

# Instituto Espanol Canada Blanch

317 Portobello Road, London W10 5SZ

**Inspection dates**

5 February 2019

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c), 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- At the previous inspection, the school's approach to keeping pupils safe was judged to be ineffective. This was because leaders did not have a clear understanding of the latest statutory safeguarding legislation, staff training was weak and the procedures for whistleblowing were unclear. Inspectors also found some students in the sixth form were not prepared well enough, such as knowing about the risks related to radicalisation and gang affiliation, to keep themselves safe.
- This inspection found leaders to have fully implemented their suitable action plan; they have transformed the school's culture of safeguarding.
- All staff, including designated leaders, have completed the required level of training, including in relation to radicalisation, child sexual and criminal exploitation, and children missing education. Staff access very regular update training, and not only read the latest statutory guidance and the school's own policies and procedures, but are compelled to study them closely and are quizzed on their understanding.
- Pupils are now taught, through 'values' lessons, assemblies and events, such as safer internet day which coincided with this inspection, how to keep themselves safe. Sixth-form students spoke confidently about the school's positive work to prepare them to understand a range of risks, such as carrying knives, gang membership and sexting.
- The school's procedures for whistleblowing, monitoring absence and reporting concerns are all suitable and commonly understood across the school.
- The school's child protection policy and procedures are compliant with the latest statutory guidance, and published on the school's website.
- As a result of leaders' effective work, all the previously unmet independent school standards (listed above and in full on page 3) are now met.

### Statutory requirements of the Early Years Foundation Stage

- At the previous inspection, in addition to the overall safeguarding concerns raised, leaders had not ensured that staff working with children in the unregistered early years provision had been trained in paediatric first aid.
- This inspection confirmed that seven staff have now been appropriately trained in paediatric first aid. Considering this and the improvements in safeguarding practice across the school, the safeguarding and welfare requirements for children in the early years are now met.
- Leaders requested to make a material change to their registration agreement in July 2018. They wished to extend their age range from 5 to 19 to 3 to 19. However, in light of the previous inspection's findings, this change was not accepted.
- In light of this inspection's findings, it would now be appropriate to extend the school's age range to 3 to 19 because the safeguarding and welfare requirements checked during this inspection are now met.
- However, the school's operation of early years provision is in accordance with the Spanish education system, and not the learning and development requirements of the British early years foundation stage. If the registration authority accepts a change in age range, leaders intend to apply for an exemption to the learning and development requirements.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

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

#### **Part 8. Quality of leadership in and management of schools**

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

## School details

Unique reference number	100532
DfE registration number	207/6305
Inspection number	10092848

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

Type of school	Spanish day school
School status	Independent school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	476
Of which, number on roll in sixth form	44
Number of part-time pupils	None
Proprietor	Spanish Government
Chair	Education Counsellor of the Spanish Embassy
Headteacher	Carmen Pinilla Padilla
Annual fees (day pupils)	Spanish nationals £340. Non-Spanish nationals £3,285 to £4,075
Telephone number	020 8969 2664
Website	<a href="http://www.educacion.gob.es/exterior/centros/canadablanch/es/home/index.shtml">http://www.educacion.gob.es/exterior/centros/canadablanch/es/home/index.shtml</a>
Email address	<a href="mailto:canada.blanch.uk@educacion.gob.es">canada.blanch.uk@educacion.gob.es</a>
Date of previous standard inspection	3–5 July 2018

## Information about this school

- Instituto Espanol Canada Blanch is a mixed, independent day school, which is owned by the Spanish Government and managed by the Spanish Ministry of Education and Vocational Training.
- Pupils are either bilingual in English and Spanish, multilingual or at various stages of

learning English or Spanish as an additional language.

