



British Schools Overseas inspection report

Mayfair International Academy

June 2018

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Purpose and scope of the inspection

Overseas schools describing themselves as “British” are subject to recognition by the British government under the voluntary inspection scheme. The Department for Education (DfE) has put in place arrangements for inspection against a common set of standards that British Schools Overseas (BSO) can choose to adopt.

The purpose is to inform parents of pupils in British schools overseas how those schools measure up against the standards that apply to independent schools in the United Kingdom. As an inspectorate authorised by the DfE, and quality assured by Ofsted, Cambridge Education can inspect British schools overseas using the agreed criteria. Following the inspection, the lead inspector will prepare an inspection report that is made available to parents and prospective parents, via the DfE’s website, so that they are informed about the quality of education in the inspected school and its compatibility with independent schools in the United Kingdom. An essential element 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. By achieving UK inspection-based accreditation, participating schools demonstrate that they provide a British education that has similar characteristics to an education in an independent school in the UK. The inspection will also identify what the school does well and what needs to improve. Inspectors will report with integrity the extent to which the school achieves its aims and meets the requirements for registration

Information about the school

Mayfair International Academy was founded in 1997. The current Directors took over the academic leadership of the school in 2016 just before the previous inspection. The school moved to its current premises in 2007 and brand new purpose-built premises are currently under construction. The school is due to move to the new premises in September 2019.

Mayfair International Academy is an all through school, from the beginning of the Early Years Foundation Stage (EYFS) up to Year 11. There are currently 151 pupils on roll, 22 in EYFS, 80 in Primary and 49 in Secondary. The ages range from 3 to 16 years. The school does not currently have a sixth form but plans to open one in 2019. The school has an international intake with the largest nationalities being British, Spanish, Russian, Irish and Estonian. There is a very small proportion of pupils with special educational needs.

The Academy was last inspected in January 2016 by NABSS when it achieved authorisation for two years with teaching and learning varying from satisfactory to good.

Information about this inspection

This inspection took place on the 4th and 5th June 2018 and was carried out by a team of two inspectors; Chris Merrick and led by Simon Webb. Inspectors considered a range of evidence which included:

- observations of teaching and learning in 29 lessons across all year groups and subjects, including the early years. This included six which were jointly observed with school leaders
- observations of assemblies, tutor time, break and lunchtimes for both primary and secondary and visiting after school clubs
- scrutiny of pupils' work both in and outside the classrooms
- discussions with directors, senior leaders, staff and a representative group of primary and secondary pupils
- reviewing a range of documentation and policies, including the school's school development plan, records of pupils' behaviour and attendance, assessment information and school newsletters
- analysing records relating to the quality of teaching, and the school's website, including information about extra-curricular activities, educational trips and visits
- reviewing records, policies and procedures relating to safeguarding.

Overall effectiveness

The overall effectiveness of Mayfair International Academy is Good.

All the BSO standards (and, where relevant, statutory requirements of the early years foundation stage) are met. Safeguarding is effective, the school promotes pupils' spiritual, moral, social and cultural development (SMSC) effectively and it supports the ethos and values of a British school overseas.

Effectiveness of leadership and management is Good

Directors have successfully led significant change since the previous inspection that has led to improvements in teaching, learning and outcomes. Directors' determination to raise standards is undeniable and is paired with ambitious plans for a new building that is due to open soon. The directors have managed this change by building teachers' confidence through well implemented systems that are carefully reviewed and improved through consultation.

Senior leaders are very supportive of the directors preferred culture of continuous improvement. Senior leaders have used monitoring and feedback to teachers effectively to identify good practice and provide support to staff that need it. Since the previous inspection robust actions have been taken to improve standards of teaching and learning across the school.

As a result, directors have been able to hold teachers to account for improving their practice within an ethos of professional dialogue and support. For example, Leaders have provided effective on-line CPD that teachers appreciate and value by quality assuring the programmes before their release. Teachers say that this CPD provision has led to improvements in their practice.

Since the previous inspection the curriculum has been comprehensively reviewed and enhanced and now provides a broad and balanced provision. The curriculum meets all the guidance for teaching pupils about safety, British values and SMSC. Leaders' choice of a PSHE curriculum that starts in foundation stage has secured the ethos and values of a British school.

Safeguarding is effective. Leaders have ensured that the appropriate checks on employees and owners have been undertaken and that staff have had up to date training in safeguarding, Prevent, first aid and e-safety. Staff know pupils and families extremely well and work intimately with families to ensure children are safe. Children in primary and secondary say they feel safe. School records show bullying is extremely rare. Pupils can describe a variety of ways for them to stay safe on line.

