

## The British School of Costa Daurada

Carrer Mas de la Creu, 4, 43764 El Catllar, Tarragona

**School's regional authorisation number: 43012745**

**Date of Inspection: 12th December 2025**

**Inspection Team:**

(Lead Inspector) Sarah King  
(Team Inspector) Stephanie Donohue

**Reason for the Inspection:** to evaluate the educational provision for pupils from Year 7 to Year 13 for authorisation as British.

**Overall Recommendation:**

The school is recommended for authorisation from Year 7 (age 11) to Year 13 (age 18) for a period of 4 years for 144 pupils  
The next inspection is due in the first term 2029.

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## **History and Context of the School:**

The British school of Costa Daurada was founded in May 2008 as Jigsaw British School. It changed its name in September 2019. The school is privately owned. The school moved to its current premises in January 2017. In September 2025, another new building was opened to extend the number of secondary classrooms.

The school has 474 pupils on roll, the majority of whom are Spanish. At present, the school is authorised up to Year 11, and a key element of this inspection is to consider its suitability for extending authorisation to include Years 12 and 13. The overall purpose of this inspection is to determine whether the school meets the requirements for reauthorisation as a British school for pupils from Year 7 to Year 11.

## **Accommodation and Resources:**

The secondary students are accommodated across two purpose-built buildings situated in well maintained grounds bordering a local forest. The outdoor environment provides ample space for students to enjoy during breaks and lunchtimes, including seating areas, picnic tables for use in warmer weather, and designated outdoor bathrooms for both male and female students. The playground offers a variety of recreational options: a large football pitch with basketball nets, ping-pong tables, and shaded seating areas.

The site is secure, with staff present to welcome students on arrival and the school gates locked once lessons begin. Classrooms are bright, spacious, and well resourced, each equipped with an interactive whiteboard, age appropriate textbooks, and materials that support high quality learning. Specialist areas, including the art room and the science laboratory, are particularly well equipped. For best practice, the science lab should contain a fire blanket.

Facilities also include changing rooms for physical education and a large, well-resourced STEAM (science, technology, engineering, arts and mathematics) room equipped with a 3D printer, LEGO resources, and large interactive whiteboards. Secondary students also are assigned to a laptop to use at home and in school to enhance learning.

The school kitchen prepares healthy daily meals onsite and caters for a range of dietary needs and vegetarian options.

Staff benefit from two designated areas: a large staff room for breaks and lunch, and a separate workspace for professional tasks. The library is well stocked with a wide range of age appropriate reading materials, which students can enjoy onsite or borrow for home reading.

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

Safeguarding is a clear priority for the school, and robust measures are in place to ensure the safety and wellbeing of all pupils. All staff have completed the required safeguarding and background checks, and the school maintains appropriate records. The designated safeguarding lead (DSL) demonstrates strong expertise, commitment, and a proactive approach. She is systematically strengthening safeguarding practice across the school, ensuring that procedures are both comprehensive and consistently applied.

Policies relating to safeguarding, health, and safety are up to date, well understood, and effectively implemented. Although the school does not employ a nurse, several staff members hold advanced first-aid qualifications and respond promptly and competently to medical situations. Every classroom contains a first aid kit and minor injury and head injury report booklets. For best practice, an additional first aid kit and injury report booklet should be kept on the patio at all times. Evacuation procedures are clearly displayed in all teaching spaces, and fire drills are conducted termly. The school site is secure, clean, and well maintained, with clearly defined boundaries and an adequate number of visible fire extinguishers.

## **The Curriculum:**

The secondary school provides a curriculum that is broad, balanced, and structured, ensuring full coverage of the English National Curriculum while also responding effectively to the needs and interests of its learners. The school places a strong emphasis on the development of core knowledge, skills, and understanding, while also offering a rich range of opportunities beyond the traditional academic subjects.

A notable strength of the school is its commitment to STEAM education, which is increasingly embedded across subjects and year groups. This approach encourages creativity, innovation, and critical thinking by integrating science, technology, engineering, the arts, and mathematics into meaningful learning experiences. The impact of this work is evident in pupils' ability to apply learning to real-world challenges and to work collaboratively to devise solutions.

For example, in a Year 9 robotics lesson pupils were engaged in problem-solving using programmable technology. Working in small teams, they designed and tested small prototypes aimed at addressing environmental and sustainability issues, such as collecting energy from a home to reuse to power lights. Pupils demonstrated strong analytical thinking and their engagement and enthusiasm were clear indicators of the positive impact of the school's STEAM focus.

