);
- student voice is valued and encouraged;
- focus on students' welfare and safety, with effective practices including robust safeguarding.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

1. Further develop the effective use of data to inform teaching and impact on raising standards.
2. Embed the performance management cycle to ensure all staff commit fully, and are accountable for, the continued improvement of standards across the school.
3. To improve the consistency of the quality of teaching and learning in secondary by
 - i. raising the level of challenge in all lessons;
 - ii. providing students with sufficient time to discuss and collaborate;
 - iii. provide opportunities for students to be more active learners.

4. The context of the school

Full name of School	British School of Tenerife				
Address	Carretera de La Luz s/n; 38312 La Orotava, Tenerife, Islas Canarias, España (Legal address and Primary site) (Secondary site in Los Realejos, C/ Almacigos esq. Orovalles)				
Telephone Number/s	+34 922 33 69 29 / 34 54 50				
Fax Number	N/A				
Website Address	www.britishschooltenerife.com				
Key Email Address/s	info@bstenerife.com				
Headteacher/Principal	Samantha Horsley-Lloyd				
Chair of Board of Governors/Proprietor	President - Carlos Díez Fuster Vice-President: Patricia Rosa García				
Age Range	2-18 years				
Total number of pupils	631	Boys	289	Girls	342
Numbers by age	<i>0-2 years</i>	21	<i>12-16 years</i>	231	
	<i>3-5 years</i>	68	<i>17-18 years</i>	53	
	<i>6-11 years</i>	258	<i>18+ years</i>	0	
Total number of part-time children	0				

British School of Tenerife (BST) was founded by the merging of two schools in the north of Tenerife in 2010, Trinity (founded in 1991) and the International British Yeoward (founded in 1967). BST is an exciting mix of the best of both schools. It is located over two sites in La Luz and Los Realjos, in the North of Tenerife. The twin sites are a ten-minute drive apart.

The school is authorised by the Spanish Ministry of Education (MoE) to offer a British education to children of all nationalities. The school is a member of the National Association of British Schools in Spain and one of the schools that form the cluster of schools within the Canary Islands.

BST is a not-for-profit school. School fees support the running of the school. There are currently 631 students in total, aged 3-18 yrs. BST is non selective, although the level of English of new students is assessed. The curriculum, values, structure and organisation of the school are British in style, and it has a family ethos. The school's values are - Democracy, Rule of Law. Individual Liberty, Respect and Tolerance.

BST is highly respected by the community it serves.

4.1 British nature of the school

The ethos and nature of BST are recognisably British, mirroring what would be found in the independent sector in the UK. The school aims to provide an education that has similar characteristics to an education in an independent school in the UK.

The school is organised according to the structures used in English schools. Classroom management and a three term year contribute to a British feel of the school.

The language of instruction in the school is English. There are bright, creative displays around school which place importance on British events. For example, the recent coronation of King Charles was highlighted. The school celebrates St. David's Day and St. George's Day. British sourced resources and teaching schemes support the curriculum.

Teaching and learning are driven by the English National Curriculum requirements. Developments in the UK are monitored, and best practice adopted, wherever possible. The primary curriculum is based on the English National Curriculum and the EYFS framework. The secondary school curriculum broadly follows the English National Curriculum. Both curricula are modified to meet host country regulations. The curriculum is highly effective in promoting students' behaviour and welfare, including their physical, mental and personal well-being. Leaders consistently promote fundamental British values and students' spiritual, moral, social and cultural development.

The school is implementing a thorough and rigorous approach to how it assesses the progress of its students based on the English assessment system.

5. *Standard 1* The quality of education provided by the school

The quality of education provided by the British School of Tenerife is good and in elements is outstanding. BST meets the standards for accreditation.

BST is successful in meeting its aims and provides students with good educational opportunities. The school positively promotes students' welfare and pastoral systems are excellent. Behaviour is exemplary.

The school provides a safe and nurturing learning environment where high levels of co-operation, trust and mutual respect are evident. It is at the heart of the community it serves. Students develop their own personal skills and are encouraged to follow their talents and interests.