Leaders have very recently introduced an assessment system that is beginning to provide them with progress information across the full range of subjects. While it is not fully effective in all subjects, further training and refinement is planned. Senior leaders are not currently able to monitor pupil progress efficiently across all subjects. Leaders and inspectors agree this is a key priority for the school.

Target setting is in place throughout primary school and Key Stage 3 in maths and English. In Key Stage 4 target setting has not been refined to reflect the new IGCSE examinations and is not able to identify underachievement early enough.

Quality of teaching learning and assessment is Good.

Teachers use their subject knowledge effectively to plan a wide range of activities that engage pupils in lessons across the school. Teachers have established strong routines and pupils know what is expected of them.

Teachers use ongoing assessment in lessons combined with small class sizes, to effectively spot pupils falling behind and provide support promptly to help them catch up. Teachers make effective use of verbal feedback in lessons to give pupils well understood advice on how they can improve.

Homework is set regularly from the specialist curriculum text books and pupils receive written feedback regularly in-line with the school's policy.

Teaching in science develops cross curricular skills in reading, writing and maths well. Leaders recent introduction of a reading room has led to significantly more pupils reading for pleasure. In lessons reading is developed in a wide range of subjects through subject text books.

Teachers subject knowledge and planning leads to very effective progress in phonics (sounds and letters). The use of phonics teaching in both Spanish and English language acquisition has enabled pupil to become confident readers and writers in both languages.

The strong school ethos and small classes support the values of hard work, application and positive behaviour for learning. In English and science, Year 2 and Year 6 pupils are encouraged to learn from their own mistakes and develop their resilience. Though this is not consistent in all year groups and subjects.

Current parents are well informed about their children's progress. Both current and prospective parents can access information from a parent handbook, up to date website, monthly newsletters and weekly curriculum information. Parent consultations are on a rolling arrangement so that parents can request a more in-depth meeting about their child.

Teaching and the curriculum promote equality of opportunity and access for all protected characteristics. As a result, pupils demonstrate respect and tolerance towards all the different nationalities and faiths represented in the school.

Teachers use of questioning is inconsistent. In some lessons teachers only use closed questions. In the best lessons teachers ask open higher order questions that stretch and challenge the more able. Some teachers give time to pupils to think before answering or provide opportunities for pupils to have discourse that deepens their understanding.

The quality of written feedback is inconsistent across the school. Teachers' comments do not always support children's understanding of how to improve and pupils rarely respond to teachers' written feedback.

Teachers in some lessons do not encourage pupils to learn from their own mistakes or challenge more able pupils to apply their learning to new situations. Teachers training in the use of success criteria is underdeveloped, particularly for the more able. Teacher strategies for the development of subject specific vocabulary are not effective because they are not consistently supported by working walls, vocabulary books or glossaries.

Personal development, behaviour and welfare is Good.

Pupils' classroom attitudes are constructive and enthusiastic with motivated learners keen to participate and contribute. Pupils routinely demonstrate respect for one another and to adults and are polite to visitors. Pupils have a clear understanding of British values, law and order, right and wrong and democracy, which they feel they experience throughout their life in the school.

Teachers' planning, and their use of the school's effective behaviour management system ensures that low-level disruption is rare.

The wide number of different nationalities and faiths represented in the school are valued equally by the whole community. All the staff nurture a family ethos, and this has created a harmonious student body with common values of tolerance, understanding and respect. One pupil said, "I chose this school because it feels like a family and we all support and trust each other".

Movement between lessons is ordered and purposeful. Leaders have recently enabled all ages to mix together at break times and this has led to displays of very cooperative and friendly attitudes to one another.

Pupils say they feel very safe within the school and assert that there is no bullying. The school's records support this view. Pupils learn how to stay safe 'on line' which is valued and seen as helpful by pupils.

There is good support from class teachers for the very small proportion of students who have special educational need.

The older pupils are given well planned and useful careers advice in Year 8 and 9 through a very comprehensive options process. In Year 11, the school provides good careers guidance, visits and career fairs to guide them to post 16 providers. Attendance has been too low historically. Leaders' new strategies are beginning to improve this, due to much improved monitoring and administration so that attendance is now broadly average. Pupils of all ages enjoy coming to school and are punctual to lessons.

Outcomes for pupils are Good.

At the previous inspection attainment was low. Leader's' recently introduced changes to the curriculum, assessment and lesson evaluations have led to strong improvements across all subjects.

