



**British School  
Overseas**

Inspected by Penta International

## Inspection report

**Wingate School**

**Santa Cruz de Tenerife  
Spain**

Date  
Inspection number

**17<sup>th</sup> – 19<sup>th</sup> November 2025  
20251117**

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## 1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 30 lesson observations took place. School documentation and policies were analysed and data was reviewed. students' workbooks were seen in lessons and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Simon Sharron. The team members were Rebecca Baggaley, Ruth Dollner, Judith Pollock.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

## 3. Overall effectiveness of the school

The school succeeds in creating an inclusive community, shaped by British values, where positive relationships underpin a high quality of education and the relentless focus on the welfare, health and safety of young people ensures the optimum conditions for academic success and personal growth.

### 3.1 What the school does well

There are many strengths at the school, including the:

- leadership and management of the school;
- effective safeguarding;
- welfare, health and safety of its students and staff;
- broad, balanced and innovative curriculum, which prepares the children for the next stage of their education;
- strong academic outcomes over time;
- focus on oracy in the early years and primary to develop and internalise language;
- spiritual, moral, social and cultural development of its students;
- extremely positive ethos and culture, underpinned by values of kindness and exemplary behaviour;
- creation of a school community, where young people feel safe and relationships are strong;
- creative use of premises and resources to ensure the best possible environment for learning and teaching;
- retention of staff and training of early career teachers;
- information for parents - ongoing development of the parent portal and sharing of information in a timely manner, including showing student progress over time;
- Britishness of the school;
- music and performing arts opportunities.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- i. further developing links with other British curriculum schools in the Canary Islands and Spain to organise reciprocal peer reviews as another form of external validation of practice;
- ii. embedding across the whole school, best practice in:
  - a. adaptive teaching;
  - b. curriculum area reviews.

## 4. The context of the school

Full name of school	Wingate School				
Address	Calle Mirador de la Cumbrita 10 Cabo Blanco 38640 Arona Santa Cruz de Tenerife				
Telephone number/s	+34 922 72 01 02				
Website address	www.wingateschool.com				
Key email address	theoffice@wingateschool.com				
Headteacher/principal	Mr M Howells				
Chair of board/proprietor	Mr Green				
Age range	3-18 years				
<b>Total number of students</b>	<b>547</b>	<b>Boys</b>	<b>271</b>	<b>Girls</b>	<b>276</b>
Numbers by age	0-2 years	0	12-16 years		225
	3-5 years	32	17-18 years		57
	6-11 years	233	18+ years		0
Total number of part-time children	0				

Wingate School is an independent coeducational 3-18 school, situated near the resort town of Playa de las Americas in the south of Tenerife in the Canary Isles of Spain. It is a family-owned establishment in existence for 43 years and the only school in the south of Tenerife providing a British education. Of the school student population, 13% are UK passport holders and 39% are Spanish nationals. There are 28 nationalities represented on the school roll. Wingate is therefore a very diverse, multicultural community. The school continues to grow and expand. Since its last BSO inspection, the school has increased in size by 114 students, a growth of 26%.

The school identifies the following challenges:

- the recruitment and retention of UK teaching staff;
- expanding the physical capacity of the school to meet the increase in student numbers and ever-increasing demand for places;
- Spanish employment law is unfavourable to work experience for secondary students;
- compliance with local official holidays, which lead to extra school closures.

## 4.1 British nature of the school

The British nature of Wingate School is marked by the following:

- early years learning structured through the UK statutory Early Years Foundation Stage (EYFS) framework;
- the provision of the National Curriculum for England from Key Stage (KS) 1 to KS4;
- IGCSE, A Level and BTEC assessment frameworks in KS4 and KS5;
- all lessons are taught in English, except for Spanish and modern languages;
- progress and summative assessments are standardised against UK standards;
- teachers, except for Spanish nationals, are UK trained or have had experience of teaching in the UK;
- the academic and pastoral organisation of the school;
- safeguarding protocols are based on the UK Department for Education (DfE) '*Keeping Children Safe in Education*' (KCSIE);
- all staff undergo safeguarding training in accordance with KCSIE and senior staff have undergone safer recruitment training;
- the systematic quality assurance of teaching and learning, the staff appraisal cycle and provision of continuous professional development (CPD);
- health and safety policies and procedures, including rigorous risk assessments;
- the organisation of the school day and the three-term school year;
- the extracurricular clubs;
- the UK style personal, social and health education (PSHE) and assembly programme of learning;
- British societal values displayed around the school site and taught through the curriculum;
- UK special events celebrated such as Remembrance Day;
- the school uniform.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is of a very high standard and has many outstanding features.

#### 5.1 Curriculum

The quality of the curriculum meets the BSO standard and is judged to be outstanding, overall. This is because it provides an inclusive framework for young people to progress towards considerable academic achievement and personal growth so that they can transition successfully to the next stages in their educational journeys.

There are written curriculum policies and schemes of work and these are evaluated in 'Curriculum Area Reviews' (CAR) coordinated by middle tier curriculum leaders. All learning, except for subjects mandated by the Spanish government, are aligned with UK curricular frameworks. A clear overview of the Wingate School curriculum is posted on its website and gives good information about what the students will be learning year by year and in the primary school, term by term. A wellbeing curriculum is delivered through the PSED/PSHE programmes of study. In primary, sex and relationship education is delivered through the *KAPOW* scheme which is aligned to the UK statutory framework.

In EYFS, good opportunities for child-initiated learning are available and there is a free-flow element to planned activities in and outside the classroom. In the reception class, children have opportunities to apply their emerging phonics skills in reading and writing. There is a strong focus throughout the curriculum on developing oracy and vocabulary. Overall, schemes of work demonstrate excellent progression. However, children would benefit from increased opportunities to mark make, when they are at the earliest stages of developing initial writing skills.

In KS1, early reading, writing and phonics, oracy and mathematics are given the highest priority. The phonics programme is sequenced well and there is good progression, enhanced by careful tracking and oversight by the phonics lead. Because of high student mobility and differing levels of home support, phonics are taught by stage and not by age. This works best when the older children work together with support in small groups, within these classes. Decodable texts are used to develop early reading and there is a clear focus in curriculum planning on ensuring that teachers model the application of phonics in reading and writing. A sample of year 1 books showed that marking and feedback link

to the sounds being taught and this is a real strength. The curriculum is underpinned by high-quality engaging texts. As a result, children achieve well in their year 1 phonics screening test, given their different starting points.

In KS2, core subjects in primary are well planned and developed. The sequence of writing has been created from elements of the Jane Considine and Pie Corbett methodologies, that best suit the school and their cohort of children. The long-term planning shows clear sequencing and progression of skills, alongside a balanced coverage of writing for different purposes. There are strong cross-curricular links, especially in the teaching of English, linking many foundation areas through oracy, reading and writing. The focus on oracy is strong and the children are regularly expected to participate in performance poetry and debate or discussion. In mathematics, the *White Rose* scheme is used as a base. Adaptations are applied through a range of other strategies and resources. Children are well prepared for the multiplication tables check (MTC) which is taken in year 4, in line with the UK. Books in all subjects confirm the planned curriculum is being taught.

In KS3, the curriculum offers a breadth of 13 subjects. Schemes of work demonstrate there is good age-appropriate progression in PSHE lessons, which cover a wide range of topics including: study techniques, mental wellbeing, healthy lifestyles, sex education, and online safety, as well as researching career and academic pathways for their future.

In KS4, the curriculum provides a wide variety of subjects that students can choose from depending on their abilities and preferences. Students confirm they are supported in making their choices with guidance from staff, shared information with parents and through the PSHE programme. Students are able to sit iGSCEs at the end of KS4. For students who may struggle with the demands of GSCEs in all subjects, the school has adapted the curriculum by introducing entry level certificate science and BTEC level pathways in ICT, art and design, and performing arts.

