

ANNUAL REPORT

2013-2014





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WELCOME

LETTER FROM THE HEAD OF SCHOOL

Dear parents, colleagues, alumni, and friends,

Preparing this annual report represents an exciting yet challenging piece of work that we complete with enthusiasm. It is a task that involves the collection of inspiring photographs, memories, initiatives, traditions ... a wide range of activities that we do not always get to share beyond the School campus.

I am not a strong supporter of highlighting examples because I am aware of the fact that this implies giving importance to some students and to some activities more than others...and what I truly wish for is that this report reflects that our students, each and every one of them, are remarkable young people. Regrettably, it has not been possible to compile the full range of activity that our members of staff have delivered throughout the past school year. My appreciation is dedicated to them, for making this School better year by year, and always a vibrant place for learning.

This annual report is also a way of extending our appreciation to the Parent Community, for their support and efforts in helping us ensure their children develop in the best ways possible. Parents continuously feel a greater need to be more actively involved in the education of their children, and be more in the know about the daily life in the classroom...School management greatly appreciates this thirst for information and eagerness to take part in their children's education, as this is undoubtedly the best way to ensure that each pupil reaches his or her goals in a smooth yet efficient, fun and balanced manner.

For this reason we wanted to include new topics such as our collaboration with parents, information about our staff and resource management. Alongside more detailed information about innovative activities and of course our latest and impressive academic results. I trust that you will find these interesting and that the information provided will answer possible concerns you may have.

Last but not least: dear pupils, students and alumni – you are our pride and our driving force. Your future is what makes today count. Thank you all for a fantastic year.

Gillian Flaxman
Head of British Council School



SCHOOL LEADERSHIP TEAM



Mr. Rod Pryde O.B.E. – Head of British Council Spain and Chair of the School Board

Mr. Pryde is Head of British Council since 2009, as well as Head of British Council Spain and member of the Senior Management Team for the EU region. Prior to that, Mr. Pryde has held managerial positions in Morocco, Italy, Japan, Hong Kong, Portugal, India and the UK. Until recently, Mr. Pryde held the titles of Regional English Language Champion and Co-President of the European Works Council. For his services rendered to the British crown in his efforts to spread the English language as well as the British culture all around the world, Mr. Pryde was also honoured with the title of Officer of the Order of the British Empire.



Ms. Gillian Flaxman O.B.E. - Head of School

Ms. Flaxman is Head of British Council School since September 2010 and was previously Head of British Council School from 2001 until 2006. She first became interested in teaching when she worked as a lecturer at Universidad de Granada during the transition years. Prior to that she was Deputy Head of British Council School, Head of British Council School Alicante (1999-2000) and Head of American School of Valencia (1992-1999). She has worked for British Council as a teacher in Valencia, Spain (1982-1985) and was British Council teacher trainer for the Valencia Autonomous Community Education Authority from 1985 until 1991. She ran the COTE course for Valencia state teachers of English three times and six summer courses for Valencia Primary teachers of English. She has worked with Council for International Schools and European Council for International Schools on many occasions as Co-Chair and team member of accreditation teams. She has been Chair of the Mediterranean Association of International Schools. She has a BA Hons in Interpreting and Translating from Heriot-Watt University, Edinburgh and a PGCE in TESL and Modern Languages from UCNW Bangor. She also has a Diploma in Business Administration from Valencia Polytechnic University. She is Officer of the Order of the British Empire for her services rendered in the areas of education and international cultural relationships.



Mr. Norman Roddom - Deputy Head of School

After moving to Spain in 1979, Mr. Roddom has worked at three British Schools in Spain. He took on his first Headship in 1984. He joined the British Council School in September 2000, as Head of Primary. Shortly after that he was made Deputy Head of School. Prior to joining the British Council School he worked in the UK at Ilkley Grammar School as teacher and later at Prince Henry's Grammar School, Otley, also as a teacher. He was the Chair of the National Association of British Schools in Spain in 1991 and 1992. He qualified as a teacher at the University of Leeds, having studied Physical Education at Carnegie College.



Ms. Arabella González – Bursar and Head of Finance and Resources

Ms. González has more than 20 years of experience in company management across the UK, Spain, USA and Hong Kong. She graduated from London School of Economics and continued her postgraduate education at Liverpool John Moores. Ms. González joined the British School Council as Bursar in March 2013 and has since been responsible for the Finance and Resources departments of the School. She previously worked as Deputy Executive Director for Freetalk LLC, a North American manufacturing and distribution company that marketed the first products for Skype back in 2006. Prior to that she held the positions of Head of Finance at In Store Solutions, Head of Information Management at Oswestry School and Business Manager at Insight Research.



Ms. Catherine Stewart – Head of Early Years

Ms. Stewart is currently Head of Early Years. She joined the British Council School in Madrid in 2007. She started as a Year 1 class teacher, became a Family Leader and has subsequently worked on the Primary Senior Management Team. Before joining the British Council School, Catherine worked in the UK, Peru and The Netherlands. She also worked on the Spanish Ministry of Education Bilingual Curriculum Project. She holds a BA in Business Studies and has a PGCE in Primary Education (ages 5-11).



Mr. Jonathan Pitt – Head of Primary

Mr. Pitt has over 20 years of experience in Early Years and Primary teaching and education management. He forged his early ties with British Council through the Comenius Project, while he worked as Early Years Education Coordinator at a Primary school in Leeds. In 2000 he started working in the British school network in Spain and in 2002 he was appointed to a teaching position in the Early Years Section at the British Council School. As part of the Early Years Management Team he was responsible for the opening and development of the School's new Early Years building. Mr. Pitt also played a fundamental part in the relationship between the School and Roehampton University and the development of the "Excellent Practitioner Scheme". After a two year hiatus at a Primary school in Leeds as Foundation Stage Leader and member of the Senior Leadership Team, Mr. Pitt was appointed Deputy of Primary at the School in 2011. He has been holding his current position as Head of Primary of the British Council School since 2012.



Ms. Pamela O'Brien – Head of Secondary

Ms. O'Brien has been working at the British Council School since 2005. She worked as Head of Early Years from 2005 – 2009 and moved to the position as Head of Secondary in February 2010. She has worked for the British Council since 1994, starting as a teacher of English as a foreign language to young learners at the Madrid Young Learner Centre. She has held a number of positions in the Spain teaching centres working as Coordinator of the Teaching Centre at Villaviciosa, Director of Studies at the Somosaguas Teaching Centre, ADOS at the Madrid Young Learner Centre and finally as Director of Studies at the Barcelona Young Learner Centre. Ms. O'Brien also worked with Gail Ellis on the Year of the Young Learner project. Before arriving in Spain, she worked as a Secondary Teacher of Mathematics and French at a school in Dublin. Ms. O'Brien holds a degree in French and Mathematics from University College Dublin, a Higher Diploma in Education from University College Dublin, an MBA from the Open University and a NPQH from the National College for Leadership of Schools and Children's Services.

Ms. Silvia Prado – Head of Communications and Marketing

Ms. Prado is a communications professional with more than 13 years of experience in the fields of communications and marketing. Prior to joining the British Council School as Head of Communications and Marketing in November 2011, she worked for The Coca-Cola Company for over 8 years, holding different positions within the corporate communications and marketing departments. She is an expert in branding, public relations, networking, partnership development and strategic communication plans. Prior to joining Coca-Cola Ms. Prado acquired professional experience in the area of communications at a private university, a marketing agency and Spanish television (TVE). Ms. Prado holds a Bachelor Degree in Advertising/ Public Relations as well as in Fine Arts – both by the Universidad de Salamanca, a Master Degree in Corporate Communications by Universidad Pontificia de Salamanca and a Master Degree in Sales and Marketing Management by IE Business School (formerly known as Instituto de Empresa).

UNIVERSITIES AND CAREERS



Achieving excellent academic results
pays off – all our students have the
opportunity to access universities
all around the world.



British Council School students – Where do they study?

24% of our students go to universities overseas; 76% remain in Spain.

Class of 2014

There is an exponential increase in the number of students that choose to study overseas

UK

Imperial College
University of Aberdeen
University of Arts of London
Lancaster University
University College London
Kings College
University of Surrey
University of Bath
Exeter University
Cardiff University

USA

Boston College
NorthEastern
Babson
Rollins College Florida
Emmanuel College
UCLA
Georgia Institute of Technology

Spain - Public

España - Públicas

Universidad Rey Juan Carlos
Universidad Autónoma
Universidad Politécnica

Universidad de Alcalá de Henares
Universidad Carlos III
Universidad Complutense

Spain - Private

España - Privadas

Uni. Pontificia Comillas (ICADE-ICAI)
CUNEF
Instituto de Empresa

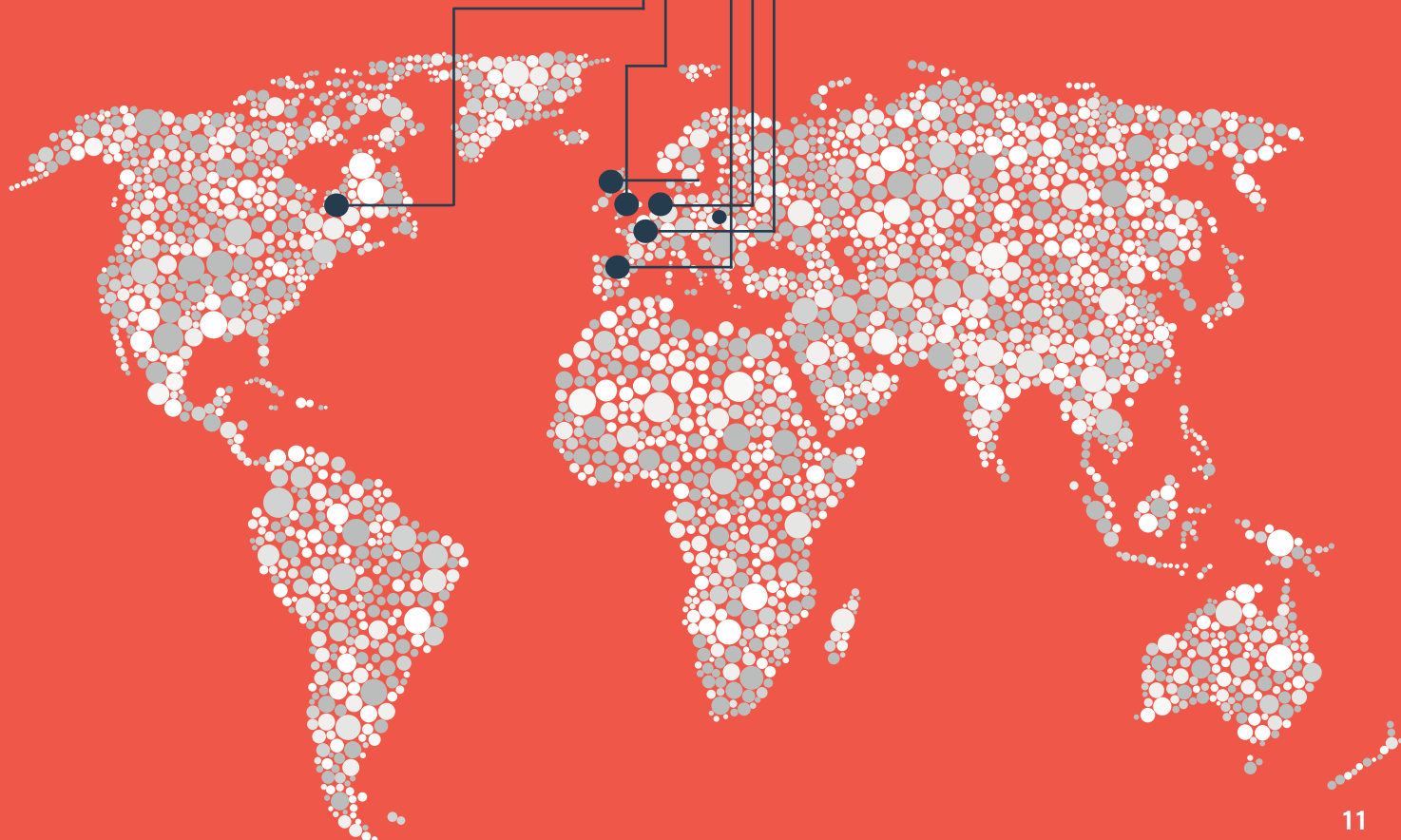
Camilo José Cela
Centro Uni. Villanueva
CEU
ESERP
ESIC
Francisco de Victoria
Instituto Europeo de Diseño