Students are encouraged to, and actively take part in, leadership roles. They greatly enjoy their time at school. It is a happy place where they thrive and become well rounded individuals ready to face the future with a sense of eagerness and purpose.

5.1 Curriculum

The curriculum provided by BST is good.

It is relevant to both the local context and the British values of tolerance, democracy, and respect for freedom of expression. The curriculum is designed to take into account both external and local examination requirements. The great majority of students are well served by the curriculum which has a focus on progression and skills acquisition. The curriculum follows the requirements of the English National Curriculum. The Spanish department is a significant asset to the school. Students complete the national requirements for Spanish as well as those for iGCSE.

The curriculum is broad, balanced, interesting and suited to the needs and interests of the students. It is also well documented. Long, medium and short-term planning is complimented by strong Neurodiversity (ND) provision and a deep understanding of student well-being. Medium-term plans reflect SMSC values and are contextualised when possible. For example, the impact of a volcanic island on agriculture and the island's community was studied. The curriculum provides students with opportunities for personal, social and cultural enrichment through extra-curricular activities, school trips, visits and competitions.

In nursery and reception students follow the EYFS Framework. The curriculum emphasises teacher-guided learning through play, while also incorporating child-initiated learning under the guidance of teachers. This approach promotes active

engagement and allows students to choose their areas of study, fostering independence and curiosity. Personal, social, and emotional skills development is a key aspect of the curriculum, with well-resourced learning areas and community projects promoting values such as kindness, support for others, and empathy. The introduction of Read Write Inc. phonics techniques supports consistent methodology and understanding.

The primary curriculum is stimulating, broad, and balanced. It instils a sense of responsibility in students from an early age. Detailed lesson plans include clear learning objectives, differentiation, and consideration of students' individual needs. The curriculum places a strong emphasis on language teaching.

Specialist subject teachers in music, modern foreign languages and PE further enhance the curriculum, ensuring high-quality instruction in these areas. Technology integration is also a focus, with the balanced use of iPads and smart boards. Academic extracurricular activities include English as an Additional Language (EAL), Spanish as a foreign language, maths clinic/club and a homework club. Furthermore, enrichment extracurricular activities offer chess, hammer beads and drama which enhance passion and mastery.

The appointment of an EAL coordinator reflects the leadership's drive to develop students' language skills quickly and effectively. Students for whom English is an additional language quickly develop fluency and accuracy, thanks to the supportive learning environment and interventions provided by teaching assistants and the learning support department. Students prepare for their iGCSE English as a Second Language in Year 10. This is in readiness for iGCSE English as a First Language and iGCSE English Literature in Year 11.

BST demonstrates a commitment to inclusive education by providing comprehensive support for students with diverse needs. The ND Lead (SENCo) has well-established documentation and processes to ensure students receive evidence-based support. The school ensures that students, regardless of their abilities, can fully access the curriculum through planned interventions and scaffolding. Regular assessments and data management facilitate personalised support and promote progress. Strong local professional networks are well established. Transition programmes prepare students well for the next stages of their schooling.

The secondary school delivers a balanced curriculum that encompasses linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative education. Subject leaders ensure effective transitions and adherence to age-related expectations. The curriculum provides students with many opportunities to contribute to and take on responsibilities in the wider school community. Students are best engaged with the curriculum when short-term planning facilitates the love of learning through rigor and challenge, student-led learning and effective use of lesson time.

At KS4, students follow the IGCSE pathway, supported by well-informed subject choices and language learning opportunities. Students have a subject 'taster week' to help them make appropriate choices. The same is done for Year 11s transitioning to Year 12. In KS5 students sit 4 A Levels including Spanish.

Year 10 students benefit from careers and options advice, access to the Bridge U programme and the Tenerife University Fair. Members of the school alumni, whilst not formal, enjoy visiting frequently, when they can share their post-school experiences.

The school's commitment to providing a broad, balanced, and inclusive education is evident in its well-designed schemes of work. Strong subject specialism, a language teaching focus, and responsive use of data informs targeted curriculum reviews.