The curriculum is thoughtfully designed to meet the needs of all pupils, including those who require additional support and those who are high-attaining. Differentiation is well considered, and expectations for academic achievement are high. Pupils are supported and challenged to reach high standards. The curriculum successfully prepares them for external examinations and for progression to further study.

Overall, the secondary curriculum provides pupils with an ambitious and relevant educational experience that promotes academic success and personal development.

### **Staffing:**

The school benefits from a highly stable and committed staff team who contribute significantly to the quality of provision. Staff retention is strong, and teachers report feeling valued and appreciated as members of the school community.

Teachers are well qualified and experienced in their respective subjects, bringing depth of knowledge as well as passion to their teaching. Their expertise enables them to plan effectively, deliver engaging lessons, and respond appropriately to the diverse needs of pupils. Support staff also play an integral role in the smooth operation of the school, working collaboratively with teaching staff to ensure pupils are well supported both academically and pastorally.

### **Teaching and Learning and Assessment:**

The quality of teaching across the school ranges from good to outstanding, with the majority of teaching being very good. Students are engaged, motivated, and demonstrate a strong desire to improve. Lessons are well planned, purposeful, and appropriately challenging, with teachers making effective use of time and resources to maximise learning.

Teachers possess strong subject knowledge and apply a wide range of instructional strategies to support students' understanding and progress. Questioning is used skilfully to extend thinking, and expectations for learning are high. Students respond positively to feedback and are actively involved in improving their work, demonstrating a reflective approach to their own learning.

For example, in a Year 11 business studies lesson, the teacher challenged students to raise the standard of their responses to mock examination questions. Students showed confidence and ambition, consciously trying to meet the higher expectations and were also gaining a good knowledge of the assessment criteria. This is typical of the learning culture within the school.

Assessment processes are robust and consistently applied. Students are closely tracked across the secondary phase and are set aspirational yet achievable targets. When progress slows, teachers and leaders act quickly to identify the causes and implement effective interventions. Consequently, students make strong and sustained progress over time.

The school is preparing to open its sixth form and introduce A levels next year. Leaders have begun to align assessment, curriculum planning, and transition processes to ensure continuity and challenge as students progress into post-16 study.

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

Pupils' spiritual, moral, social and cultural development is a strength of the school. A well-planned PSHE (personal, social and health education) curriculum supports pupils in developing self-awareness and an understanding of the wider world. The school's core values are embedded across daily routines and classroom practice, helping pupils establish positive social habits and a strong moral compass.

Already, pupils benefit from high-quality careers guidance led by an experienced careers and university counsellor. This ensures that they are well prepared for future pathways and increasingly "university ready," particularly as they move into the upper years of secondary school.

Across the school, pupils speak very positively about their experiences. They report feeling safe, valued, and well supported. Incidents of bullying are extremely rare, and pupils demonstrate a clear understanding of what to do and whom to approach should they have any worries or concerns. Relationships between pupils and staff are respectful and trusting, contributing to an inclusive and supportive school environment in which pupils thrive socially and emotionally.

### **Leadership and Management:**

Leadership and management are strong and effective. Senior leaders have established a clear and shared vision for the school that is well understood and consistently reflected in practice across all phases. Leaders demonstrate strong oversight of teaching, learning, and safeguarding, ensuring that systems for monitoring and improvement are effective. These systems enable leaders to identify strengths and address areas for development promptly. As

a result, pupils learn in a safe, well managed, and aspirational environment where standards continue to rise.

Staff development and training are encouraged and supported. Leaders provide regular opportunities for teachers and support staff to enhance their skills and deepen their subject knowledge. This contributes to a stable, motivated workforce that feels valued and confident in delivering high-quality provision.

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

- Behaviour across the secondary school is now excellent with most students wanting to learn and to role model the schools values
- Teaching and learning in the secondary school is of a high standard and good practice is shared across the team
- The school now has a fume cupboard and a locked preparation room for science

### **Conclusion:**

British School of Costa Daurada meets the standards required of a British school. The school provides a high-quality education within a safe, supportive and well-organised environment. Strong leadership, effective safeguarding practice, and a committed staff team contribute to pupils' positive experiences and good progress. With its clear vision for continued improvement and the planned development of the sixth form, the school is well placed to move confidently into its next stage of growth.

### **Recommendations:**

The school should continue to maintain its high standards and its efficiency in identifying areas for development for both staff and students to ensure sustained progress.