In KS5, the curriculum consists of 10 A level disciplines and currently two BTEC Level 3 courses offering entry qualifications into tertiary education in the UK, Spain and internationally.

The formal curriculum is enriched by extensive extracurricular provision at lunchtimes, after school, during weekends and in school holidays. This includes catch-up clubs for English as an Additional Language (EAL) in KS1 to 3, as well as supervised activities in science, technology, engineering and mathematics (STEM), sports and performing arts.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good, with significant areas of outstanding practice.

This is because the majority of lessons observed were good or better and, overall, assessment supports adaptive teaching and students' progress. The school's input, inside and beyond the classroom, produces excellent academic results at IGCSE and A Level. The inclusive curriculum meets the wide range of needs of the diverse student population. Teachers' subject knowledge observed in lessons across the school is strong.

The grouping of classes, according to ability or stage of linguistic development, supports students who have different starting points in the core subjects of English, mathematics, science and Spanish. The successful introduction of vocational Level 2 and Level 3 BTEC courses in KS4 and KS5 that require different methods of teaching and assessment are an illustration of the school's growing culture of adaptation. The acquisition of English fluency is a priority at Wingate, because 87% of students are users of English as an additional language and many students arrive to the British curriculum with little or limited English. Adherence to an accredited phonics and early writing scheme, as well as supplementary phonics interventions and EAL extracurricular booster classes, help to accelerate progress in English literacy for recent starters. Activities supporting students' interests and personal development immerse students in English at lunchtimes, after school, on Saturdays and during the holidays. Over 30 extracurricular activities including choir, other music singing performances, debating clubs, and 'suspects and secrets' form a distinct pedagogical strategy to encourage oracy that underpins the development of literacy.

The quality of teaching and assessment is assured by the school, through a process of performance management, which includes lesson observations and by Curriculum Area Reviews (CAR) carried out by middle leaders. The secondary school English CAR for 2024/25 reviews the profile of good and excellent lessons, academic performance over the last three years in English. It notes agreed adaptations to the curriculum and changes of exam syllabi to support the school's cohort of learners and lists the organisation of English enrichment activities such as open-air poetry events, drama workshops, World Book Day activities and a theatre trip to see Shakespeare's The Tempest. The CAR refers teachers to all the students with special educational needs and disabilities (SEND) and notes their specific needs for adaptive teaching. There is also a list of whole-school, departmental and voluntary CPD training undertaken by the English team. The CAR links to the departmental improvement plan, which is organised around BSO standards 1 and 2. The

school may like to consider standardising the format and quality of the CARs across the whole school.

Technology is used well to assist teaching and learning, and the style of teacher input is well adapted to the age and stage of the students. Good lessons began with well-planned starters such as fun quizzes revising and consolidating previous learning. Lesson plans sequence learning appropriately, building on prior learning before introducing new material. Skilled questioning encourages the students to think for themselves and use their prior knowledge and skills to problem solve. A range of formative assessment strategies, including peer and self-assessment, encourage young people to talk about their learning and recognise their own progress. There is evidence from the students' books of rapid progress over time. In the best lessons, adaptations were made to support all children, but specifically those with SEND. For example, in a year 4 mathematics lesson, manipulatives were available to support the learning. In year 6, higher order questioning was used and adapted in response to the children's understanding. Assessment for learning strategies were effectively used to move children on and ensure progress was made, irrelevant of starting points. Teacher-student interactions were skilfully used to move understanding to a greater depth. Behaviour and classroom management is excellent. In EYFS, children were seen to enjoy their learning because lessons were carefully planned and designed to engage them with fun activities to support the achievement of the learning objective. The 'Squiggle/Disco' time in reception, where children move and dance as a precursor to mark-making, is a good example. The behaviour observed was exceptional and the class transitioned eagerly to the linked phonics session that followed.