Denmark

Via University College

The Netherlands

Delft University



2014 university destinations

UK	
University of Aberdeen	Economics and French
Lancaster University	Business Economics Marketing Management
Cardiff University	Business Management Biochemistry (Biomedical Route)
Exeter University	Politics, Philosophy and Economics with Study Abroad (4 years)
University of Bath	Chemistry and Management (with Industrial Placement) Business Administration (with professional placement) Chemical Engineering Business Economics
University of Surrey	Mechanical Engineering (5 years)
University of Arts London	Arts
University College of London	Economics and Statistics Arts and Sciences with Study Abroad
Imperial College London	Aeronautical Engineering Biomedical Engineering Electrical and Electronic Engineering
King's College London	International Development
USA	
Boston College	Management
North Eastern	Business
Babson	Entrepreneurship
Rollins College Florida	International Business
Emmanuel College	Economics
UCLA	Business
Georgia Institute of Technology	Economics
European Union	
Via University College, Denmark	Mechanical Engineering
Delft University, The Netherlands	Aerospace Engineering



Careers and University Guidance at the British Council School

Prior to receiving their BiBac® and PAU* scores, our students submit their applications to various universities around the world. Our Careers and University Guidance Team supports them throughout their application processes.

Our students gain admission to most of the universities they apply to, which gives them the opportunity to choose their preferred option. 33 students who finished school in the year of 2013-2014 received admission to renowned universities in the UK – some of them included in the Russell Group**, which encompasses the best universities in the UK – as well as to universities in the United States, and several private Spanish universities. The PAU scores enabled our students to apply and gain admission to public universities in Spain.

All universities seek to enroll students with talent that deliver more than just good academic results. Universities expect applicants to demonstrate competencies and capabilities that make them stand out from the rest and show their uniqueness. For this reason, we have designed and implemented the British Council School BiBac®. This programme pairs the academic curriculum with a wide range of co-curricular activities that prepare students to compete for admission to the best universities around the world.

In the UK, all university applications are processed through UCAS (www.ucas.com), the centralized unit for admission to British universities. The platform allows students to upload all the required application materials; from academic records to personal statements and letters of recommendation.

Thanks to the support provided by the School's Careers and University Guidance Team, our students are prepared to accurately identify and properly apply to the degree(s) of their choice, and ultimately, face a whole new world of opportunities. All students receive personalized advice and guidance on individual interests, concerns, motivations and aspirations. The Careers and University Guidance Team helps students draft their motivational letter, application form, and personal statement in a way that will set them apart from other applicants. Students are prepared both in writing and verbally through a mock-interview. All in all, students receive continuous guidance and support from the moment they take their Bilingual Baccalaureate exams up until they go on to university.

Our Careers and University Guidance Team is made up of a Deputy Head and 9 staff who encompass each academic specialty group (Humanities, Sciences, Arts, and English). The guidance process commences in Year 11 with the help of the Family Leaders. In Year 12 the Careers and University Guidance Team supports students with the preparation of their personal statement and in the decision making process about which degree to pursue and which university to apply to, all based on each student's personal preferences and academic record.

The academic team is made up of Spanish and British teaching professionals who embody the bicultural character of the School and complement the British Council BiBac® (Bilingual Baccalaureate) with their expertise and teaching excellence.

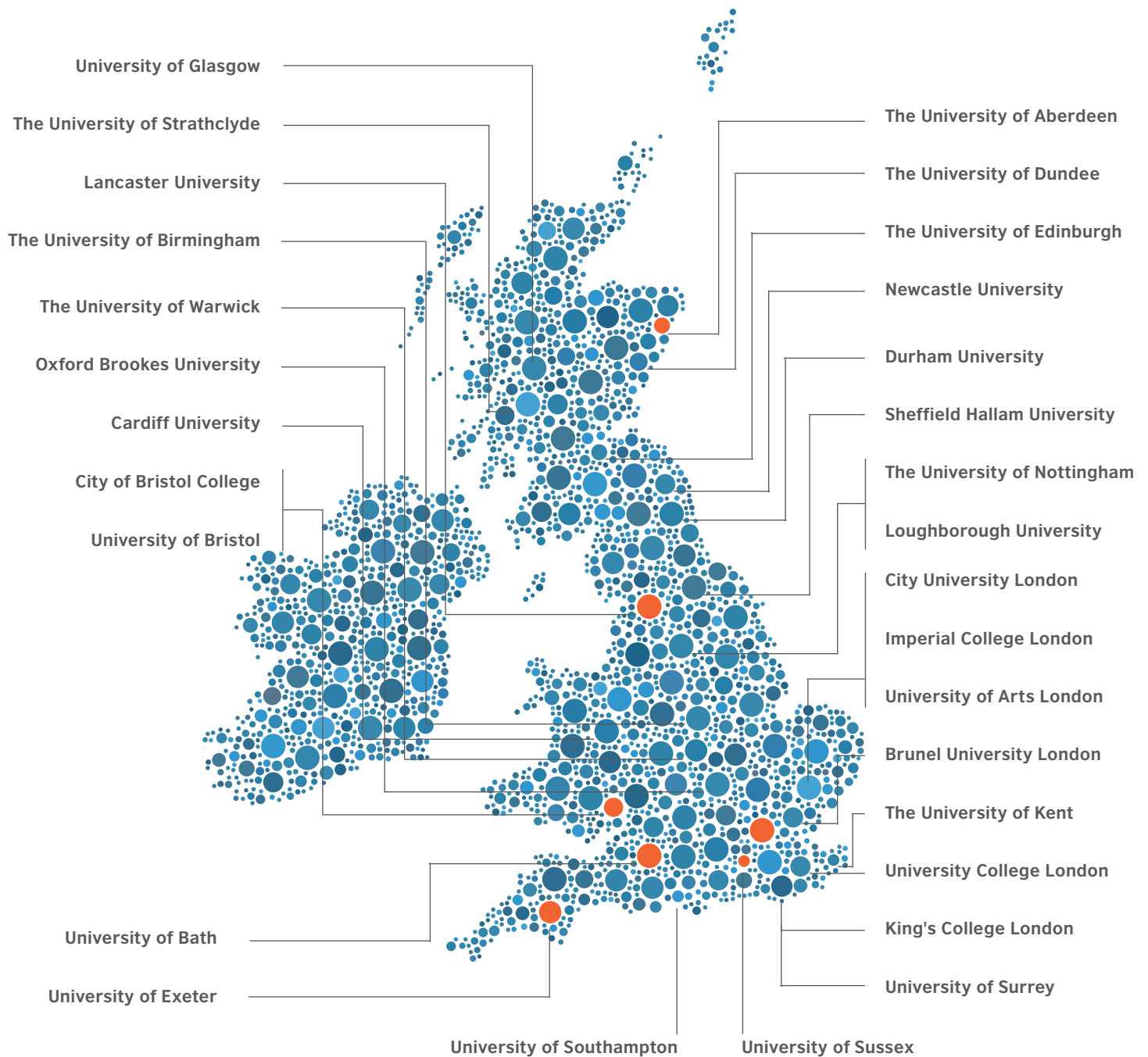


*PAU stands for Prueba de Acceso a la Universidad ; Spanish university entrance exams

**www.russellgroup.ac.uk/



UK university offers our students received in 2014



The IGCSE and International GCSE are the official qualification in the UK that award the title of Secondary Education. They are recognized by universities and employers around the world as proof of future academic achievement. These international exams are issued by Cambridge International Examinations and Edexcel. Qualifications run from A* to U (highest to lowest marks, respectively).

Final destinations; Spanish universities our students gained admission to in 2014

Class of 2014



Universidad Complutense de Madrid
Bellas Artes
Medicina
Farmacia
Derecho Bilingüe



U. Rey Juan Carlos
Administración y Dirección
de Empresas (ADE) y Derecho
Fisioterapia
Medicina



ESIC
ADE
Marketing



ESERP
Turismo



UPM
Arquitectura
Ingeniería de Diseño
de Producción



Universidad Politécnica
Ingeniería Telemática



ICADE-ICAI. Universidad Pontificia de Comillas

Ing. Telemática
Ing. Electromecánica
E1 Grado de Derecho + LLM
Internacional)
E2 Grado de Administración y
Dirección de Empresas (ADE)
E3 Grado de Administración y
Dirección de Empresas (ADE) y
Grado en Derecho
E4 Grado de Administración y
Dirección de Empresas (ADE)
E5 Grado de Derecho y Grado
de Relaciones Internacionales
E6 Grado de Administración
y Dirección de Empresas
(ADE) y Grado de Relaciones
Internacionales

Ing. Industrial

Traducción e Interpretación
con Relaciones Internacionales



CEU Universidad San Pablo

Medicina
ADE y Marketing
Comunicación Audiovisual
y Comunicación Digital
Odontología
Publicidad y RR.PP. Int



Camilo José Cela
Criminología



Centro Uni. Villanueva
Magisterio Primaria



CUNEF

ADE Bilingüe
ADE Inglés y Derecho
Doble Grado Administración –
Derecho Bilingüe



Instituto Europeo de Diseño

Diseño Industrial



Universidad Autónoma
Traducción e Interpretación
Bioquímica



Instituto de Empresa

Relaciones Internacionales
Arquitectura
Business Administration and
International Relationships
ADE (en inglés)

