

## Runnymede College

Calle Salvia 30, La Moraleja, 28109, Madrid

**School's regional authorisation number:** BOE 28049754

### **Date of Inspection:**

16th April 2021

### **Inspection Team:**

Alan Taylor (Lead Inspector)  
Steven Evans (Team Inspector)  
Sheena Stalker (Team Inspector)

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

The purpose of this inspection is to assess Nursery (age 2) to Year 13 (age 18) for the renewal of authorisation.

### **Overall Recommendation:**

The school is recommended for authorisation from Nursery (age 2) to Year 13 (age 18) for a period of 4 years for 1200 pupils. The next inspection is due in April 2025.

NOTE - The school opened a new sports hall/auditorium on the current site in February 2021.

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## History and Context of the School:

Runnymede College was founded in 1967 as a provider of a British secondary education to pupils of all nationalities except Spanish. The junior school was founded in 1987 and in 1990 the whole school moved to purpose-built premises in the *La Moraleja* area of Madrid. In 1993, the school obtained authorisation to accept Spanish pupils, and in 1998 with 400 pupils on roll, the school moved to its present site in the same area. In 2018 a new secondary school building was inaugurated, and in 2021 a new sports hall was opened.

In 1998 the current Headmaster, on the retirement of his father, took over the leadership and management of the school. This continuity has ensured that the school's initial aim of providing its pupils with a British education, firmly based on academic success and the development of sound personal values, continues today. A significant number of pupils continue to gain places at prestigious universities worldwide.

Currently there are 1086 pupils on roll from Nursery to Year 13, equally divided between junior and senior schools. 67% of students are Spanish, 10% are British and the remaining 23% percent is made up of diverse nationalities.

## Accommodation and Resources:

The school provides safe and well maintained accommodation which is adequate for the curriculum offered. The site perimeter is secure and access is well controlled by site staff on the main gate. The site consists of four purpose-built buildings, a library building and a new sports hall.

Most classrooms are bright and spacious. They all include a white board with projector units. A range of stimulating displays support learning, with some excellent examples that include cross-curricular themes. The quality and quantity of secondary classroom displays are inconsistent.

There is adequate provision for dining, with food being prepared on-site and arrangements have been well adapted to reflect COVID-safe practice. Toilets are located in all buildings and although corridors are sometimes restrictive, students move with ease around the school.

In the Early Years Foundation Stage (EYFS) changing facilities are good and a first aid room is well resourced and staffed. Outdoor learning spaces extending from classrooms support children's physical development.

In the secondary school, an extensive and well-resourced laboratory suite provides excellent opportunities for students to develop practical science skills. Music and art classes are also well resourced in specialist classrooms.

Information and communications technology (ICT) provision is a strength throughout the school. All pupils from Year 3 to Year 11 are provided with a leased iPad which is used throughout the school as a tool to combine digital

resources seamlessly with classroom learning. For example, Adobe Sketch was used by the art department to demonstrate drawing skills on the board. The whole demonstration was then time-lapsed to create a video resource for all pupils to watch each step of the drawing techniques at a later date. This helped students learn at their own pace using a clear illustration of each technical skill.

A newly built sports hall can also be used as an auditorium and includes changing facilities and a mezzanine viewing area. The library areas are adequately stocked with a range of books.

The school site contains an adequate range of social spaces although more outside furniture would help students make better use of recreational time together.

### **Health, Safety and Welfare:**

Appropriate health and safety policies are in place, and used consistently by staff.

Students are adequately supervised during recreational times and accidents are dealt with and monitored by the first aid staff. Behaviour policies are clear and well used, and behaviour across the school is very good.

The school has recently developed more effective safeguarding practices to more clearly report and monitor concerns. A designated safeguarding team is in place and processes are well understood by all staff. Fire and lock-down drills take place frequently and evacuation routes are well communicated.

As a result, students and staff feel happy and safe at school. They report that cases of bullying are low, and understand how to seek support if cases do occur.

### **The Curriculum:**

The school offers a generally broad and balanced curriculum which meets the needs of the National Curriculum. Opportunities at Key Stage 4 and 5 are broadening, with uptake in more specialist courses, like music, increasing in popularity. Students are happy with the curriculum choices offered in preparation for further studies.

In Key Stage 2, the time allocated to science is not sufficient. As a result, although the quality of learning in lessons is very good, the quantity of work by students is not sufficient to meet the demands of the National Curriculum.

In Key Stage 3, computing has been well integrated across other areas of the curriculum. However, the programming aspects are not included in cross-curricular planning and are not being covered. As a result, students are not accessing the full curriculum.

Provision for students with additional needs is good and well monitored by a team of special needs coordinators across both junior and senior schools. Individual performance and resulting support are monitored, and progress is well tracked.

Students feel prepared for life beyond Runnymede College and a project in which ex-alumni return to share their experiences helps to raise aspirations.

The school has worked well to maintain additional extracurricular experiences whilst incorporating COVID-safe practices. Extra-curricular activities continue to be available to pupils both at lunchtimes and after school including chess, judo, athletics, debating, drama and the school newspaper.