In the few less successful lessons, instructions and explanations are not communicated clearly; teacher questioning addresses only a minority of students and the learning is not secured for the whole class, through other formative assessment techniques. Teacher directed tasks, such as copying from the board, are not demanding and opportunities for collaborative, independent and critical-thinking learning opportunities are lost. In such lessons, a number of students were observed not to be on task.

The school improvement plan, as well as the curriculum area reviews, recognise that careful tracking of reading and early mathematics remain foci for development. This too is the case for the embedding of the *Read Write Inc* scheme in the primary school. The school may wish to review the vertical groupings of children in *Read Write Inc* sessions to support the development of older, late starters in English who, because of their recent arrival in the school, are not meeting age related expectations. Training for adaptive teaching has been given during CPD this year, although this is yet to be seen consistently across the school.

## 5.3 Standards achieved by students

The standards achieved by students meet the criteria for BSO accreditation and are judged overall to be outstanding.

There are stage appropriate frameworks to measure and report on the academic and developmental standards that students progress towards and achieve at Wingate school.

Students make sustained and substantial progress from their starting points, including children with SEND and foundation starting points in EAL.

In EYFS, children's progress is tracked through the 'Development Matters' phases. The tracking of phonics indicates that children make strong progress and this is visible by the way children access the curriculum in KS1 and KS2. This is evidenced in tracking but also in the samples of workbooks examined. A very high standard of writing and composition in upper KS2 classes was evident. Poetry, choral and drama performances in English reflect the students' linguistic confidence and proficiency, as well as the high levels of cultural enrichment they enjoy at Wingate.

The outstanding results at the end of KS4 and KS5 demonstrate the excellent progress students make on their journey through the school. IGCSE results are significantly above the average for the UK. 56% of Wingate students attained higher than grade 7 compared to 21.8% in the UK. At A level, Wingate students' results for the top grades A-A\* were directly comparable with the UK at 28% and 28.2% respectively. For grades E-A\* Wingate achieved a pass rate of 98.6% compared to 97.4% in the UK. These trends have been maintained over the last three years. In June 2025, six Wingate School IGCSE candidates received 'Outstanding Pearson Learner Awards' for attaining the 'world highest marks' in the English language and literature IGCSE exams as EAL candidates at international schools outside the UK.

Attendance, at 92.5%, is in line with UK expectations including UK independent schools that are reported to have a 6-7% absent rate. Wingate has an aspirational expectation of 95% attendance. Since 2022 it has been promoting good attendance through its '100 Club,' which rewards students who attend school for 100 days in a row without absence. The designated safeguarding lead (DSL) refers rare cases of persistent absenteeism to Spanish social services. Behaviour around the school and in nearly all lessons is excellent. However, in a very small minority of lessons, behaviour for learning suffers if the teaching is not engaging.

## 6. Standard 2

### Spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural development meets the standards for BSO and is judged to be outstanding.

The spiritual, moral, social and cultural development for students across the school is a strength. The school's mission of 'The Wingate Way' is fully reflected in all aspects across the school. The ethos of kindness, respect, tolerance, integrity and equality are values that are lived and modelled throughout the school by all staff and students. They embody the principles of British education. There is a genuine, uplifting sense of care and kindness that permeates Wingate; parents describe this as: "a family feel". The school-wide emphasis on creating a positive mood and making learning fun is exemplified by the daily music that greets students when they arrive at school. In the holidays, the school organises 'Wonder Camps'. In primary, children learn through topics about the 'Wonderful World', the 'Animal World', and 'Planet Earth'. They enjoy the amazement of growing their own food in the 'Eco Garden'. Senior students help organise and participate in local community projects including charitable work and animal care. The vibrancy of school life is captured on its website and social media pages.

Underpinning the holistic development of students is the comprehensive PSHE programme. This programme provides opportunities for students to learn about, discuss and reflect on a wide variety of topics, including: relationship, diversity, substance misuse and careers. Careers education is strong, with the programme including: identifying personal interests and talents; information about differing pathways for training and higher education; learning how to compose a CV and practice interview techniques. For senior students, there is access to *Unifrog* and there are visits from UK universities. During the inspection, senior students attended a university fair and they spoke positively about the visitors, who introduced them to new and exciting possibilities for their futures.