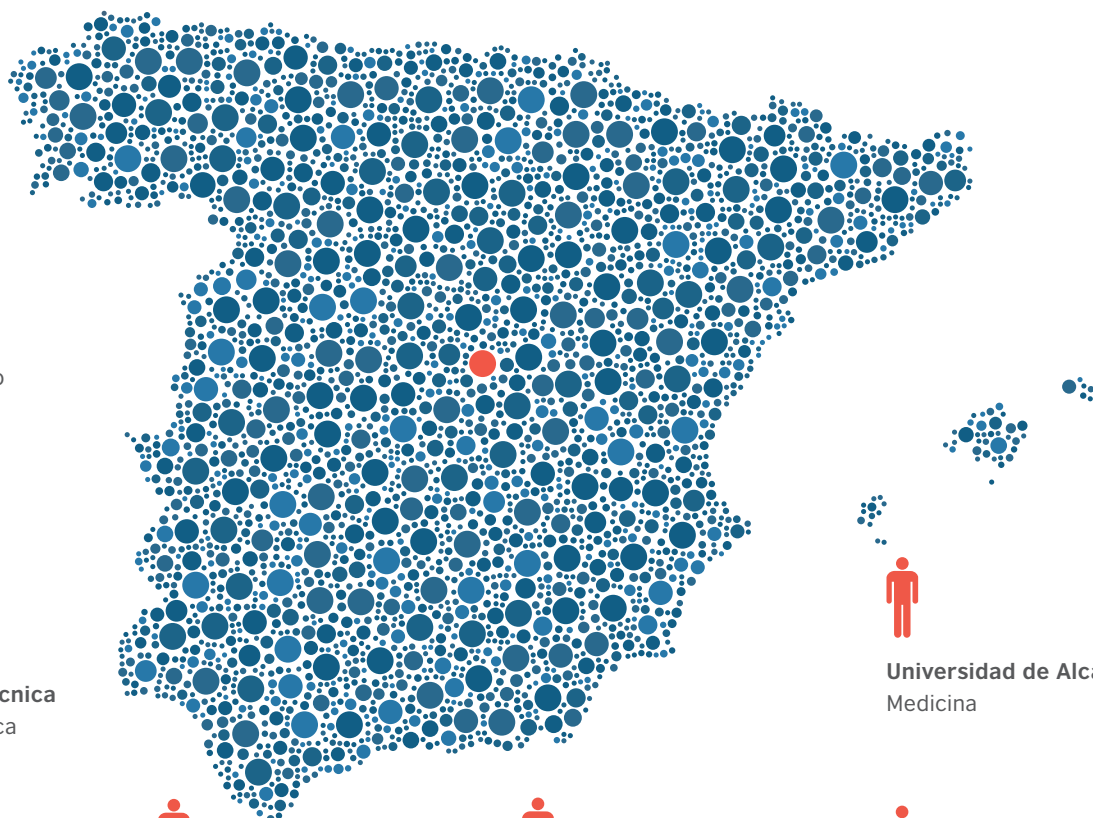


Universidad Francisco de Vitoria

Bellas Artes



Universidad Carlos III
Derecho y Ciencias Políticas
Derecho



ACADEMIC RESULTS

The outstanding academic results obtained by our students reflect the School's excellence in education. An education that goes beyond grading results sets our students apart from others and allows them to go to the best universities around the world.

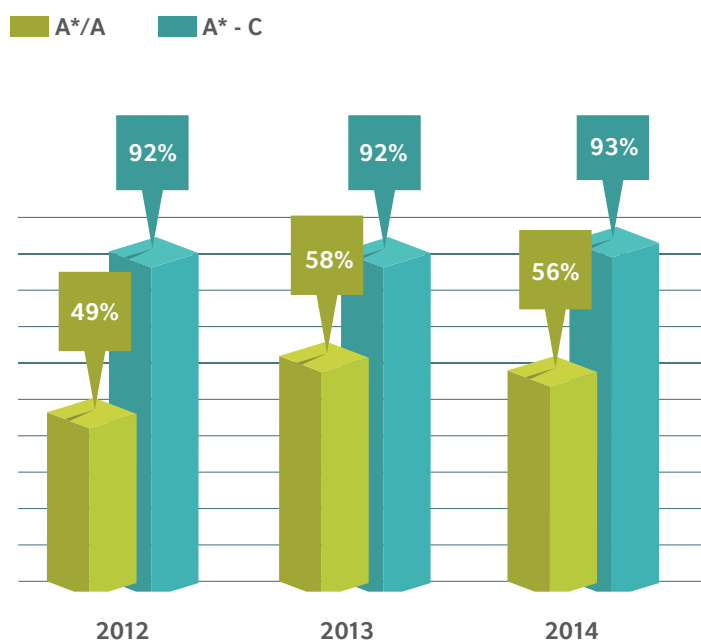


A British Council School alumnus is a well-rounded individual who has completed an extensive bilingual and bicultural academic curriculum until age 18. All students follow the curriculum for English and Spanish as first language up to Year 13, and all students study French from Year 7 onwards. In Year 12 all students have the opportunity to select German and/ or Chinese as a co-curricular club. We truly pride ourselves on the fact that each and every British Council School alumnus is multilingual and multicultural by the time he or she goes on to university.

IGCSE and International GCSE

The IGCSE and International GCSE are the official qualification in the UK that are recognised as the equivalent to the Spanish Graduado de la ESO of Secondary Education. They are recognized by universities and employers around the world as proof of future academic achievement. Our School has the highest number of exams taken by students in Spain, with a **pass rate of 100%** and 25 students obtaining between 6 to 10 A* (highest rating possible). Overall, the School's Secondary section carried out more than 1300 IGCSE and International GCSE exams in 2014 alone.

THE EVOLUTION OF IGCSE RESULTS OVER THE LAST THREE YEARS



The British Council School BiBac® (Bilingual Baccalaureate) is much more than just an academic curriculum, as it also is made up of a wide range of co-curricular activities. One of our main objectives is to enable our students to demonstrate that they live

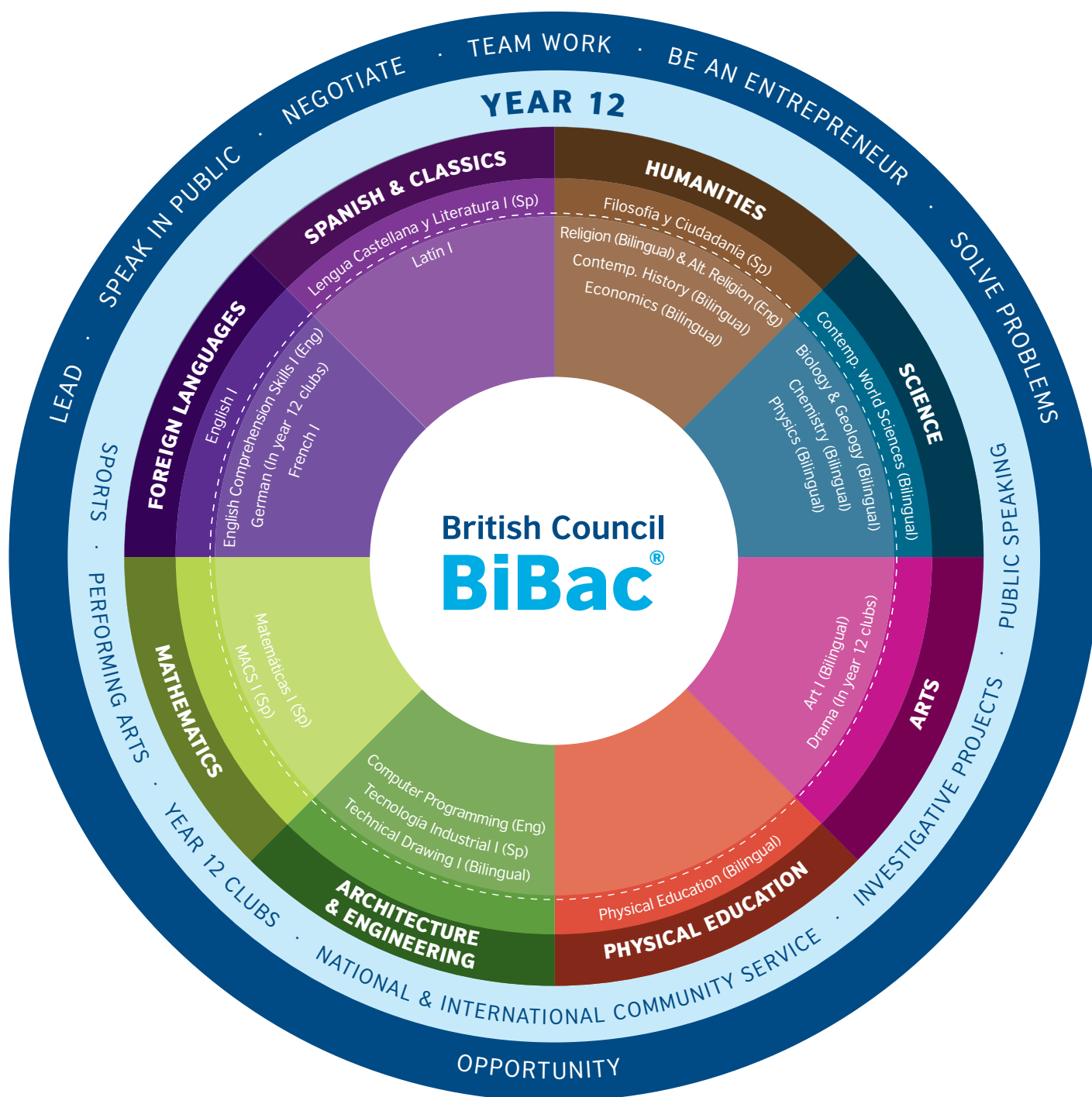
and breathe the School's values and other qualities required by universities and companies around the world; such as leadership, team work, negotiation skills, and entrepreneurial spirit.