The curriculum is enriched by a wide range of extracurricular activities, educational visits, and opportunities for personal development. BST is striving towards excellence in curriculum provision. It provides students with a well-rounded education that prepares them for success in their academic and personal lives.

5.2 Teaching and assessment

The quality of teaching is good with outstanding elements.

Teacher subject knowledge is excellent across the school. Teachers know their students well. They plan lessons derived from longer- term planning, while recognising individual needs. Assessment is being used systematically to identify individuals and groups. This, coupled with in-depth teacher knowledge of the students, leads to well- prepared differentiated lessons. Nearly all plans are detailed including the names of EAL and G&T students, along with support strategies. Student progress meetings lead to IEPs being put in place. Some students have one to one support in lessons, while others have withdrawal group support. Small groups are also withdrawn and given addition focus time to develop their higher ability skills. An example is the Year 3 and Year 4 G & T English students’ group which targets the use of ambitious language to extend and enhance writing.

In EYFS the learning environments, both in class and outside, contribute greatly to young learners’ understanding of the world in which they live. They have the freedom to explore and develop their own interests. Teachers enable learning. The three prime areas of communication and language, physical development and personal, social and emotional development are all supported by creatively designed teaching experiences. Teachers also support students in the four specific areas of literacy, mathematics, understanding the world and expressive arts and design, by encouraging curiosity. Tracking of student progress in the Early Learning Goals is systematic and thorough. It feeds into in Year 1 providing starting points in learning. Students enjoy their learning and show eagerness to know more. Students can explain their experiences to adults and peers, with clarity of thought. Most students are making good, sustained progress.

In the best lessons at BST there are opportunities for peer -to -peer support, discussion and for collaboration. Students display enthusiasm in lessons where they can be active participants in their own learning. For example, in a Year 2 class students were excited by the challenge of a maths game by rotating around the classroom solving “What is the fraction of fruit on plates?”. In a Spanish lesson students had to locate information from posters displayed around the playground which allowed them to work in pairs while gathering information to feedback to their classmates.

Student led learning is proving highly effective in developing language. The early morning reading program where Reading Ambassadors support others is encouraging a love of reading. In another primary lesson a student read out a playscript to the group while others acted using puppets behind a “TV screen” they had made. This was filmed on an I-Pad by another member of the group so they could share their learning with their class.

Continual praise by teachers and verbal feedback allows students to gain an appreciation of their progress and understand their next steps in learning. In a music lesson the teacher gave clarity to students demonstrating, “This is what I’m looking for”. Students knew what was expected of them. They also had numerous opportunities to explain their learning.

A focus on language-rich working walls and topic displays in all classrooms benefit English language learners and their understanding across the core subjects. The EAL assessment process within primary is effective and an impact of this is seen across secondary.

Where lessons were less effective, particularly in secondary, there was an over-reliance on teacher talk. Questioning was often not targeted so the same students were able to remain silent. Only occasionally was there any movement of students around the classroom. Students lacked challenge and were not stimulated or enabled to be active in their learning. Most books were marked, but the strategies used, and the quality of assessment were not consistent so students did not always have direction to next steps in learning.

In the Secondary school, subject teachers delivering revision lessons for the external examinations showed a deep understanding of the examination requirements and tailored their lessons to the needs of the students.

Across the school the teachers clearly care for their students and know them well, both in terms of their academic ability and their welfare. Students are well behaved and motivated to learn. They are proud of their learning at BST.

5.3 Standards achieved by pupils

Standards achieved by students are good.

The positive attitude of students towards their learning and their excellent behaviour strongly contribute to effective learning throughout the school. Attendance is very good, with a weekly average of between 92 % and 96 %. Recent drives to improve punctuality, which had been causing concern, have been highly effective. Parents are also reminded of the regulations of the Spanish regulations regarding attendance at school.

When students join the EYFS there is an initial baseline assessment. Progress through this key stage is then measured against UK early years goals. Progress is good, with students exceeding UK averages in 6 out of 7 areas of the curriculum. The exception is communication and language where a carefully structured phonics programme is used to help student who have English as an additional language, close the gap on first language speakers. Progress was highest in understanding the world and expressive arts where every student met the expected goal.