Students have opportunities to take on leadership roles. In year 6 students can be voted democratically to become house captains and the students in primary can earn house points to win motivational prizes. Senior students can apply to take on the leadership role of a prefect. This process is similar to applying for employment with an application form and interview. The role of prefect carries responsibilities such as being a buddy to a class, helping in the playground and at school events. There is also a school council, whose elected representatives feel they have played a significant role in improving the school by changing the school uniform, having mirrors put up in toilet areas and applying to take part in international competitions. In the latter, Wingate students have recently triumphed in international art, mathematics and physics contests.

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The school population is made up of students from a wide variety of countries and cultures. To enhance students' understanding and tolerance, there is a religious education (RE) programme in place, which includes learning about and understanding different religions from across the world. The school celebrated Diwali this year and they hold an annual culture day. Students spoke with enthusiasm about what they learned through this enriching day, which included tasting food and listening to music from other countries.

The school also has an annual charity week, whereby all age groups are involved in enterprise activities raising money for a chosen charity. EYFS save brown coins, and have taken part in a fun run, whilst older students run stalls and mini-businesses to raise funds.

The whole-school culture is friendly and warm. Staff talk about their feeling of belonging. Many have been in the school for a long time and know the students and their families well. Parents and their children commented on how they feel safe and looked after in school. They are confident that any issues will be addressed with care, ensuring that children and young people get the right support, from the right people at the right time.

## 7. Standard 3

### The welfare, health and safety of the students

The provision for welfare, health and safety of students meets the standards for BSO and is judged to be outstanding.

The school has an exceptionally strong culture of safeguarding. There are clear policies which are accessible to all stakeholders, and their knowledge of this policy and practice is reflected in the daily routines observed at the school. Parents and students stated that they feel safe in school and are knowledgeable about what to do if they have any concerns. They also say that any concerns are responded to quickly and effectively by the school staff. Students were able to talk about the induction day on the first day of the academic year. During this day, they learn about safeguarding, emergency procedures and expectations around behaviour and relationships. They are also introduced and get to know their form tutor and the prefect assigned to their class

The DSL and deputy DSLs are fully trained. They are proactive in promoting best practice and ensuring compliance with British standards. Records are kept up to date and maintained by the highly effective school bursar. All staff are fully trained in safeguarding and this training is updated on an annual basis in line with KCSIE.

There is a fully trained first aid officer and around 50% of all staff have been trained by her so that there are always qualified staff on site or on excursions off-site. First aid kits are located across the school campus and there is also a defibrillator. Any medication brought into school is locked in the school office for safety. In the science areas, chemicals are stored securely in a locked cupboard.

For all educational excursions, risk assessments are submitted to the headteacher. Risk assessments are also in place for science and physical education (PE). As PE is mainly on the pitch outside the school grounds, extra security and safety measures are taken.

There is vigilant supervision across the school both in and out of the classroom. Any issues of bullying that come to light are immediately addressed. The anti-bullying policy sets out a well-structured response that involves speaking to students, and, where necessary, involves parents. One senior student talked about his experience in school and stated that: "This is the only school where I have not been bullied".

There is a member of staff who focuses on internet safety, and oversees the section in the PSHE policy to ensure students are taught throughout their school life about how to keep safe online. The school's social media platforms offer guidance to parents on online safety recommending UK resources such as *Gooseberry Planet*. Additionally, students who have chrome books can continue to use them at home for home learning but they are switched off at 8:00pm as a means of discouraging any online activity that could cause harm.

## 8. Standard 4

### The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

Effective safeguarding and recruitment procedures are in place to ensure the suitability of all those working with young people at Wingate School. A proprietor and key senior leaders are trained in safer recruitment procedures certificated by The National College. All staff undergo annual refresher KCSIE training in English and Spanish. New teachers benefit from a whole-school and departmental induction programme.