- The majority of teachers are from Spain and are appointed for up to six years on secondments by the Spanish Government.
- The Education Counsellor of the Spanish Embassy represents the proprietor (the Spanish government).
- The school continues to admit pupils who are three and four years old, and therefore below the registered age range of five years old.
- The school's previous standard inspection took place in July 2018, when its overall effectiveness was judged to be inadequate.
- The Spanish inspectorate also inspects the school. It last inspected the school in November 2017.
- The school makes no use of alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first progress monitoring inspection since its previous full standard inspection in July 2018. It was conducted without notice.
- Following the July 2018 inspection, the school submitted an action plan. It was judged to be acceptable by Ofsted and was accepted by the Department for Education.
- This inspection focused on the school's compliance with particular requirements in Parts 3 and 8 of the independent school standards and the safeguarding and welfare requirements of the early years foundation stage.
- The inspector held discussions with leaders, including the headteacher, designated safeguarding leader, a group of teachers and a group of students in the sixth form. He also toured the premises, visited all classrooms and spoke with a senior safeguarding professional in the local authority by telephone.
- The inspector scrutinised a range of safeguarding documentation, including policies, logs, minutes of meetings, information about staff training and teaching resources.
- The inspection took account of the 37 recent responses to Ofsted's online survey, Parent View.
- The inspector was accompanied by an interpreter for the majority of the inspection.

## Inspection team

James Waite, lead inspector

Ofsted Inspector

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# Instituto Espanol Canada Blanch

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## Inspection dates

3–5 July 2018

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

## Summary of key findings for parents and pupils

### This is an inadequate school

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

### The school has the following strengths

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



## **Compliance with regulatory requirements**

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

## Full report

### What does the school need to do to improve further?

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

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

## Inspection judgements

### Effectiveness of leadership and management

**Inadequate**

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

### Governance

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

### Safeguarding

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

extremism, children missing from education and child sexual exploitation.

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

### Quality of teaching, learning and assessment

**Good**

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

## Personal development, behaviour and welfare

Requires improvement

### Personal development and welfare

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

### Behaviour

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

## Outcomes for pupils

Good

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

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

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

### Early years provision

### Inadequate

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

### Sixth form provision

### Inadequate

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

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

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

## School details

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

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

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

## Information about this school

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



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

## Information about this inspection

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

## Inspection team

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

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

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

#### **Part 8. Quality of leadership in and management of schools**

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

#### **Statutory requirements of the Early Years Foundation Stage**

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

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317 Portobello Road, London, W10 5SY

## Inspection dates

25 June 2015

## Overall outcome

**Independent school standards met**

## Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to follow up the school's progress in meeting the standards for independent schools. This was an unannounced inspection.
- The school received its full inspection in November 2013, and was judged to be good. Several standards were not met, however. These related to the provision of showers, facilities for medical examination and care of sick pupils, and maintenance of the accommodation.
- The school drew up an action plan for improvement in response to the findings of the inspection. The action plan was evaluated in June 2014 and, subject to its successful implementation, was found to be satisfactory.
- The school received its first progress monitoring inspection in November 2014. Inspectors also checked the school's safeguarding policies and procedures against the independent school standards. The inspection found the school not to be meeting a number of standards. These failings related to arrangements for the safeguarding of pupils, compliance with regulatory reform regarding fire safety, requirements relating to the recording of admissions to the school, and shortcomings relating to premises and accommodation.
- The Department for Education requested the school produce another action plan. This was evaluated in March 2015 and judged to require improvement. The school submitted a further action plan in April 2015. Following some modification, this was accepted by the Department for Education.
- This monitoring inspection focused on the school's actions to rectify the weaknesses identified in the first progress monitoring inspection in November 2014.

## Main findings

### Welfare, health and safety of pupils

- The first progress monitoring inspection of November 2014 reported that the school had a policy in place relating to the safeguarding of pupils, but it was not clear whether this was reviewed annually, as required. The designated safeguarding lead within the school was named in the policy, but had not received any related training. No member of staff had completed the higher-level training required to fulfil this role. Records showed that all members of staff had received regular updates on child protection from the Spanish Ministry. School leaders were not aware of the Secretary of State's most recent guidance, *Keeping Children Safe in Education*, published in April 2014. This guidance was not referenced in the school's policy, and staff members had not read Part 1 of the guidance, as required.
- This inspection found the school's safeguarding policy to reflect the latest statutory safeguarding guidance provided in the Department for Education publication *Keeping Children Safe in Education*, March 2015. All members of staff have now undertaken training at appropriate levels in child protection, including the designated child protection officers. Staff have read and are familiar with Part 1 of the above safeguarding guidance. School leaders are now clear about

their safeguarding roles and responsibilities and ensure that the safeguarding policy is reviewed annually, as required. The safeguarding policy is available to parents, carers and others on the school's website. Staff members know what to do should a concern arise.