Within primary an annual schedule of assessments provides summative and formative assessments which are used to inform planning and teaching. Standardised GL tests are also used to measure progress and compare this with UK expected progress.

The number of students reaching average attainment, in English, in KS1 is in line with UK expectation. However, the number who are working above average is lower than in the UK. This does improve through primary, with students in year 6 exceeding UK results. The majority make progress at or above the expected level. Although, a small minority do not make expected progress in English. These students have been identified and are receiving additional support. A breakdown of the results show that students do well in comprehension but are below the expected standard in phonics and spelling.

In KSs 1 and 2 mathematics ,most students have attainment that is at or above UK standards. A large majority also make progress at or above the expected level. The areas where students are making best progress varies from class to class and across the key stages, but analysis of the data gives the school a wealth of information that is used to inform future learning.

In KS2 most students have attainment in science that is at or above UK standards. A large majority also make progress at or above the expected level. A strength in primary science is in area of knowledge and understanding.

Data in primary has been carefully analysed and used to understand strengths and areas for improvement at key stage, class and individual student level. As this bank of data grows it will become increasingly valuable to all teachers and leaders within the school.

In KS3, attainment in English is in line with UK expectations. Progress for the majority of students is also as expected. As well as GL assessments the English department uses a range of formative assessments to obtain a full understanding of a student's language needs. Attainment in mathematics and science is above UK expectations and progress is good, with a large majority of KS3 students making progress that is as expected or better.

At the end of year 11 students sit Cambridge IGCSE examinations, the majority then go on to complete A-levels in year 13. Students perform extremely well in these assessments and last year 93% of IGCSE results were C and above with 51% A or A*. These results were similar to the previous two years. AS results are also very strong with a pass rate of 96% and A-levels have a pass rate of 98%, with 47% of grades A or A*.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social, and cultural development of students is excellent, making it a key strength of the school. The four pillars of BST - commitment, kindness, honesty and respect - are embedded in and evident in students' interactions with each other, their peers and staff. Interactions are honest, polite, respectful, caring and reflective.

Students' personal development is excellent, permeating across all phases of the school. The school's four pillars have a profound impact on students, fostering a sense of integrity, respect, care, inquiry, reflection, and perseverance. Students exhibit high standards of behaviour both inside and outside the classroom. Students are friendly, confident, and polite, showing respect for their peers and the school's environment.

Students in primary are excited about learning and care for the learning of others. In primary students spontaneously lead learning, in groups and individually. In a year 5 topic lesson on the Ancient Greeks, students were excited to learn about the Greek Gods. They discussed and shared materials with ease. One student seeing another student not yet on task, supported by saying, 'It's okay, you can sit here - we can share' Referring to a fact file, they demonstrated empathy and inclusivity.

Students in both primary and secondary school are very complimentary about their school journey noting a strong sense of community between students and staff. Students stated they feel safe to grow, experiment with new learning and ideas in lessons and to be themselves. All students want to be challenged. In primary students trust teachers to provide challenges that are matched to their abilities. Students expressed a desire to continue to develop resilience and strategies which will support their personal growth. Students are excited about extension and achieving their potential. In secondary students noted that they felt challenged in some lessons more than others.

The designated safeguarding leader has a clear vision and action plan for developing and further embedding a cohesive PSHEE curriculum for all KS groups including KS4. This will further develop as stage pastoral leadership and the school calendar streamline the PSHEE offer by year groups and their respective developmental needs.

Year 6 students have a planned and detailed transition support plan. Strong communication, robust records of need and regular meetings between key staff facilitate a supportive transition into the secondary school.

BST provides excellent opportunities for students' cultural development, ensuring they emerge as well-rounded individuals with a deep appreciation of culture in its widest sense. The school offers sporting, dramatic, musical, creative, and artistic activities. Examples of these include Art, Drama works, Bionics, Guitar, Karate, Homework, Spanish, English, Maths and Yoga/Mindfulness clubs.