The single central register (SCR) is maintained to an extremely high standard and it includes all the essential categories of checks, conforming to UK and Spanish standards. All staff and the three owners of the school are part of the SCR. As a result, the whole staff and the owners are seen to be suitable to work with children and young people. There is accurate correlation between the digital SCR and hard-copy personnel folders that are held securely. The SCR and personnel folders provide robust evidence that all pre-employment checks are completed and verified, before staff take up post. These include checks on identity, qualifications, references, right-to-work, and criminal record (UK and overseas). Appointments are signed off by the headteacher and a proprietor, who signs the contract of employment.

The academic staff are well-qualified to teach in their area of the curriculum. A significant proportion of school staff are native English teachers, with UK training and experience. All first aiders, including paediatric first aiders, are UK trained. Staff are familiar with the school whistleblowing policy

The school leadership structure is common to that of British schools, with clearly defined roles for leaders and teachers in both primary and secondary departments. There is a CPD programme designed to support the development needs of the teachers and this is woven into the performance management cycle and school development plan.

Leaders are seeking to strengthen this through collaboration with other settings in the Canaries and the UK, working with more external professionals and impact review to ensure the school is in-line with current UK best practice. When possible, staff attend external training, supported through BTEC and Early Career Teachers (ECT) programmes.

## 9. Standard 5

### The premises and accommodation

The standard relating to Part 5 of the British Schools Overseas standards is met.

The school makes excellent use of the premises and outside spaces available to it. Leaders are relentless in their drive to ensure that the school buildings are fit for purpose, secure, safe and attractive. As a result, the premises and its thoughtful usage has a positive impact on students' achievement, outcomes and personal development. Due to its current lay-out and dimensions, the school cannot make reasonable adjustments to facilitate wheel-chair access.

There is careful planning in place to ensure the multi-purpose use of the hall space and the astro turf play area. Good shading means that lessons can be held outside, when the weather permits, and there is adequate space for students to relax comfortably. Outside areas are safe, stimulating and promote play, physical activity and environmental awareness. The eco-garden is an exceptional space where students enjoy growing vegetables and caring for a butterfly sanctuary.

PE and sport are often timetabled at a community facility a short walk from the school. Detailed risk assessments are in place to ensure students' safety when leaving and returning to the school site.

The school campus is well maintained and clean. Students treat it with respect. Leaders have created a separate sixth form block which is a calm and peaceful space, in which students thrive academically and socially.

External health and safety specialists are contracted to ensure that safety checks relating to the building, including fire safety, are rigorous and regularly made. The medical room is well-resourced and comfortable. Water fountains are readily available and easily accessible for all students. Toilets are clean and appropriately designated to students of different ages. Staff toilets are separate.

The school is seeking to enlarge and modernise its premises and accommodation owing to its popularity and increase in student numbers. The vision for the new buildings is ambitious and inspiring.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standard for BSO. The school demonstrates clarity, accuracy and accessibility in the information it provides, ensuring complete transparency for parents and carers.

All statutory and BSO-required policies are kept fully up-to-date, approved by the governing body, and made easily available both online and in hard copy.

The school website is professional, user-friendly, and current, offering comprehensive details on curriculum, safeguarding, leadership, governance, and performance and readily available online. Communication channels are diverse and inclusive, with a solid foundation for communication through the excellent online parent portal. This portal allows for easy access of academic and operational information, clarity around behaviour through a traffic light system.

In the Early Years parents are regularly informed through the creation of learning journey books, daily communication in person or updates via email or phone call, alongside an annual report, which details progress and attainment against the early learning goals. Throughout the primary and secondary phases, parents receive detailed reports three times a year, clearly outlining their child's attainment, progress, and personal development, along with specific next steps for improvement.

