

Aloha College Marbella

Urbanización El Ángel, s/n, 29660 Marbella, Málaga

School's regional authorisation number: 29011461

Date of Inspection:

27th April 2021

Inspection Team:

Richard Cook	(Lead Inspector)
Nicole Fielding	(Team Inspector)

Reason for the Inspection:

to evaluate the provision in Nursery to Year 13 for re-authorisation as British

Overall Recommendation:

The school is recommended for authorisation from Nursery (3 years) to Year 13 (18 years) for a period of **4 years** for **900 pupils**.

The next inspection is due in April 2025.

*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.

History and Context of the School:

Aloha College Marbella was founded in 1982. It is situated in Marbella on the southern coast of Spain. The school is a not-for-profit educational foundation, overseen by board of trustees elected from the parent body. There are currently 800 students on roll, around half of whom are Spanish or British, with the rest made up of a diverse range of more than 40 other nationalities.

The school was last inspected in 2014, gaining accreditation as a British School Overseas (BSO), and was granted authorisation to teach pupils from Nursery to Year 13. The purpose of this inspection is to consider the re-authorisation of the educational provision for those year groups as British.

Accommodation and Resources:

The school provides excellent accommodation and resources for the delivery of the British curriculum. The premises are maintained to a high standard and are appropriate for the school's needs.

The school's main building is where all of the primary classrooms are located. Adjacent to this is the newer secondary building, divided into three blocks. One block houses all of the classrooms for the teaching of arts and languages, whilst another includes the science and mathematics classrooms. A third contains the library and resource areas. All classrooms are sufficiently spacious, well-lit and suitably furnished. The school environment is very welcoming and excellent use is made of display to support pupils' learning, to celebrate their achievements and to promote the school's values.

The school has a wide range of specialist facilities. These include seven well-equipped science laboratories, as well as a large preparation room fitted with all of the required safety equipment. Specialist rooms are also provided for art and technology. Attractively presented and well-stocked libraries form a focal point in both of the buildings and provide means for independent study. Key stage five students also have access to a common room. Since the last inspection, in addition, a further building has been constructed that includes a very large sports hall with seating for spectators and changing rooms for pupils, as well as a full-sized stage and music and drama facilities. A multi-gym has been installed for use by key stage five pupils.

All classrooms and specialist facilities are well resourced with practical resources and, when required, printed materials, well-suited to the teaching of the British curriculum.

The school's use of technology has improved greatly since the last inspection. In addition to the three computer suites, all classrooms are equipped with large interactive screens and teachers make regular use of these as a teaching tool. Portable devices are also used effectively by pupils during their lessons.

The school grounds are spacious and the building is surrounded by a variety of sports courts as well as other outdoor and garden areas, all of which are well-utilised.

Pupils in the foundation stage have direct access to outdoor areas. These are well-equipped, including with large climbing apparatus, and provide an attractive and stimulating environment for effective learning.

Toilet facilities are ample for the school's needs.

Meals are cooked on site and are served in a large dining room.

Facilities for teaching and administrative staff are good, including offices and rooms for preparation, meetings and relaxation.

Health, Safety and Welfare:

The school provides a safe environment for pupils and staff. Its policies in relation to health and safety are comprehensive and adhered to well.

Access to the premises is secure and is carefully controlled and monitored.

Fire exits are clearly marked and evacuation procedures are displayed throughout the school. Fire drills are held regularly.

First aid is administered, in a designated medical room, by staff members with relevant training, including the school nurse.

The school has a thorough safeguarding and child protection policy. The required background and criminal record checks have been carried out for all members of staff working in the school. A designated safeguarding lead has been appointed who, along with other key staff, has undergone relevant training.

Pupils' behaviour is exemplary and this contributes to the safe atmosphere in the school.

There is a good adult-to-pupil ratio and students are well supervised.

The Curriculum:

The curriculum is appropriately based on the early years foundation stage curriculum and the national curriculum.

In key stage four students study for IGCSE qualifications and in key stage five can choose from either A-level or International Baccalaureate (IB) courses. The school provides a wide range of options and regularly reviews the subjects on offer in response to pupil need.

The curriculum across the whole school is broad and balanced, with a suitable amount of time dedicated to each subject, and a good balance between English and Spanish subjects. Since the last inspection, the school has worked hard, and with great success, to ensure continuity and consistency of approach between classes, year groups and departments.

Planning is thorough and age-appropriate, with clear progression in the activities planned for different year groups. Since the last inspection, the coordination of support for pupils with special educational needs has improved greatly and teachers have become more adept at matching tasks to individual pupils' abilities, including those who require additional challenge.

Personal, social and health education (PSHE) forms an integral part of the curriculum at all levels. The school regularly reviews its planning in this area to ensure that it is bespoke to the requirements of its pupils and their current needs and concerns.

Careers guidance is embedded across the curriculum throughout the secondary department. A full time careers advisor provides good guidance to students at key times in their secondary education, helping them to make informed choices about subjects and university courses or other career paths.

The curriculum is enriched by an extensive and varied range of extra-curricular activities, including sports and fitness, dance, martial arts, music, arts and drama.