Overall outcomes at IGCSE have increased significantly since the previous inspection. Almost all subjects are now in line with the UK average for A* to C for IGCSE examinations.

In English, pupils in the secondary phase show strong and sustained progress over time in books and in lesson observed. This is leading to improved predicted IGCSE results in 2018 that are in line with UK averages.

In secondary mathematics, historical attainment has been low. Leaders' actions to improve progress in mathematics since September 2017 have resulted in rapidly improving progress in all year groups. The school's own predictions show that IGCSE attainment in 2018 will still be below UK averages, but achievement is rising rapidly in all year groups.

In Key Stage 3, the recently implemented assessment system is demonstrating improved progress in science, business studies, ICT, art and design.

In primary English, the vast majority of pupils have English as an additional language (EAL), they make strong progress by the end of each Key Stage and meet age related expectations. Pupils in Year 6 are articulate and confident speakers in both English and Spanish.

In mathematics in the primary school the recently introduced assessment system is showing improved progress across all year groups. The pupils' work reviewed by the inspection team corroborated this picture. Progress in mathematics is good overall. In Early Years Foundation Stage most pupils are achieving age related expectations by the end of foundation stage in their phonics.

In Years 8 and 9 pupils are very well prepared for their next stage in education through the very personalised options process. Leaders ensure that choices are based on detailed needs analysis that involves students, parent and the school. In Year 11 100 % of pupils have places at a suitable post-16 provider.

The very small proportion of pupils with special educational needs are making good progress in lessons because their teachers are consistently applying agreed strategies that support their learning.

In secondary, the attainment of the more able is below UK averages for IGCSE A*/A grades. Leaders are aware of underachievement in geography and have robust plans in place to improve teaching in this subject. The attainment in mathematics is improving but will remain below UK averages in 2018.

In primary, the very high proportion of EAL pupils do not fully develop their extended writing to the standard they are capable of, especially the more able.

Early years foundation stage is Good.

Leaders have an accurate picture of the strengths and weaknesses of the school's provision and long-term plans are in place to make improvements where necessary. Leaders have provided effective CPD that has ensured that early years foundation stage staff are aware of the development needs of young children. Leaders have ensured staff are well trained in phonics and safeguarding. As a result, phonics progress is good. Leaders have established a culture of safeguarding which is effective. Children feel safe because they are confident with adults and each other.

Teaching is well planned and makes effective use of the time available. Teachers plan activities that are appropriately play based in numeracy and phonics. Teachers' assessment is thorough and as a result, children make good progress.

Children are making good progress towards Early Learning Goals. Teachers use development matters and their own records to track pupils progress well.

Children's behaviour for learning is good and they respond to teachers' clear rules for right and wrong by waiting politely and taking turns.

Teachers ensure that children develop the key skills they need to transition successfully into Key Stage 1.

Leaders are not currently providing an environment that stretches and challenges children, especially in their physical development. However, leaders are aware of this and have well advanced plans in place for a brand-new building and improved environment that is due to be ready for September 2019.

Compliance with regulatory requirements

The school meets in full the requirements of the common set of standards for British Schools Overseas (BSO).

What the school could do to improve further

- Improve the quality of leadership and management by:
 - raising expectations of staff by introducing aspirational Key Stage 4 target grades and monitoring pupils' progress rigorously to quickly identify underachievement
 - monitoring the implementation of the new assessment system to ensure it provides leaders with a complete picture of pupils' achievement in a wide range of subjects
 - leaders rigorously monitoring pupils' progress of over time through the evidence in their books when monitoring standards of teaching and learning.
- Improve the quality of teaching, learning and assessment to outstanding by:
 - improving teachers' use of higher order questioning to deepen understanding and challenge the more able
 - continuing to embed the new strategies for vocabulary development across the curriculum.
 - teachers' improving their explanations of how pupils can improve through written feedback and planning time for pupils to respond to their guidance fully
 - teachers planning to develop pupils' skills in self-reliance during lessons.
- Improve the outcomes for pupils by:
 - raising achievement in mathematics by securing the recent improvements in pupils' progress in the long term.
 - raising the achievement of the more able
 - improving achievement in writing for EAL pupils, through the application of their writing skills to different purposes.
- Improve the quality of Early Years Foundation Stage by:
 - improving the physical environment to support all areas of the curriculum when moving into the new building, especially pupils' physical development.
- Improve the personal development, behaviour and welfare by:
 - continuing to improve attendance and persistent absence to match UK averages

Standards for inspection of British schools overseas

Quality of education provided

These standards are fully met.