Lines of communication are clear and parents know the pathways, enabling a smooth communication process. Parents are invited into school to develop their understanding of the curriculum and the methodologies used to deliver it. Parents are invited to become involved in both curriculum and enrichment events at the school, strengthening relationships and understanding. This underpins the parents' investment in their children's education.

The school fosters a culture of open, respectful, and evidence-based communication, building trust and partnership between the school and its community. Information is not only used to meet regulatory requirements but also to strengthen relationships and accountability across the school. Leaders regularly review and refine communication systems to ensure continuous improvement and inclusivity, reinforcing the school's commitment to transparency and excellence. The parent portal has been recently extended to allow parents to track their children's progress while they are at Wingate.

Parents report that they are well-informed by the school and have no reservations in making contact. They feel the staff know their children and care for them on an academic and personal level. Parents appreciate the strong relationships, 'family feel' and open-door policy of the senior leaders. Parents believe that issues and concerns are

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communicated efficiently and effectively to resolve them quickly and limit any kind of escalation.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

There is a clear, comprehensive and concise policy in place. Positive home-school relationships have ensured that no formal complaints have been made in recent years. Parents report that minor concerns are dealt with swiftly, informally and successfully. This is done initially by the teacher concerned, a senior leader or the headteacher.

A complaints form is available on the school's website and parents are encouraged to use this to record their complaint, in line with the school's complaints policy, which is also on the website. If the issue cannot be resolved informally, the complaint can be formalised in writing and escalated. A right of appeal ensures that any matters which have still not been addressed to the satisfaction of the complainant can be further reviewed. A complaints appeals committee will be convened comprising the school's owners, senior staff and an independent person from another international school to consider the appeal. The complainant, if invited to attend, may bring a friend or interpreter. At the end of their considerations, the complainant will be informed of the outcome and a written record entered into the complaints register. The decision of the appeals committee is final.

The school also has robust policies in place for staff complaints and grievances, and whistleblowing.

## 12. Standard 8

### Leadership and management of the school

The school meets this standard and is judged to be outstanding in leadership and management.

Leadership, at all levels, is inspirational and empowering with a strong moral purpose. The headteacher and senior leaders demonstrate integrity and professionalism, alongside a nurturing and developmental ambition for staff and students to reach their full potential. They ensure full compliance with BSO standards and create the optimum conditions for students' progress, attainment and personal growth. This is because they have created a pervasive culture of safeguarding, which prioritises students' physical, psychological, social and economic wellbeing. Highly successful outcomes at IGCSE, A Level and BTEC examinations, as well as strong personal and careers education, lay a pathway for young people at Wingate to contribute well to society in their adult lives.

The school's aims are clear and communicated with clarity amongst stakeholders. The inclusivity is fully aligned with British educational values, and fosters a drive and ambition for excellence, equality and wellbeing, for all.

Staff morale is high and leaders promote a collaborative and empowering culture, where all staff feel valued.

The calendar of CPD evidences a programme of professional learning that is a mix of internal, online and external training. Leaders invest in individuals who can then cascade their development across key stages or departments. This is evident, for example, in the leading of the phonics programme in early years and KS1 and in the impressive curriculum area reviews in the secondary English and humanities departments.

Middle-tier leadership is a strength, with a strategic approach to development. The baseline auditing of the knowledge and skills of teachers and support staff forms the basis for departmental CPD. This is fed into the school development plan which generates whole school professional learning.

Leadership succession is effectively planned, with distributed leadership strengthening consistency across phases. The creation of new roles as the school grows, indicates a strengthening of middle leadership across the school. New department heads or subject leaders are mentored by senior leaders in preparation for new roles.

Small, manageable projects are given to upskill staff, with a review process in place to evaluate progress. This reflection and investment supports readiness for promotion and stability, once appointed.

17th - 19th November 2025

The proprietor is involved at a strategic and financial level. He is available to offer strong support and professional challenge, during monthly meetings with the senior leaders.

Leadership impact is evident in exceptional student outcomes and in a tangible culture of safeguarding and wellbeing, excellence and innovation.