Staffing:

The teaching staff is appropriately qualified and teachers are effectively deployed in their areas of specialism.

Staff retention is excellent, with teachers having been at the school for nine years on average.

The school places great emphasis on staff appraisal and continued professional development. The appraisal process is thorough and demanding. School leaders have a good understanding of individual teachers' strengths, as well as their areas for improvement. In addition to training which addresses whole school priorities, individual teachers are given ample opportunity to attend courses of interest and benefit to them. The school is keen to provide opportunities for career development and many of the current senior and middle managers have worked their way up through the school.

Staff feel well-supported within the school and speak highly of it. They are made to feel valued members of the school community and their ideas and opinions feed into the school's development plan.

Pupils speak very highly of the school's staff, with many suggesting that the teachers are the best feature of the school.

Teaching, Learning:

The quality of teaching is always good and in the majority of cases is excellent.

These high standards reflect the positive relationships between teachers and children. Teachers know their pupils well. Students are engaged and motivated and enjoy being challenged in their lessons. The teachers have high expectations for work and behaviour, which are consistently met.

The level of spoken English in the school is high, both inside and outside classrooms. Teachers are skilled at helping pupils to acquire new vocabulary and to become fluent users of the language. They also use questioning exceptionally well to draw information from the students, including the very youngest, and to help them better understand their work.

What pupils are to learn is made clear to them, as are the steps that will enable them to carry out tasks successfully. Lessons are well-paced. Pupils are able to work

productively and independently, or, when required, collaboratively. They present their work carefully and are proud of their achievements.

The school has focused recently on improving the effectiveness of marking and feedback. Rather than simply correcting errors, teachers attempt to provide useful advice that makes clear to pupils what the next steps in their learning are, although the precision with which this is done currently varies from class to class.

Assessment and Achievement:

The school has thoroughly reviewed its assessment and tracking procedures since the last inspection. Whilst a range of teacher assessment and standardised testing scores continue to be collected, the systems have been streamlined and greater emphasis is now placed on the analysis and use of data, rather than simply collecting it.

In the foundation stage, regular observations are made of pupil's achievements and their progress towards the early learning goals. An online recording system forms the basis of the foundation stage profile produced for children at the end of their Reception year.

Results from standardised testing in key stages one to three, alongside teacher assessment, demonstrate that the majority of students achieve at or above the expected standards in all of the core areas.

Results at IGCSE, A-level and IB, which were historically good, have continued to improve since the last inspection, to the extent that pupils now exceed international averages in almost all subjects. Value-added data shows that pupils make exceedingly good progress during their time at the school.

There is very good communication between home and school, and parents receive detailed written reports about their child's progress.

Spiritual, Moral, Social and Cultural Development:

The pupils' spiritual, moral, social and cultural development is excellent throughout the school. The school provides a clear statement of its ethos and values and these are reflected in all aspects of school life. Pupils very much enjoy coming to school and feel that they have a voice and role to play in the life of the school. All possible opportunities are taken to help the students develop their personal skills and, from an early age, they show great respect and consideration for their teachers, each other and visitors to the school. The relationships between pupils and teachers are excellent and make a very important contribution to students' achievement and well-being. Policies to promote good behaviour and deter bullying are robust and clear.

Leadership and Management:

The quality of leadership and management is excellent.

The principal is passionate about the school, has a clear vision for it and high expectations for staff and pupils. She takes a keen interest and is influential in all aspects of school life, but has a strong belief in teamwork and so effectively shares

responsibility with head teachers and phase leaders, from whom she receives solid support. They make a united and coordinated team which has a strong focus on school improvement and on ensuring that all pupils receive the best possible opportunities to progress and develop both academically and personally.

The school's development plan, as a result of rigorous self-evaluation, accurately identifies the school's strengths, whilst highlighting areas for further development. These currently include procedures for marking and feedback, the consistent teaching of phonics, the most effective use of technology within the classroom, and the coordination between the English and Spanish departments. Clear targets help leaders at all levels work consistently towards achieving these common goals. Recommendations from previous inspections reports have also been regarded as key priorities and very good progress has been made in all areas.

Although leaders provide a good level of challenge to teaching staff in their drive for excellence, there is also significant awareness of and attention to the well-being of staff.

As a not-for-profit educational foundation, the school is overseen by a board of governors, who are all parents of pupils at the school. The governors discharge their responsibilities well, successfully supporting the school's leaders, whilst holding them to account effectively.

Response to the previous inspection report:

- *Extend existing examples of highly effective teaching to all teaching.*
The standard of teaching across the school is very high. There is now far greater continuity and consistency at all levels.
- *Simplify and standardise systems of assessment.*
Assessment and tracking procedures have been reviewed in order to streamline the collection of data, and also to improve the analysis and use of the data collected.

Conclusion:

Aloha College Marbella is an identifiably British school, which employs dedicated and suitably experienced staff to deliver the English national curriculum to an exceptionally high standard. The school produces excellent results both in academic achievement and personal development. The strengths in the leadership and management of the school give it a powerful capacity to continue to improve.

Recommendations:

The school should:

- continue to monitor and act on all aspects of teaching and learning to maintain the existing high quality of education provided.