*

LOYALTY

FLEXIBILITY

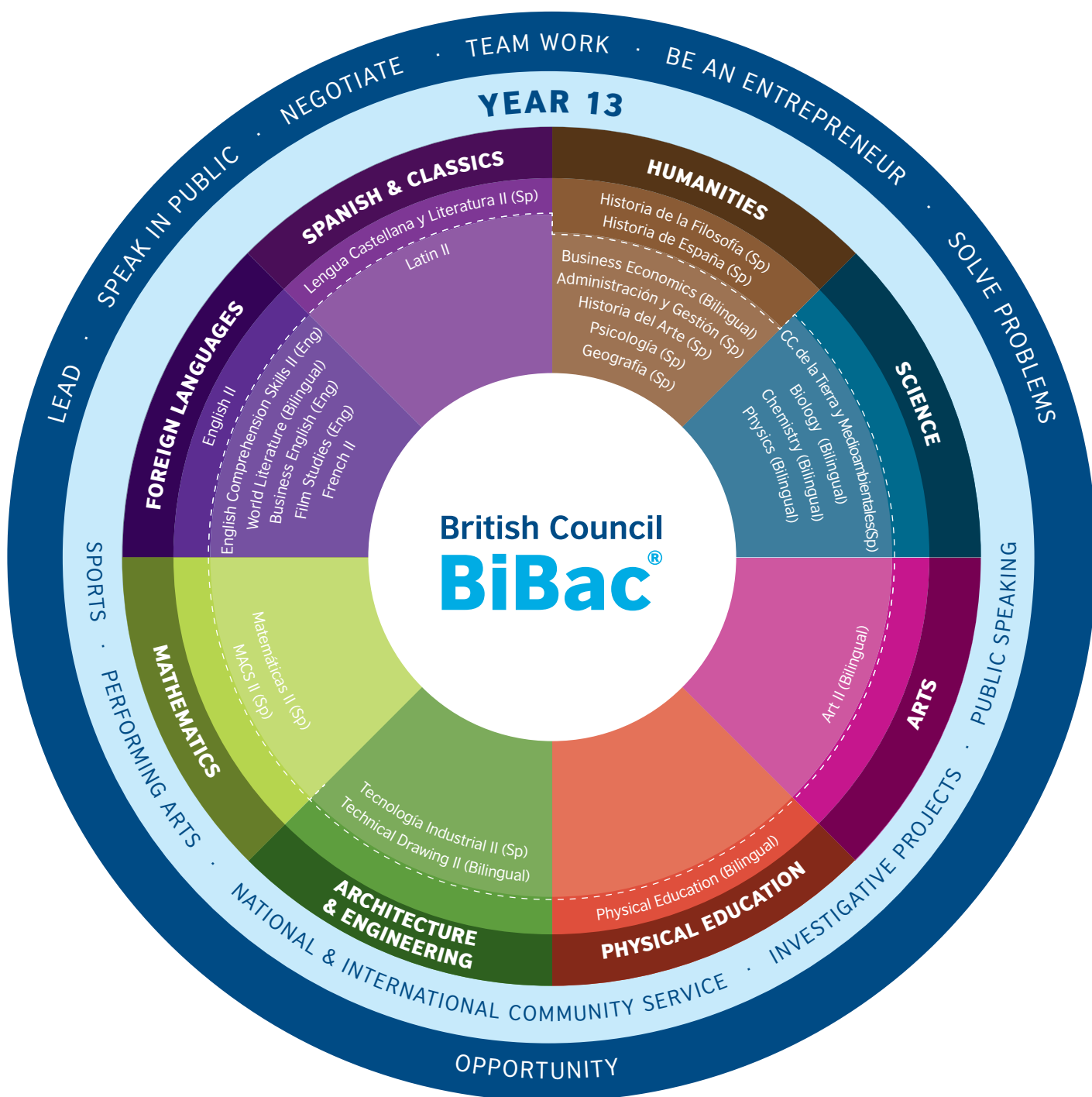
CARING



Pair these values and competencies with public speaking skills, and you will find students that are well-prepared to compete for the most sought-after places across the world's most prestigious universities. To that end, we offer the "British Council School Year 12 Clubs" and the opportunity to take part in a wide range of internal

and external competitions and events that will allow our students to develop and demonstrate their competencies through research, performing arts, oratory and other projects. We prepare our students to stand out and enjoy a world full of opportunities.

RESILIENCE CHALLENGE



PAU (Prueba de Acceso a la Universidad) – Spanish university entrance exams

2014 Objectives

100% of our students go on to university.

Ensure that the highest possible number of students gets to take the exams in June.

Ensure that the highest possible number of students pass the exams in June.

Ensure a 100% pass rate for all those students retaking the exams in September.

Explore the possibility of taking part in the Premios Extraordinarios de Bachillerato (Extraordinary Undergraduate Award).

Explore the possibility to request the “beca de excelencia de la Comunidad de Madrid” grant.

2014 Achievements

100% of our students went on to university.

113 out of 114 students took the PAU exams in June 2014.

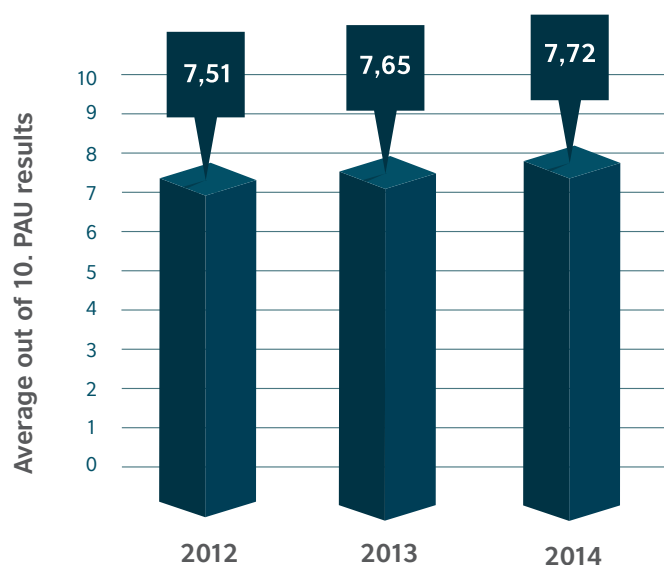
111 out of 113 students passed the exams.

100% pass rate by September.

33 students had the opportunity to be considered for the Premios Extraordinarios de Bachillerato (Extraordinary Undergraduate Award).

14 students applied for the “beca de excelencia de la Comunidad de Madrid” grant (GPA 12.40).

British Council School students have passed the Spanish University Entry Exams (formerly known as Selectividad; currently known as PAU) year by year, ever since the School used to teach COU (former equivalent to the last year of sixth form in the UK and the final Baccalaureate level). This year we had a 100% pass rate for the PAU examinations. The average score was 7.72 (out of 10), to which we still need to add the grade obtained in the Specific Phase. These magnificent results have allowed our students to access some of the best universities across Spain, the UK and the US.



Language exams - European Reference Framework

In an increasingly globalized world, the command of several languages is no longer considered merely a competitive advantage – it has become vital. This is why we are not only dedicated to ensure that our students speak three or even four languages with complete fluency, but we also make a particular effort in certifying their high levels of proficiency through diplomas of universal reputation. In 2014 our

students' results once again exceeded the ones from the previous year, as much as for the number of students that passed the language exams as well as the high level of marks obtained. Throughout school life at the British Council School, students can acquire up to six official levels of English as a foreign language. Students also have the IGCSE certification in English as a First Language.

Language certificates - Multilingual students

Once students complete their education at the British Council School, they are guaranteed to have an excellent academic education, as well as magnificent language skills. As soon as we consider students to be well prepared to successfully master official language examinations, they can take a series of exams to obtain the following language certificates:

- Cambridge First Certificate in English B2/ Cambridge Advanced in English C1/ Cambridge Proficiency in English C2
- Cambridge Business English Certificate Higher C1
- Alliance Française DALF C1/Alliance Française DALF C2
- Goethe Zertifikat A2: Start Deutsch 2/ Goethe Zertifikat B1/ Goethe Zertifikat B2



Language levels according to the European Reference Framework

A1	A2	B1	B2	C1	C2
Basic survival level vocabulary	Basic + daily work use of language	Intermediate reading writing fluently	High level + 4 skills, + fluent speaking	Advanced level, very few errors, high vocabulary	Proficient user of the language
NOVICE	BASIC	AVERAGE	HIGH-AVERAGE FCE	VERY HIGH CAE	NATIVE - LIKE SPEAKER CPE

Development of personal skills

We have previously stressed the importance of high academic achievement, yet it is equally important to state that we also aim to help raise well-rounded individuals; citizens of the world that are able to do well in society. BiBac® is a brilliant programme that allows for the development of our students' skills and

abilities, and it enables them to face a complex world full of opportunities. Whether it be during school life, at university, or in their future professional careers, our students stand out because they have acquired "el sello del Británico".



Negotiation



Team work



Public speaking



Entrepreneurship



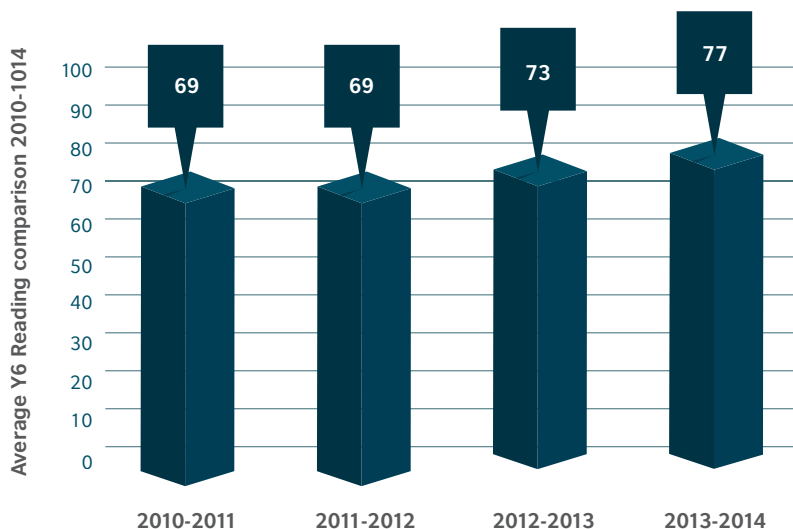
Leadership



Problem solving

Primary School: Academic Results

NFER reading: Year 6



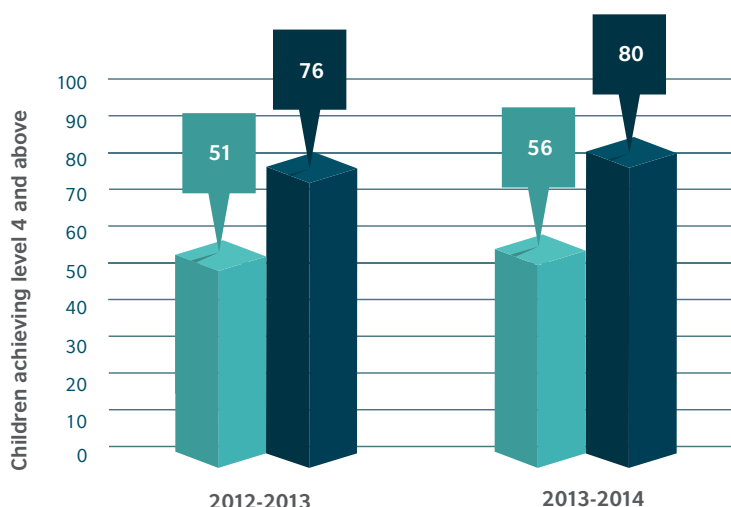
The National Foundation for Educational Research (NFER) was founded in 1946 as a centre for educational research, evaluation of education and training programmes, and the development of assessments and specialist information services that allow schools in England and Wales to measure the knowledge of their students and evaluate their progress.

Mid-year (February)

This graph reflects the reading comprehension results in Y6. The average in Great Britain is currently at 60%.