Students experience a rich variety of experiences through school trips, external visitors to the school and opportunities to research new knowledge. In geography Year 9 students participated in 'This is China' (calendar link to the Chinese New Year). Students' work was celebrated in corridors, the entries reflected what China meant to students. In Year 4 students finished their study of the local area with a school trip to La Orotava. Students interacted with Mohamed Osman, a local artist. They visited one of the oldest churches in Tenerife and then made their own traditional flower carpets in Casa de los Balcones. The trip also included visiting the Mayor where students had the opportunity to ask questions. Students have also benefitted from visiting a local fire station, Loro Parque, and a two-day trip to Gran Canaria. For Oral Health Day the students in EYFS engaged in activities that included a visit from the dentist who gave advice and fun tips for day-to-day oral health care.

Students' social development is fostered through a range of initiatives and programs. The school has recently introduced the Junior Duke scheme in primary extending the school's range of activities, leadership roles, and community service opportunities.

Students' attitudes to learning, their learning community and their learning environment are a significant strength of the school. In year 4 students learned how to identify bullying, to tell the difference between bullying and teasing. They were further extended in their thinking by being asked to predict the outcome of different scenarios. Students completed tasks with confidence, independence and responsibility, reflecting and thinking very seriously.

The school calendar reflects special activities in the school such as Maths Week, Autism Awareness Week, Dyslexia Awareness Week, Anti-bullying Week, etc. During Women's International week this year, the secondary phase students in science created a great display of famous Canarian women.

Students and the parent community are involved in different fundraising aspects for charity as well as events such as the Leavers Ball. BST organised a fundraising effort to help the La Palma population who were affected by the volcanic eruption on the nearby island, in 2021. On the school's website a video message of thanks, from the Swami Brahmanand Pratishthan Centre, in New Mumbai, India, can be viewed. It is a message of gratitude for the school's €300 donation raised by the school's KS3 "Halloween disco".

BST places a strong emphasis on promoting cultural understanding among students. Students are actively engaged in exploring and appreciating different cultures and traditions, both through the curriculum and through school-wide events such as International Day. The school's inclusive approach ensures that all cultures are respected and equally valued, creating a harmonious and diverse school community. The BST community offers students of all language backgrounds, diversity and neurodiversity, a safe developmental environment where they are happy to learn.

7. *Standard 3*

The welfare, health and safety of the pupils

The welfare, health and safety of students at BST is excellent. BST is committed to providing excellent provision for the welfare, health, and safety of its pupils. The school maintains rigorous policies and procedures that comply with local government legislation and UK regulations. There are clear reporting procedures and security of records.

A recent parent survey revealed that parents believe their children feel safe and secure within the school community. The academic director and leadership teams actively engage with students, ensuring a visible presence throughout the day. Stringent safeguarding arrangements, including staff recruitment and training, are diligently monitored. Regular police checks are conducted for all staff members, fostering a secure environment. The school's comprehensive child protection and safeguarding policy is widely shared. The school's Wellbeing Practitioner is the school's designated lead. There are clear channels of communication.

The welfare, health and safety of students are at the heart of the school. BST prioritises well-being and safety, implementing robust procedures. Arrival and dismissal procedures are appropriately supervised, and staff diligently monitor the school's perimeter gates. During the school day staff duty rotas are in place. All individuals entering the school are required to sign in and out, receiving lanyards for easy identification. Security personnel are present ensuring smooth traffic management during peak drop-off and pick-up times. The school maintains detailed record-keeping to record safeguarding concerns. The school method for handling medical/clinic needs during the school day meets local requirements. The school conducts thorough risk assessments.

Students receive comprehensive training in e-safety, ensuring awareness of online dangers. Parental workshops are organised to educate families on online protection. Incidences of bullying are rare. The school's anti-bullying policy provides clear guidelines for addressing such behaviour. Mutual respect is fostered within the school community, as evidenced by students' ability to reference the four pillars of the school, with ease.