Leaders have ensured that all written policies are in place and used to ensure children have a rounded education appropriate for their age, education need and stage of learning. Leaders have ensured that teachers plan lessons that take account of the needs of pupils.

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are evident in the day to day life of the school with pupils of all ages.

Leaders have ensured that all pupils receive a full-time education that meet the curriculum requirement in the BSO standards. The curriculum includes; spiritual, moral, social and cultural education and a broad range of subjects in all key stages. The protected characteristics in the equalities act 2010 are integrated into the curriculum appropriately. English is the language of instruction except in dedicated Spanish lessons. Pupils are prepared well for future life in British society.

Secondary pupils receive a wide range of careers advice that informs their subject choices in Year 9 and post 16 pathways.

Spiritual, moral, social and cultural development of pupils

These standards are fully met

Fundamental British values are promoted at an age appropriate level; pupils demonstrate that they are tolerant of differences and respectful of one another and adults. Pupils are clear about what is right and what is wrong and participate in democrat activities around the appointment of school ambassadors. Pupils take the lead in activities such as recycling projects which demonstrate their growing sense of responsibility for the future of the planet and communities.

Welfare, health and safety of pupils

These standards are fully met

The school's safeguarding policy is comprehensive. Leaders undertake all the required checks on employees and ensure that they promote the welfare of children at regular times. Good behaviour is evident and supported by the school's behaviour and rewards policy. Teachers use the sanctions policy effectively and pupils know the traffic light systems' consequences.

Leaders monitor maintenance, health and safety policies to ensure the premises are safe. Fire standards and practices are in order and meet local requirements. First aid training for staff and procedures are sound and supported by written records of

accidents. Pupils are always well supervised at break times. Admissions and attendance registers are kept and maintained on a daily basis. The school always uses approved providers for educational trips and checks that risk assessments are carried out, as required by the written policy, so that children's welfare is safeguarded.

Suitability of staff, supply staff and proprietors

These standards are fully met

Leaders undertake rigorous and consistent suitability checks. These are maintained and recorded to ensure all staff, the proprietors and directors meet all the requirements to ensure they are suitable to work with pupils. The appropriate checks are made to ensure people have the right to work in the host country. Those employed by outside agencies are also checked and their suitability documented.

Premises of and accommodation at schools

These standards are fully met.

The accommodation, including medical, toilet and washing facilities, meet local and BSO standards. The accommodation and grounds are maintained in good order. Lighting inside and outside and acoustics are good and fit for purpose. The disused swimming pool is safely fenced off. Water for drinking, washing and personal hygiene, is always readily available. Leaders have added a privacy curtain to ensure first aid facilities meet standards.

Provision of information

These standards are fully met.

All information to carry out the inspection was readily available to the inspection team. Information for parents has improved since the previous inspection and is now comprehensive. The parents benefit from a parents' handbook, an up to date website, weekly curriculum update, monthly newsletters and informative termly progress reports about their children. The website explains the school's ethos, values, complaint policy, admissions procedures and attendance systems. The names and contact details of the directors are displayed on the 'contact us' page of the website along with contact information for term time and out of term time. A summary of the previous year's academic results is on the website. This is the school's first BSO inspection so there is no previous inspection report to display.

Manner in which complaints are handled

These standards are fully met.

The complaints policy is in line with requirements. It has appropriate stages for informal, formal and appeals. The new directors aim to address parents less formal concerns through their daily presence at the school gate. Clear records are kept of parent meetings which show that the stages of the complaints procedure are being followed in line with the published policy.

Quality of leadership in and management of schools

These standards are fully met.

Leadership has ensured that all BSO standards have been met since the previous inspection in 2016.

Minimum standards for boarding (where applicable)

These standards are not applicable.

Glossary of terms

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

School details

School status	Private		
Type of school	British International		
Date school opened	1997		
Age range of pupils	Age 3 to 16 years		
Gender of pupils	Co-Ed (Boys and girls)		
Number on roll (full-time pupils)	22 EYFS	80 Primary	49 Secondary
Annual fees (day pupils)	€1500 per term	€2500 per term	Up to €3575 per term
Address of school	Avda. De Las Golondrinas, 16 Atalaya Park Estepona, Málaga 29680, Spain		
Telephone number	(00 34) 952 88 88 94		
Fax number	n/a		
Email address	admin@mayfair.academy		
Headteacher	Emma-Maria Robertson (Director) Alejandro Jurado Freire (Director)		