WE APPLY THIS MEASURING SYSTEM BECAUSE IT ALLOWS THE EVALUATION OF EVERY STUDENT'S INDIVIDUAL PROGRESS

Writing summary 2013-2014 L4 and above



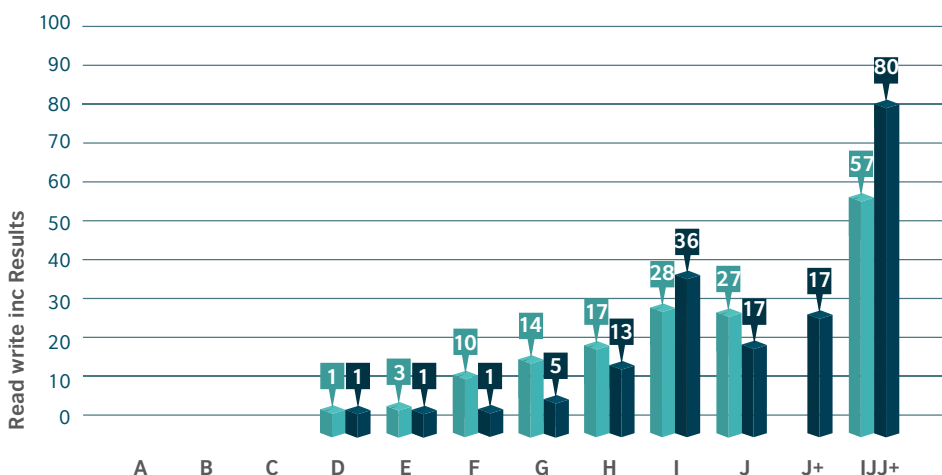
End of the year (June)

Towards the end of the school year we proudly observed how our Y6 students had notably improved their writing abilities in comparison to previous years. Students were able to write in English with proficiency and structure, connect and summarize ideas, and use punctuation accurately and correctly.

■ % Level 4&5 Writing

■ % Level 4&5 Grammar & Punctuation

Read Write Inc. Results: 2013-2014



Towards the end of the school year in 2014, 80% of our Year 2 students had obtained the maximum qualification (IJJ+) in phonics, by being able to read all English language phonemes properly and fluently.

■ 2013 %

■ 2014 %

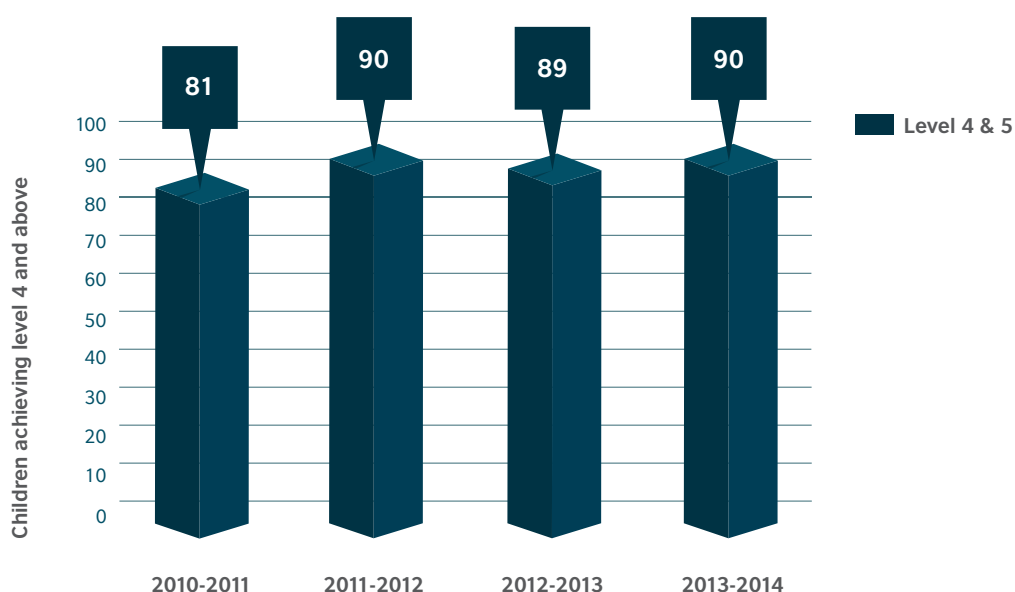
SATS MATHS 2013-2014 YEAR 6. 90% L4 OR HIGHER

British Council School expects students in Year 6 to obtain a Level 4 in Mathematics. Last year, 43% of our Year 6 students reached Level 4 (or above) in numerical and operational skills, exceeding the School's objectives. This school year, 90% of our students reached Level 4 or even surpassed it.

**THE EXPECTED
LEVEL IN THE UK
IS LEVEL 4.**

SAT Subject Tests are based on the content of a subject that allows to present students' achievements in specific areas and evaluate what they have learned in that subject.

EVOLUTION PERCENTAGE OF THE RESULTS OF THE MATHS LEVELS OVER THE LAST FOUR YEARS



Overview of Primary activities 2013-2014

It is not all about academic results - we seek to develop each individual's integrity through a wide range of activities:



Early Years: 2013-2014 a year of change

In order to reach the outcome and results mentioned for Secondary school and beyond, our pupils require a solid foundation. A pupil's knowledge and skills are developed in Primary; the groundwork however, dates back to Early Years. Since their first years in school, our pupils learn about "responsible freedom", which allows them to carry out important tasks autonomously and relevant to their age groups. Pupils learn to think for themselves, to transmit their ideas, develop language skills and numerical abilities. These are only some of the achievements the National Curriculum fosters from an early age. During the past school year our pupils took part in the following activities:

Talk for writing

Through story mapping in Year 1, our pupils learned how to carefully listen to a story and subsequently narrate the events with the help of a timeline that included drawings and arrows linking to other imagery and would help them express their ideas in an orderly fashion. In addition to this, pupils learned to apply linking words (such as once upon a time, then, furthermore, at the end of the day...) that would allow them to associate their ideas more precisely.

Show and tell Family Assembly

Each Family delivered a performance for parents, teachers and peers in the classroom, which allowed pupils to showcase their talent and made everyone enjoy a fun morning.

Science and Maths Trainers

The School had invited very special guests from the UK – two international science and maths experts who carried out various scientific experiments and open air maths in a fun and informal setting outside the classroom.

Presentation and demonstration to parents about Maths and Reading

In order to learn more about how we carry out maths and literature lessons in Year 1, parents were invited to a training session and introduced to a methodology that is applied in Early Years. They were then invited to join their children in the classroom and experience first-hand how the aforementioned lessons are carried out. Parents greatly appreciated gaining further insight into the National Curriculum.

Special days our Early Years pupils got to enjoy this last year

- Summer Concert
- Halloween
- Christmas Carols
- St. Andrews Day
- St. Valentines Day
- Carnival
- St. Patrick's Day
- Morris Men
- Sports Day
- San Isidro

Unicef Water Day

In the past school year, we encouraged our youngest pupils in Early Years to join in on the solidarity spirit and apply one of our core values: caring. Pupils participated in a short run in the playground in order to help raise money for UNICEF. They were then given a blue UNICEF bracelet to become more aware of the importance of saving water and to keep in mind that there are families less fortunate than them in other countries around the world, where drought has made a deep impact. To conclude the day, children sang and played games to learn to appreciate the water supply that is available to them.

Violins in Reception

Last year, all children in Reception learned to play the violin through a methodology that is based on musical games and allows pupils to discover all the different melodies they can create with their instruments. This year, they were able to perform a concert for their parents and demonstrate their hard work and talent.

Target labels

Parents often wonder whether their child is doing as well in class as expected, or whether their child progresses in accordance to what is expected for that age group. For this reason, the Early Years section implemented a label system that would identify the evolution of the child through geometrical shapes, numerical sequences, operations, etc., enabling parents to better monitor and support their children's progress at home.

Professor Pie Corbett's visit

Children's book author, lecturer and poet Pie Corbett has written over 200 books. Mr. Corbett introduced us to an innovative approach on how to promote creative writing in the classroom.



ASSOCIATED BOARD OF THE ROYAL SCHOOL OF MUSIC

OFFICIAL MUSIC EXAMS

The British Council School is well-known for the importance it gives to Music. We encourage young learners to develop their musical skills from an early age onwards. By the time the school year comes to an end, our students are prepared to take the ABRSM and RockSchool exams; the two major examining bodies and evaluators in classical, rock and pop music around the world.

ABRSM

116 successful candidates

Violin

- 2 merit Grade 1
- 1 merit Grade 2 in violin and
- 2 with distinction
- 8 Grade 1
- 5 Grade 2
- 1 Grade 3
- 3 Grade 4
- 2 Grade 5
- 1 Grade 6
- 6 Prep. Test

Trumpet

- 1 Grade 5
- 1 Grade 6

Practical Musicianship

- 3 Grade 5

Piano

- 2 merit Grade 1
- 2 Grade 3
- 2 Grade 4
- 3 Grade 5
- 1 distinction Grade 4
- 2 distinction Grade 2
- 17 Grade 1
- 4 Grade 2
- 7 Grade 3
- 6 Grade 4
- 4 Grade 5
- 2 Grade 6



RockSchool

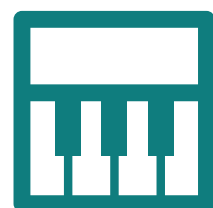
25 successful candidates

Guitar

- 1 Grade debut
- 2 debut with merit
- 3 Grade 1
- 3 Grade 1 with merit
- 3 Grade 1 with distinction
- 1 Grade 2
- 1 Grade 3

Drums

- 1 Grade debut
- 2 debut with merit
- 4 debut with distinction
- 2 Grade 1 with merit
- 2 Grade 1 with distinction



Official ballet exams (Imperial Society of Teachers of Dancing)

Once again, Ms. Judith's students from ages 6 to 14, obtained excellent scores thanks to their hard work and dedication, and the tenacity of their parents, to whom we are very grateful.

- During the school year of 2013/2014, some of our ballerinas traveled to Oslo to attend and compete at the Junior and Senior ballet categories of The Imperial Society of Teachers of Dancing awards.
- British Council School dancers Camila and Sandra competed in the Junior category and scored more than 80 in their ballet exam, which led them to reaching the semifinals. Both girls thoroughly enjoyed the experience and cannot wait to return in March 2015. The Junior

category held a total of 60 dancers throughout the competition.

- In March 2014 our student Andrea competed in the Senior Awards at the Ballet Hawth Theatre. She received an official mention for her work at Interfoundation and has been invited to perform at the 50 year anniversary gala. It should be noted that Andrea had previously been invited to London to perform alongside Caroline Barratt and Sarah Wilder, both former soloists at the Royal Ballet.

Official ballet exam results

- 41 ballerinas took the exam
- 32 obtained a Distinction
- 9 obtained a Merit
- 11 Grade 1
- 10 Grade 2
- 3 Grade 3
- 4 Grade 4
- 1 Grade 6



TEACHERS AND TEACHING SERVICES

An outstanding education goes hand in hand with excellent teaching professionals. This is why the British Council School places high emphasis on proper recruitment and selection, and training procedures. At our School, the National Curriculum is taught by teachers who are native English speakers, and are able to demonstrate proven teaching experience that meets the School's mandatory requirements in terms of skills, competencies and behavioral techniques, as well as other specific qualifications.



Recruitment & selection and employee retention

Recruitment and selection

The high quality of education we offer is largely due to the School's rigorous recruitment and selection processes. The demands that we set for our teachers are an integral part of the School's recruitment policy. The British Council School commences its recruitment process in February and applies the School's own Best Practice recruitment processes (internal promotion plans). Depending on specific needs that arise, the School may refer to external consultants and/or specialized media (The Times Educational Supplement or The Guardian). Spanish language subjects are taught by Spanish teachers who undergo similar rigorous recruitment and selection processes in order to be considered for a teaching role at the School.