The school recognised the impact of the pandemic on student mental health and has implemented measures to support well-being. Student surveys have been used to capture student voice and are used to identify areas of strength within the school's mission statement and areas to improve. The school's wellbeing practitioner provides specialised individual and family support.

Strong dynamic partnerships between the ND lead, wellbeing practitioner and leadership, across sites, exude a passion for best practices in student welfare. The student well-being/PSHE program encompasses sessions on healthy lifestyles. The school promotes

healthy living by offering nutritious catering services, including heritage (frittata) and other healthy foods. Filtered water is available to students and staff.

BST complies with relevant health and safety laws in Tenerife, ensuring the implementation of a comprehensive health and safety policy. Documentation is secure. The Business Manager is excellent in ensuring dynamic communication between staff and facilities allowing for timely response to maintenance/intervention if needed.

8. *Standard 4* The suitability of the proprietor and staff

BST meets the required standard for the suitability of proprietor and staff.

BST is a not-for-profit school. It is run by a board of governors who are members of the local community. They meet the requirements both the local legal framework and as a British curriculum school. Members of the board are subject to scrutiny by the school and by the Spanish authorities who complete an annual inspection of the school that includes governance as well as all aspects of employment and safety.

Staff recruitment policies are detailed and robust. They meet the requirements of safer recruitment and staff files are comprehensive and up to date. Careful checks are made with regards to references, child safety and the suitability to work with children. Each staff file contains documents covering nine aspects of employment including safeguarding, police checks, references, and qualifications.

Teaching staff have qualifications appropriate to their role and many staff have further academic or teaching qualifications. Many academic staff are UK qualified. All teaching staff are suitably qualified and well-coordinated professional development is in place to ensure that standards within the school are high.

Staff undergo an induction process when joining to ensure they are fully familiar with the schools' routines and policies prior to commencing teaching.

Local regulations make the use of volunteers and supply staff very difficult, so cover is managed internally and there are therefore no safety or recruitment issues with regards to additional staff. Most catering staff have been employed at the school for many years and are well known and trusted within the local community.

9. *Standard 5* The premises and accommodation

The overall suitability of the primary school premises is excellent, and the secondary school facility is satisfactory.

The buildings on both sites are in good condition, safe and well maintained. Two experienced maintenance staff work between both sites carrying out preventative maintenance and minor repairs. The schools are well cared for, and the general condition is good. Both primary and secondary premises are on relatively restricted, sloping sites, but excellent use has been made of the available space. Outdoor areas at both premises are in good condition and have plenty of plants and play areas which are aesthetically pleasing.

All utilities and services, such as lighting, electricity and water meet the required local standards. These are subject to a rigorous annual inspection. The temperate climate means that little heating or air-conditioning is required. However, air-conditioning is provided in two areas where the buildings can get too warm.

Security is taken seriously and entry to the school sites is well monitored, thorough and safe. Entry to the schools is through locked electronically operated gates, where access leads to security buildings. Visitors are then required to sign in and are provided with visitor lanyards. The use of electronic door passes provides additional safety and security when inside the school.

Classroom and corridor displays celebrate student work and help create a stimulating learning environment. In many areas the school's values, the four pillars, are prominently displayed. Feedback from a survey of student views, in primary, and opportunities and successes for more able students, in secondary, are two examples of effective displays that promote student engagement.

The primary premises is a supportive language rich environment. Space is used creatively in breakout areas, and the use of the outdoor learning environment provides exciting learning opportunities. The large multipurpose hall is a well-used facility. Although the site is not generous, it provides stimulating opportunities for high quality learning.

Originally, part of the secondary building was a house. This has then been extended and modified over the years as the school has grown. The site is small, but good use has been of the available space. Wherever possible areas have been used creatively and improvements in recent years have made the facility more suitable. The use of a local municipality sports centre, a few hundred meters from the school, is a real asset for the school.

As BST has grown in popularity it is now actively seeking new premises. This would allow the secondary school to offer much needed facilities for specialist subjects and a dedicated library.

10. Standard 6

The provision of information for parents, carers and others

British School Tenerife meets the standard. The school maintains excellent levels of communication, providing information to parents, carers and prospective parents.