- The previous progress monitoring inspection noted that termly fire drills were held, but these were not recorded in the appropriate way. There were no fire risk assessments available at the time of the inspection, despite these being required by the school policy. The school's admission register was kept online. All relevant information was held, except for that regarding students' previous schools, which was kept elsewhere. Printed copies of the admission register were not kept as required by the regulations.
- This inspection found that fire safety and evacuation policies and procedures have been reviewed, updated and implemented effectively. Fire fighting equipment and electrical appliances have been tested by professional engineers to ensure that they are safely operational. The school conducts regular fire drills and records these appropriately. School leaders use this information to improve fire safety practice in school. The school has now trained eight fire wardens to help staff and pupils to evacuate the building safely. The premises have been inspected by a fire safety company to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005; the level of fire safety is deemed to be satisfactory.
- The school records all pupil admissions using an online system. This holds all of the required information on pupils, including the previous schools attended by pupils. Printed copies of the admission register are kept by the school, as required.

### **Premises and accommodation**

- The earlier progress monitoring inspection reported that the school's action plan, accepted by the Department for Education in June 2014, detailed plans to refurbish parts of the building in response to the shortfalls found at the inspection of November 2013. Architects' plans were completed, showing proposed refurbishments to toilet and washing areas. The local authority had agreed to these changes to the building, and the Spanish government had allocated sufficient funds. However, this had been a drawn-out process, and work was not completed by the end of August 2014 as planned. Therefore, in November 2014, the accommodation provided for these purposes remained inadequate. Toilet and washing areas were poorly maintained. In many cases, there was no soap or facility for drying hands. Most of the cubicles had missing locks. Many taps were broken or did not work, and there was no hot water. Students said they did not like the toilet facilities, and that they were often dirty. The school had not undertaken any remedial works to improve matters whilst the building works were awaiting completion. Concerns regarding the uneven surface in the playground, identified at the time of the last inspection, had not been addressed.
- The school has successfully implemented its action plan and all of the shortcomings have been remedied related to the premises and accommodation. The proprietor has invested significantly in developing the premises to meet the needs of the pupils. The school has recently refurbished several toilets and washbasins for staff, visitors and pupils to use. They are well equipped with soap and hand drying facilities and well supplied with cold and hot water, as required. Pupils like the newly refurbished toilets. The facilities are very well maintained.
- The school has ensured that there is a designated area for pupils who might feel unwell. This provision contains a washbasin with running water and is close to a toilet.
- There are newly built showers and changing facilities for older boys and girls to use. These are very well kept. The proprietor now ensures that the flooring is in an acceptable condition in all parts of the school. The premises are checked regularly to ensure pupils' health and safety.

## Inspection team

Fatiha Maitland, Lead inspector

Additional Inspector

## Information about this school

- Vicente Cañada Blanch Spanish School is a mixed independent day school which is owned by the Spanish government and managed by the Ministry of Education, Culture and Sports of Spain. The school follows the Spanish Education curriculum.
- The school is housed in a former Dominican convent in Kensington, London, and caters for pupils aged from five to 19 years. There are currently 532 pupils on roll.
- Pupils are either bilingual in English and Spanish, multilingual or at various stages of learning English or Spanish as an additional language. The proportions leaving and entering the school at times other than at the start of the academic year are high.
- There are no pupils with disabilities or special educational needs.
- The aims of the school are to provide pupils with a deep understanding of both Spanish and British culture, within a curriculum which ensures pupils 'develop linguistic competence in Spanish and in English so as to enable their complete integration as citizens in the United Kingdom and in Spain'.
- The school is also inspected annually by the Spanish inspectorate.

## School details

<b>Unique reference number</b>	100532
<b>Inspection number</b>	464918
<b>DfE registration number</b>	207/6305

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

<b>Type of school</b>	All-age day school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	532
<b>Of which, number of pupils in the sixth form</b>	62
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Spanish government
<b>Chair</b>	Dr M Isabel Martínez López
<b>Headteacher</b>	Dr M Isabel Martínez López
<b>Date of previous school inspection</b>	26 November 2014
<b>Annual fees (day pupils)</b>	Spanish nationals £315 and non-Spanish nationals £3,125 - £3,875
<b>Telephone number</b>	020 8969 2664
<b>Fax number</b>	020 8968 9432
<b>Email address</b>	Canada.blanch.uk@meecd.es



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