The minimum employment requirements to teach the National Curriculum at the British Council School are:



A university degree



Three professional references



PGCEs/ MASTER'D DEGREE/ CAP



A favorable DBS or a clear background check



Proof of a minimum of two years' work experience



Child Protection and Self Declaration

Relocation

The high demand for native English teachers makes it a strategic priority for us to work towards employee retention. The demand for British teachers outside the UK is high. Madrid is an open-minded and multicultural city, and we wish for all our expat staff to feel welcomed into it. For this reason, the School has implemented a series of new initiatives to favour relocation and integration.

Induction and relocation

The School has entered an extensive welcome and integration programme agreement with an external relocation company that helps new teachers and their families settle into Madrid.

We are mindful of the fact that many new members of staff relocate with their families, which is why we ensure to facilitate the change of residence.

The School advises and assists our new arrivals with the necessary paperwork to ensure that they can quickly proceed to working under Spanish legislation. The relocation team is at their services during their first phase in Madrid.



Ana Blanco, Recruitment Coordinator

Teaching staff usually receive a permanent contract (more than 90% of new teachers start their tenure at the School

with a permanent contract) and their salary is in line with or above industry standards.

The School provides new teaching staff and their families with the following services:



Airfare and airport pickup



Accommodation and meals at a hotel



Relocation service



Housing search and advice before signing the lease



Arrangement of supply contracts



Assistance in administrative tasks such as registration in Spain or the allocation of a Social Security doctor



Incentives for teachers and other staff include:

- Discounted meals at the School canteen
- Free bus route to and from the School
- Scholarships for their children
- Subsidized English or Spanish language courses
- If desired, teachers and other staff may sign up to private health insurance policies
- Gym membership at the Club Deportivo
- Other discounts





Key Engagement Indicators

Teachers and SMTs 2013-2014

Total			* Years at BCS
43	29	14	Less than 4 years
37	28	9	Between 4 and 10 years
91	65	26	More than 10 years
171	122	49	Total

**EMPLOYEE RETENTION
AT OUR SCHOOL EXCEEDS
A DECADE**

Total			% Years at BCS
25%	17%	8%	Less than 4 years
22%	16%	5%	Between 4 and 10 years
53%	38%	15%	More than 10 years
	71%	29%	Total

*this chart does not include music teachers nor Early Years teaching assistants

Teaching experience

Staff

Less than 4 years

Between 4 and 10 years

More than 11 years

F



M



Spanish



Others



The importance of teacher evaluations

Norman Roddom, Deputy Head of British Council School

Teacher training, observation, support, and evaluation



Without doubt this is one, if not the key priority in School. Each youngster under our care is entitled to the very best teachers and learning experiences. By the same token, all teachers are entitled to the very best training, coaching, resources, appraisal and support processes.

Induction is the first step for any newly arrived teacher, where the School's mission, vision and expectations are clarified. Managers engage teachers in in-service courses which explain programmes of study, schemes of work, marking criteria, reporting, class data, and individual departmental or teaching area targets and achievements, as well as individual expectations such as value added and forecasts of grades.

All teachers are observed through long (50min) or short observations (20-30mins) at least three times per year, by one of the management observation teams. These teams have been trained in observation techniques and appraisal protocols by Roehampton University, and are therefore able to provide the most up-to-date appreciation of in class performance and detailed, technical feed-back.

Modern inspection now tends to focus more on "outcomes" rather than one-off, in-class teaching performances. To achieve this, in addition to normal observations we operate a process of teaching and learning reviews. Teams of up to ten managers, working in pairs, will scrutinise exercise books, displays, class room organisation, planning, and student opinion, as well as carrying out short observations in up to four classrooms each, on one day, over a period of three hours. The data collected cross-school by managers affords a rapid, informative over-view of the whole school and will lead to informed and creative discussions.

Moderation teams were created in 2010 to evaluate extended writing every 5 weeks, in year 6. This now extends from KS1 through Key Stage 3. Managers re-mark students' essays and grade against NC criteria. Teachers receive feed-back to support them in improving accuracy of marking and grading.

Teachers are evaluated in all of these processes against the current UK standards for teaching.

Any teacher found to be in need of support will quickly be engaged by their line manager in a process of identifying needs and how the teacher can find appropriate support either in school, through external training, courses, and even visits to schools in UK. This may then be fed in to the British Council PMPD process which is an annual requirement for staff. PMPD requires teachers to elect and agree with line managers 3 professional targets for the year. The targets and progress are reviewed three to four times over the year, both face to face as well as on-line.

Outstanding teachers are recognised through our Excellent Practitioners Scheme. This unique scheme was created jointly with Roehampton University in 2007 and is underwritten by the University and provides teachers with a route to promotion/ recognition whilst retaining them in a teaching role as opposed to following a career path in management. Excellent practitioners are also a very useful training and support tool for other staff who seek improvement. In 2013-2014 this initiative was extended to Early Years teaching staff.

Last year's innovations

EPTAR

The Excellent Practitioners Teaching Assistant Role (EPTAR) Training was extended to Teaching Assistants in the Early Years section in 2013- 2014.

Early Years - Ana Cuéllar - Teaching Assistant

Studied how to provide psycho-educational support to children with attention deficits and deficiencies in levels of numerical and language scopes inferior to their age group. The project consisted of providing individualized support to students so that they could reach the level of their peers in both areas.

Early Years - Myriam Fernández - Teaching Assistant

Worked on the improvement of language skills and mental agility in children with concentration problems. Through games, recreational activities and behavioral repetition children managed to improve their communication and mathematics skills.

Early Years - Lourdes Zubizarreta - Teaching Assistant

Developed the reinforcement of calligraphy and calculation, language and attention techniques through individual sessions where the child improves confidence in his/her abilities and is able to achieve the appropriate level expected in the particular age group.



Excellent Practitioners 2013 – 2014

Following the framework of collaborative effort between the School and Roehampton University, we annually select a number of teachers to conduct their own project and share their knowledge with their peers, who then apply their findings in the classroom with their students. This way, and in addition to their roles in teaching and research, the following individuals are responsible for providing support and onsite training to their colleagues to help improve their educational practices.

2013 - Deana Fieldhouse - Primary

Improve the writing ability in KS1 after the inspiring visit by Pie Corbett in May last year. The project focuses on internalizing the language and structures of the stories that are read to children so that they are able to re-write and re-narrate them accurately.

2013 - María Jesús Vargas - Secondary

Modification of the settings of the Spanish Language and Culture areas; by basing them on skills, whilst taking into consideration the core competencies that the Ley de Enseñanza Española introduced according to the Plan de Bolonia.

2013 - Chris Noton - Secondary

Development and implementation of a system that allows for a more attractive and stimulating environment in Secondary through training and support for teachers. The objective is to improve the conditions and management of the exhibition areas in the KS hallways by ensuring the exhibition rotation by year groups.

Training and career development plans

Continuous Professional Development

All teachers start their continuous training and professional development plans in the first week they join our School. We have special programmes that generate opportunities for professional growth for managers as well as for Excellent Practitioners. Professionals are trained within the teaching field throughout the School year and receive an additional eight days of specific training.

Constant evaluation of teaching quality is one of the main features of the National Curriculum. For this reason, we organize the Teaching Review and Learning Walks, a system developed by school leadership teams who have been previously trained in this area, which encourages and fosters good practices in teaching. The three main areas that are being evaluated are the marking of student notebooks, target setting and differentiation.



THE CURRENT ACADEMIC CALENDAR ALLOWS FOR EIGHT DAYS OF TEACHER TRAINING

The School's agreement with the University of Roehampton ensures the provision of relevant training and ongoing evaluation on teacher performance.

Specialized techniques

Last year we had invited author and educator Pie Corbett, who bases his teaching on reading and creative writing. In doing this, he promotes learning with an innovative approach. He is also the creator of iRead, a software created at the Hitachi laboratory at the University of Cambridge. The aim of this software is to teach children to improve their reading ability by receiving visual and auditory support. Pie Corbett was able to demonstrate his pioneering teaching skills to our teachers and students, who were impressed with the approach and its outcome.

In addition to and in line with British Council policies, British Council School staff has to complete the following courses:

- Health & Safety
- Equality, Diversity and Inclusion
- Child Protection
- Information Management
- Anti-Bribery
- Environmental Awareness

Teachers and other staff have promotional opportunities within British Council itself, which is represented across 100 countries.

Any member of staff may request specific support to enroll to any course that allows them to further develop their professional ability.



Retirements

Dear friends:

I find it hard to sum up in just a few lines what three decades at the British Council School mean to me. If I had to pick three words to define what working at this fabulous school was like for me, I reckon that Caring, Effort and Family would best describe a “lifetime” dedicated to this School.

Caring - not only among the British and non-British colleagues who have mutually supported each other in personal and professional challenges. But also for our students, who still remember and greet me with great affection when our paths randomly cross in the streets of Madrid. Many alumni have in fact brought their own children to the British Council School, in order to provide them with the same quality education they received when they were younger. Above all, because of the caring environment everybody remembers with nostalgia. We encouraged every student to bring out the best of themselves; we instilled in them the fact that in order to become successful in life you have to know how to overcome failure and adversity. More importantly, we taught students that it is not about arriving first, but to actually get there eventually.

When I first walked into the school in Martínez Campos, I felt I was going to face a tough stage in life. But when I stayed in Madrid for good I realized I had made the right decision for myself and that my efforts paid off enormously. My students would often tell me “I am who I am thanks to the British Council School”, and I can only agree with that sentiment. I consider us all very fortunate to have fallen in such good hands.

When I talk about Family, I am not referring to Saint Patrick or Saint Andrews and the like, which have recently been replaced by the School’s Family structure. I am referring to the feeling that everybody who worked at the British Council School felt like they “we were at home.” I could tell you countless stories about my experience as a teacher. But since my recent retirement, I prefer to simply look back, reminisce and smile about the past, and possibly share my memories with someone over a cup of tea. I do feel as though everything happened only yesterday, yet at the same time as though it was ages ago, and it is quite difficult to put into words. I also feel as though I am still part of it all, and it makes me chuckle whenever I walk past the School and catch myself whisper that phrase that defines us all: “Somos el Británico”.

Sheelagh Connor

We would like to dedicate a special mention to our dear colleagues who have shared their dedication, professionalism, friendship and companionship with British Council School for decades, and retired during the last school year:

Ann Mc Donagh, Primary, 20 years at British Council School

Patricia Moriarty, Early Years, 21 years at British Council School

Paula Jean Haynes, Early Years, 9 years at British Council School

María Remedios Lancharro Navarro, Secondary, 47 years at British Council School

Margaret Foster, Primary, 28 years at British Council School

Sheelagh Connor, Secondary, 29 years at British Council School

María Luisa González Pisón, Secondary, 30 years at British Council School



Sheelagh Connor and María Luisa González

Management of absences

Class structure

One of the keys to the success of the National Curriculum is its strict schedule. Paired with the Family structure of the School, it ensures the continuity of the programme even on those days where a member of staff is absent. The Family Leader rigorously continues with the development of each group. Weekly goals and evaluations for each class and every student are coordinated globally.