The school employs a wide range of communication channels to facilitate effective information sharing. The school's website serves as a comprehensive resource, providing access to essential documents such as school policies, admissions information, curriculum progression maps by phase and stage, links when appropriate to core 'national curriculum documents', as well as examination results. Parents note the school website allows easy access to new and updated versions of policies, such as the attendance policy. The multilingual nature of the school cohort and seamless communication between English and Spanish is a considerable strength of the school.

BST maintains an active online presence, utilising social media platforms such as Facebook to celebrate school events, share announcements, and engage with the school community. Tapestry is used to communicate with parents and carers in EYFS. To support ongoing communications the school is changing its LMS from *Optima* to *Engage*. This change with the use of Teams further enhances excellent communication and partnerships between parents and teachers.

BST provides parents with comprehensive reports on their child's progress and attainment. These reports, sent at the end of each term, include attendance, behaviour, effort, and attainment levels. They offer valuable insights into the child's academic journey, facilitating informed discussions during parent-teacher evenings. Additionally, the school keeps parents informed through newsletters, monthly updates, and a shared online calendar. Parents were very complimentary of the school's determined growth and development.

Parents are extremely happy with teachers' approachability. Communication between parents and teachers was described as responsive, supportive and timely, both academically and pastorally.

Parents of new arrivals to the school feel supported and informed. New families are welcomed and well-orientated before the start of their child's academic journey at BST. Parents are receptive to the possibility of workshops/information sessions to better understand policies and the school's context.

The Friends of BST, parent social committee, works with the school's leadership in activities to support the school's needs. This provides increased parental engagement in school events and community-building activities.

11. Standard 7

The school's procedure for handling complaints

As a first point of call, the school encourages parents to contact their class teacher or department. This is the most common method used by parents. Parents can email or call the school personally. The senior leaders are visible at the start and end of day to meet and greet with parents and answer any concerns informally.

All formal complaints are responded to, and detailed records of actions taken are held in the strictest of confidence.

Forms for written complaints, are available in Spanish and English, in hard or soft copy.

The school has an up-to-date and comprehensive complaints policy which is accessible to parents via the school website or the administration. There are clear progressive steps to take, with appropriate timelines stated. Complaints are escalated dependant on the nature of the concern. If required, the board of governors will take part in any serious issue and conduct an in-depth investigation.

Local regulations and the laws of the country are also applied to any complaint if necessary. The systems used at BST fully meet BSO standards.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

The present board of governors members were voted in in June 2022. The board provides effective support to the leadership of the school. They are actively engaged in overseeing the strategic direction of the school and work closely with senior staff. Each board member brings personal skills to the group and are active participants. There are clear lines of communication between the senior leaders and the board. Regular meetings are held where all school matters can be discussed. The board places great trust in the leadership and management of the school.

The academic director and business manager are highly skilled and work closely together to ensure the smooth and efficient running of the school.

The academic director is excellent in her role. She has created a new leadership structure and is developing a strong foundation for continued school improvement. New appointments to leadership posts under this structure are having an extremely positive impact on standards. The head of primary, Key Stage coordinators, EAL and wellbeing leads are all proving highly motivated and proficient in their positions. Furthermore, a new teaching and learning lead has been appointed for the next academic year. This strategic appointment will further enhance the dynamic team, strengthening the new structure.

Buy-in from all leaders is ensuring the school continues to move forward.

All staff are involved in the construction of the school improvement plan. Priorities have been considered in all areas of school effectiveness, while considering previous targets. It is an active document which is continually referred to.

New policies have been introduced and, where necessary, existing policies have been updated to ensure relevance to present practice. A gifted and talented policy, a teaching and learning policy and an attendance policy have clarified the school's procedures.

Performance management (PM) is proving effective in targeting school improvement points in the school improvement plan. A personalised program of professional development using the *Optimus* system has been introduced to provide support to staff in achieving their individual targets. Holding all to account is central to the performance management system. As the PM system becomes embedded in the cycle of school self- review, its impact is helping to drive school improvement.

The school has the capacity for continued development and improvement.