### **Staffing:**

Staff are well qualified and have adequate experience to meet the needs of the school and its students. Ratios between teachers and students are adequate and support safe and effective learning.

Both UK trained and international staff work well together and are deployed effectively. Retention is good and staff are happy. They cite their positive relationships with leaders as a strength of the school.

Working parties are often used to plan and implement areas of improvement identified in development plans. For example, a working party in Key Stage 2 has overseen changes to the written feedback policy.

Good opportunities for professional development exist although protocols for how teachers can seek development are less well defined. Staff would welcome opportunities to link training with personal professional objectives. Appraisal happens on an ad-hoc basis and systems are not fully applied across the full staff body, particularly for school leaders. As a result, the school's high expectations are not always clearly defined for individuals.

### **Teaching and Learning:**

Overall, the quality of teaching and learning is very good and there are significant areas of outstanding practice. As a result, student progress is very good.

In very good lessons, staff use good subject knowledge to adapt activities to individual needs and engage students in a range of activities. Questioning is well targeted and extends students' understanding. Teachers encourage them to think more deeply about their learning. Spoken English is truly valued and teachers use a range of strategies to develop vocabulary skills. In a Year 2 lesson on reading, the students explored the language used by the author in a

range of her books. The students read confidently, using excellent expression and intonation.

In outstanding lessons, teachers stimulate more detailed understanding in their students and build from their strengths. They create engaging experiences which drive individual progress with well targeted challenges. They provide students with opportunities to reflect upon their learning and support others through well considered group activity.

For example, in one Year 5 mathematics lesson, students reflected on the difficulties of solving a mathematical problem. This enabled them to extend their understanding of the value of struggle in the wider learning process and how to apply successful strategies for finding solutions. In another Year 10 history lesson, students were able to use their knowledge of the lead up to World War II and debate passionately - demonstrating insight, empathy and a critical analysis of key factors which led to war.

Students are proud of their work and want to succeed. They almost always have a clear idea of how well they are doing and what they need to do in order to make even better progress. Behaviour is very good in class and relationships between students and their teachers are positive.

### **Assessment:**

The school has developed its policies in relation to written feedback and resulting practice has improved since the last inspection. Students use the feedback from their teachers and know what they need to do in order to improve.

Attainment data is well used and individual academic targets are set by teachers. The school is growing in confidence in the use of data to track performance of groups over time, in order to analyse trends and intervene, although this practice is not yet embedded across the school.

Parents receive detailed information about their child's progress in regular reports which are supplemented by opportunities to talk through progress with teachers.

### **Spiritual, Moral, Social and Cultural Development:**

Students value their school and are proud of their achievements. They are keen to show their work and to discuss what they are learning across the school.

Relationships across the school are very good and students are confident that teachers will help them to solve any problems they may encounter. As one Year 12 student reports, "*The teachers are so supportive. Not just with our studies but they really care and help you if you have any problems*".

The school is underpinned by a strong British ethos. British values are explored meaningfully through the personal, social and health education (PSHE) curriculum and whole school events set around the school house system.

The PSHE curriculum is well planned and addresses important issues. For example, in a Year 3 lesson, students had the opportunity to explore their perspectives in a discussion on cyber bullying. Themes of social and cultural identity are also effectively explored through other subjects. For instance, in Year 5, artwork on Gustav Klimt's Gardens of Dreams and Goals was linked to student goals and dreams for the future, and a range of 3D art displays along a senior school corridor effectively explored historical events through history.

### **Leadership and Management:**

The Head and Assistant Head work effectively and share a clear vision for the development of the school. High aspirations are communicated well to senior leaders and teaching staff, although individual contributions are not systematically evaluated through regular and rigorous appraisal.

Staff are keen to support school developments and policies are generally implemented with consistency. The school development plan is detailed and three new posts of Deputy Head have successfully added capacity to school leadership, although responsibilities are not yet formalised by job descriptions.

Leaders have a good understanding of the strengths and weaknesses of their teams and have taken action to assure and improve performance. This understanding is not supported by a detailed analysis of the quality of teaching and learning across the school. Consequently, outstanding teaching and learning is not more consistently practiced.

### **Response to the previous inspection reports:**

Good progress has been made in response to the previous inspection report.

1. Improve marking and feedback by revising the current policy to ensure that the response to pupils' work is comparable and consistent across year groups and within subjects.

The school has developed its marking and feedback policy and practice is now more consistent across year groups and within subjects. It includes book-based and online feedback. As a result, students are clear about what they need to do in order to improve.

2. Include Year 9 Spanish students in ICT lessons.

The school has integrated the computing National Curriculum into the wider curriculum and all students now access the new scheme equally.

## Recommendations:

1. Monitor and evaluate the quality of teaching and learning more effectively by including systematic lesson observation in the appraisal process.
2. Increase the curriculum time allotted to science throughout Key Stage 2 to assure full coverage of the National Curriculum.
3. Incorporate all aspects of the computing National Curriculum (including programming) into subject planning in Key Stage 3.