Staff management is a top priority for school management. When a leave or absence occurs due to reasons such as illness or personal matters, immediate action is taken in order to avoid that any class is unattended or students miss the continuity of the academic programme.

This way, when absences occur in Early Years and/or Primary, teacher replacement is anticipated with fit-for-purpose supply teachers among those candidates that have been previously shortlisted. Should this not be possible, substitutions are coordinated among teachers that have complementary time, middle managers and Family Leaders or SMTs, as these already are familiar with the programme and the dynamics of each class.

Communication with parents

School management and other staff are constantly working on maintaining and improving our communication with parents when it comes to having a more efficient way in communicating long-term teacher absences or leaves. These are some of the changes we have implemented after feedback sessions with parents during breakfast meetings and other means.



Our quality standards lead us to annually assess the rates of teacher absences. In comparison to other schools and previous years, and we have found that the number of incidents at our School has declined in recent years.



AWARDS AND RECOGNITIONS

The intensive educational work we carry out at the British Council School is rewarded amply when the School itself and prestigious external institutions recognize the merits of our students by rewarding their efforts. Countless wins and prizes help us to continue wanting to be better at what we do every day and motivating our students to achieve their highest potential.



External awards and recognitions

Top Mark in the world for Spanish Literature IGCSE 2013

At the British Council School we are proud of the magnificent results achieved by our students in their IGCSE and International GCSE exams in 2013. In addition to breaking records with an incredible 58% for grades A*/A for the entire group of students in Year 11, five students were awarded the Outstanding Edexcel Cambridge Learner Awards and High Achiever Awards for Best in Spanish Literature in the world and Best in Spain in French, Economics, Biology, Chemistry and Physics.

PAU 2013 Top 5 of 100

For the sixth year in a row in 2013, 5 students of our School have been awarded the Premio Universidad Complutense, for being among the 100 students obtaining the best PAU grades. The School received an honorable mention at the Universidad Complutense de Madrid.

During the graduation ceremony in 2014, 5 awards were also given to students who received honors (matrícula de honor) and 25 awards to students who achieved an average score of 9 or higher.

We also note that 33 students were able to take part in the Premios Extraordinarios de Bachillerato (grade 8.75) and 14 students could apply for Beca de Excelencia de la Comunidad de Madrid (grade 12.40).

Premios de Poesía e Ilustración Concurso Gerardo Diego 2014

In order to promote artistic creativity in children through poetry and illustration of literary texts, the Department of Education of the City Council of Pozuelo de Alarcón organized the Gerardo Diego School Contest in memory of renowned poet of the Generation of '27.

Two British Council School students in Primary and one Secondary succeeded in the Illustration category, and 14 students did so in Poetry.

Young Business Talent

This business-focused competition allows students to simulate the creation of a company. Over 100 students participated in the competition. 22 students from Year 12 and Year 13 reached the semi-finals, in which they competed with other teams across Spain; 6 of them reached the finals. Participating in this activity allowed them to learn a lot about Marketing and competition.

This experience allows participating students to mention their expertise and skills as “entrepreneurs” in their applications to British, US and Spanish universities for careers in Economics and Business Administration.

International Recognition

Brussels Forum

Once again our students in Year 8 and Year 10 participated in the junior panels of the Protégés Forum. A British Council School student was then chosen to represent Spain at the Forum for Internet Security in Brussels.

Strasbourg Trip

In November of 2013, three of our Year 13 students were selected to represent Spain at the Euroscola Nest conference in Strasbourg. Mario, Matthew and Catherine were part of the Model United Nations Club in Year 12 and were accompanied to Strasbourg by Model United Nations Club coordinator, Mr. Sean O'Donnell.

The conference was a “junior” version of Euronest, a parliamentary conference that brings together MEPs from 28 countries and political representatives of the new members of the East, following the “European Neighbourhood Policy”.

Students from Azerbaijan, Armenia, Ukraine, Georgia, Moldova and Belarus represented their countries and participated in conferences with their European peers to raise awareness and strengthen the links between the EU and these countries.

Our students had the opportunity to meet some MEPs and members of the Secretariat. It was certainly a unique and very enriching experience for them.



Three students at Young Business Talents with their teacher Mr. Anthony Mitchell



Mr. Sean O'Donnell joined our students to the seat of the European Parliament in Strasbourg

Internal awards and recognitions

2014 Duperier Science Award – British Council school

We want our students to learn for themselves; to be thirsty for knowledge, to research, discover and compare, and eventually reach their conclusions this way.

The Duperier Award 2014 consists of a grant of 50% of the tuition for the London International Youth Science Forum, a programme with a duration of two weeks in the presence of the world's top scientists, which is organized by Imperial College London.

Two projects of our students in Secondary were the winners of the Duperier Science Award 2014. "How the effect of a meteorite's impact is subject to surface, mass and angle: an empirical home experiment" and "The effect of several factors on the velocity of a surface tension propelled motorboat".

The 2014 Duperier Science Award featured 14 projects from our Year 12 (BiBac®) Science track students, out of which 6 projects were chosen to compete in the finals.

The projects that made it to the finals were:

- 1 Plants: A clean source of energy.
- 2 How do non-aggressive responses to a frustrating situation vary depending on the fields of study of teenagers?
- 3 The Effect of Surfactant pollution in water uptake by plants.
- 4 Can sound be used to charge a mobile phone?
- 5 The effect of a meteorite's impact is subject to surface, mass and angle: An empirical home experiment.
- 6 The effects of several factors on the velocity of a surface tension propelled motorboat.

Graduation Prizes

1. II Olimpiada de estadística de la UCM
2. GCSE e International GCSE prizes
3. ECIS Prize Award for International Understanding
4. Walter Starkie Prize for English Literature
5. Natividad Garayo Prize for Love of Literature
6. KS5 Declamation in English
7. BiBac® Prize



María receives a prize from Simon Manley CMG, UK Ambassador in Spain



Belén and Javier hold their prizes in the presence of Mr. Santiago Lamas (Research professor at the Centro de Biología Molecular Severo Ochoa (CSIC)), Mr. Norman Roddom and Ms. Zahara Delgado

Young Entrepreneur Contest

Britty was designed by three students from Year 10. Together they won the contest of Economía British Council School Young Entrepreneur. They projected supply and demand, designed the marketing and finance plans, and presented their work to an expert panel. Eventually, Britty was chosen number one mascot for the children in Early Years and it was also a great success at the charity Christmas fair BIOOR.



Declaration Speech



KS3 MATHS COMPETITION IN SECONDARY

This Family competition presented students with the opportunity to demonstrate their mathematical and logical thinking abilities as they quickly resolved numerical challenges in front of an expert panel of judges.



WELL-ROUNDED PEOPLE: BEYOND THE CURRICULUM

MUSIC AND PERFORMANCE, CARING, SPORTS

Throughout 2013-2014 our students have stood out through the various musical, solidary, athletic and artistic activities the School has carried out. In the following pages we will go into further detail about our students' remarkable efforts and talents.



**BE THE BEST
YOU CAN BE**

MUSIC AND PERFORMANCE



Christmas concert at the Universidad Complutense



Hard Rock Café

The School has 14 music teachers who teach weekly music classes (instruments and choir) to nearly 50 students.

- Yamaha Music Festival at Círculo de Bellas Artes
- Hay Festival in Segovia
- **MUSIC21** Summer Concerts
- Concert at the Auditorio Nacional, a chanted mass of Santa Cecilia
- Y7 Battle of Class Bands
- Declamations and Choral Speaking



Piano & Friends



Chanted mass of Santa Cecilia at the Auditorio Nacional



Carols concert at the Parroquia Anunciación de Nuestra Señora

NEW: PANTOMIME

Pantomime is a very traditional type of stage production in England. In this genre a fairy tale is paired with music, humour, and participation from the audience. Our Primary students are very familiar with Pantomime, as they have performed *Cinderella Rockefeller* like true professional actors and actresses.

Theatre

- Twelfth Night (by Shakespeare)
- The farce of The Prince in Chains (based on Life is a Dream, a play by Calderón de la Barca)



East Suffolk Morris Men: we had the honour of receiving this group of dancers who perpetuates traditional English dance by taking their tour all around the world. Their melodies are characteristic of popular festivities in England in the month of May.

COMMUNITY SERVICE

Our School is very much involved in philanthropic and charitable initiatives. In that sense, our students are offered the opportunity to participate in various community service projects, both nationally and internationally. This way, students invest a considerable portion of their time and energy into caring about others, which does not only benefit people in need, but also contributes to each student's personal development.

NEW

On November 29, 2013, the British Council School and UNICEF signed a cooperation agreement, in which our School is recognized as a child-friendly school that will participate in UNICEF's educational programme "Enrédate".



BIOOR

Towards the end of November of 2013, we celebrated our traditional BIOOR Christmas Fair. A Victorian Christmas that delighted all attendees. In May of 2014 the School celebrated its second Ascot Day. The horse races and fascinators added a very festive and solidary touch to the event. In 2014, the School raised more than 20.000€ for the Fundación Científica of the AECC.



- **"Gotas para Níger" campaign and UNICEF solidarity run:** Collectively, we raised more than 15.000 euros.

- School material donations to the intercultural association **Bwato** in Africa.

- **World Trekkers – World Challenge:** A trip to Romania in 2014 full of adventure, solidarity and team spirit in which students challenged themselves to go far in the challenge and applied the School's values.

- **Romania – Visit to the House of Angels orphanage:** Our students cooperated with 23 Romanian children between ages 6-15 for 10 days.

- **Paso a Paso:** Our students worked closely with Fundación Síndrome de Down de Madrid to set up the following activities: Jornada de Jóvenes en el Colegio (conference), Carrera Down Madrid (solidarity run), Fun and games afternoon, Science class at the Science lab in Secondary.

- **Weekly visits to homes of the elderly:** Our Year 12 students visit the elderly to spend weekly quality time with them.

- **Kilo Solidario:** Monthly collection of food and hygiene products for different NGOs.

Protégeles.com

Protégeles.com, the Centre for Child Safety on the Internet developed a new anti-bullying application. The app "Protégele" (protect yourself) was created to give children and teenagers a platform to report acts of cyberbullying through smartphones. This was explained by a group of Secondary students who acted as spokespersons at the press conference. For the second time, one of our students in Year11 was elected to represent Spain at the Forum for Internet Security in Brussels.



Visit of the Policía Municipal and Policía Nacional

The Spanish national and local police visited British Council School to teach practical lessons about security and civil liability.

Visit of the red cross

In relation to the eight Millennium Development Goals, our students in Year 8 and Year 9 were informed about Human Rights and the International Humanitarian Law, as well as about eradicating poverty and caring for the environment, among other topics.

SPORTS



SILVER MENTION IN Lifesaving

30 of our best swimmers in Years 7, 8 and 9 were elected to represent the School at lifesaving competitions (rescue, resuscitation and first aid).



Rugby

Daily exercise is important for our physical and emotional health. On that note, and in order to promote, improve and increase physical activity at our School, we gave a tremendous boost to rugby last year. Throughout 2013-2014, the British Council School has made great achievements in this discipline, which is still a minority sport in Spain. Along with the support of several British teachers and the Deputy Head of School Norman Roddom, Mr. Willis and Mr. Baker trained the Year 3, 4, 5 and 6 clubs for Tag Rugby at the School's rugby field in Primary. They have also contributed to take our Secondary rugby players to the top.

Rugby highlights:

- British Council School Rugby Federation Team. A great achievement for our School which allowed us to compete with other schools at the highest level.
- Inter-school tournament and training sessions for parents.
- Two students from Year 12 and Year 13 (respectively) were part of the National Rugby Team.
- Four British Council School students have been part of Spain's sub-selection.
- Titles obtained:
 - Campeones de España del Abierto (2014).
 - Campeones de la Copa de Madrid 2014 and 2013.
 - Champions League 2013, Champions Cup 2013.
 - Runner-up from Spain in Closed Competition 2014 (best of each province).
 - Champions all Seven 2013 tournaments.
 - Melé Champions 2014 and 2013.

Camping and adventure

- KS2 trip to Layos Camp in Toledo.

NEW

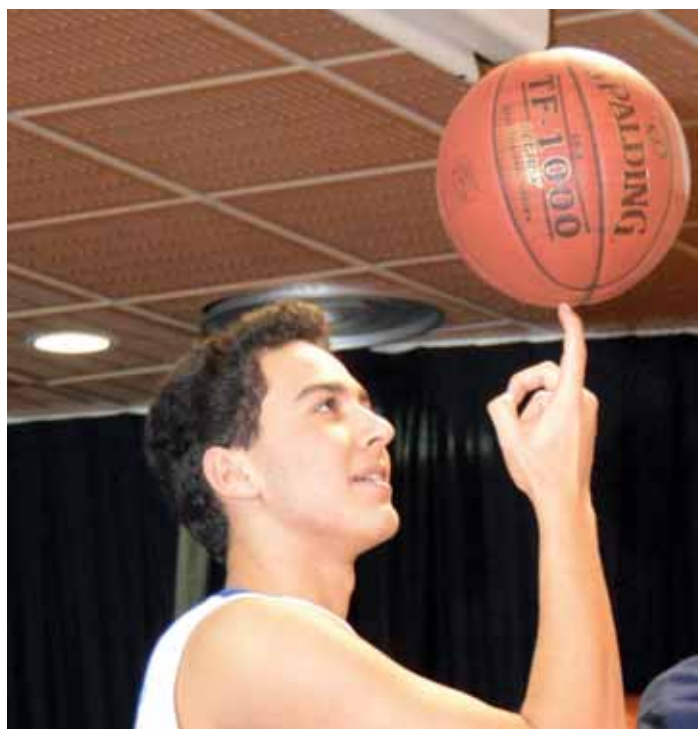
- Given the popularity of Layos Camp in Primary, we also wanted to give our Secondary students the opportunity to have an adventurous experience out in the open, where they could put into practise the School Values. Cooking, building a raft and first aid were some of the most prominent activities our Families took on during their **KS3 Survival Expedition in Jaraíz de la Vera (Cáceres)**.
- The Gilwern Outdoor Education Centre in Gales hosted our Year 5 students as they thoroughly enjoyed a full week of outdoor activities and fun.



NEW

Basketball

The British Council School Bull Dogs (Secondary) successfully participated in the Copa Colegial, sponsored by Bifrutas. The Asociación de Baloncesto Colegial awarded Year 13 student Álvaro the Best Student Athlete Award 2014.



Álvaro, winner of the Copa Colegial

Family Sports Day

KS1 pupils were grouped into their respective Families to compete in various disciplines such as long distance throws, speed, balance, etc.

Family Olympic Days

Students in KS 2, 3 and 4 were grouped into their Families and competed against each other all day to demonstrate their athletic capabilities.

Family Sports Day Excursions

Students in KS 4 and 5 were grouped into their Families to compete in various disciplines such as long distance throws, speed, balance, etc



The British Council School Bull Dogs



Mens sana in corpore sano - A sound mind in a sound body; our students give it their all in the classroom as well as out on the field.



A few images from the Family Sports Day in Primary

Football

Last year UCLA recruited British Council School student Pepe Barroso Silva as a goalkeeper. He then joined their university football team in autumn 2014. Pepe recently started his first year at university and played for the Bruins last season.



Pepe in full action



COLLABORATION WITH PARENTS

There are two ways for Parents to transmit their suggestions to School Management: A) in person, via a meeting or interview with School Management. B) Via the Parent Advisory Committee; a two-way objective and constructive communication channel between parents and the School. The Advisory Committee consists of 7 members of the School's parent community, representing each one of the three sections of the School (Early Years, Primary and Secondary).



A TWO-WAY COMMUNICATION BETWEEN THE PARENT COMMUNITY AND THE SCHOOL IS KEY TO ENSURE THE WELL-BEING OF OUR STUDENTS

It is imperative for us to be aware of any possible parental concerns and we welcome and appreciate all suggestions that can help us improve the running of our School. For this reason, parents are invited to join open meetings (working breakfasts by section) with the School and other parents all year round to discuss topics of common interest.

Should parents have any individual concerns about their children's progress throughout school, they can address these with the Parent Advisory Committee, tutors, Family Leaders and the Heads of Section.

Lastly, parents can also send us their feedback via our yearly satisfaction survey.

Parent Advisory Committee components

The Parent Advisory Committee is a representative body of the parent community that works in collaboration with the School to address areas of improvement. In 2013-2014 we welcomed 3 new members: Carolina Monteiro de Castro Albert and Veronika Nikolaeva (Early Years), and Javier Valverde Sorensen (Secondary). Not less important, we appreciate the continuous work and dedication of María Capurro, Cristina Fernández Miranda and Lourdes de la Mata, who have been active members of the Committee for years.

Parent Advisory Committee members in 2013-2014

Early Years

Carolina Monteiro de Castro Albert
Veronika Nikolaeva

Primary

Elena Payandee
María Alcolea Muñoz

Secondary

Ana Alfaro
Marian Montero
Javier Valverde Sorensen

Main areas of interest dealt with by the Parent Advisory Committee

Through meetings and the ongoing support by the entire staff of the School we have fostered the understanding of parents' areas of concern. Over the years we have worked on communicating with parents about what we do in relation to those issues parents raise most during meetings. The most prominent topics are:

1. Raising awareness about the quality control of the School Menu: we have invited parents to the School's dining room to try the meals and menus, and to meet the members of the Menu Committee.

2. Increase the number of students accessing universities outside of Spain. In 2014, 24% of our students went to universities overseas, a figure that has multiplied in recent years.
3. Introduction of an alternative PSHE subject to religion, and delivery of learning materials to parents upon request.
4. Review and improvement of FROG (the School's intranet/ virtual learning environment platform).
5. Addition of new language studies: German and Chinese.
6. Teaching talent recruitment & retention, and improved communication of teacher absences.
7. Promotion of arts and sports.
8. School uniform quality.

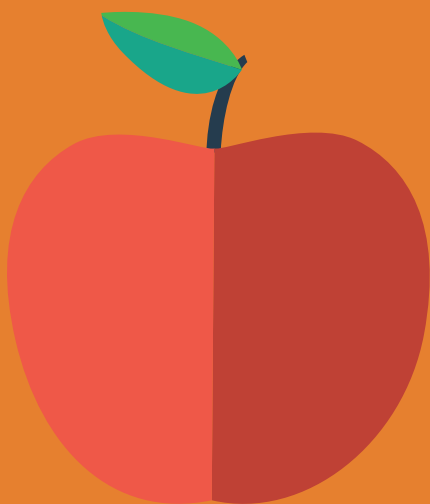


Any collaboration with the School is welcome. If you wish to actively participate in any of the School's parent committees and/ or other activities, you can do so by contacting your Section PA and requesting more information about:

1. The Menu Committee
2. BIOOR
3. Workshadowsing
4. Career conferences and special opportunities for students

WELL-BEING AND HEALTH

In addition to the care and meticulous attention to children, our School Infirmaries maintain a continuous dialogue with parents in order to address topics and suggestions that may arise throughout the school year. Nonetheless, a phone call does not always involve an emergency. On the following page we highlight some of the work carried out by our Health & Safety department.



Pupil Voice: Student Council

Our students in Primary and Secondary were ready for a change of their “special menu” and felt the need to address their opinions about the School lunches with the Student Council*.

The Student Council members were able to meet with the School’s Head Chef and Nurse, and a Eurest representative and express their views on the School’s lunch menus. The

Student Council gathered all required information and the opinions of their classmates through surveys and Family Assemblies, followed it up with the Nurses, and finally presented their findings and opinions to the SMT during weekly meetings through the term.

The outcome of this all: ketchup is now included in the special menu!

*Our Student Council is formed by students (Head Students and Class Delegates) who represent the Families in each Key Stage. Student Council members are elected by their Families and candidates have to write and deliver an election speech before voting takes place. Members take their responsibilities seriously. These include helping new and younger students to settle in and make friends, taking a leading role in organising teams and encouraging a positive response to events and charity appeals. The Student Council meets monthly and there is a formal process through which class delegates can channel their views through for discussion. As a result of these discussions, recommendations are then made to Senior Leaders. The highly successful lunchtime sport (the ‘Leagues’) is another example of an initiative originally proposed by the School Council.



Dining room

The School carries out and monitors daily, in-depth food allergy checks.

Our kitchen staff ensure to obtain the best ingredients for each meal, that is prepared in-house with a lot of care and attention to detail. The School is equipped with three modern kitchens where all meals are prepared freshly every day. We prepare special diets each week, taking into consideration children’s different food allergies, intolerances, and religious beliefs, and leave out those ingredients that are not supposed to be in there. The dining menu is updated monthly and is available for you to view on our website: <https://britishcouncilschool.es/en/services/dining-services> or on <http://www.compass-group.es/colegios/britanico/menu.asp>.

In some cases we collaborate with families to monitor their children’s food intake and follow up with them upon request. We also conduct “gastronomic days” during which we celebrate the different culinary cultures represented at the School..

BEST BEHAVIOUR IN THE DINING ROOM

In 2013-2014 we introduced the “Best behaviour in the dining room” initiative to teach even our youngest pupils how to eat properly.



Health Education

Last year we conducted the following health related training sessions with parents and staff:

- Sun protection and safety
- Mediterranean breakfasts
- Staff training on back care and proper weight distribution
- Staff training on cardiopulmonary resuscitation and use of defibrillator

Sanitary Care

Prevention is preferable to cure. Therefore, our Nurses dedicate a great portion of their time to the communication with parents about topics that affect the well-being of their children:

- Viral processes control requiring information and monitoring
- Awareness campaigns on the importance of hand washing to prevent contagion

SCHOOL IMPROVEMENT PLAN

Since its inauguration, the British Council School has followed through on its continuous commitment towards the restoration and improvement of its facilities. Proof of our eagerness to improve the services and resources we provide to our students is the recent opening of “El Teatro del Británico”.



El Teatro del Británico

The British Council School inaugurated El Teatro del Británico on February 7th, 2014.

This new building is an extension of our academic programme; an investment we have made so that our students can benefit from additional space that will allow them to further develop their skills. This is a clear example of our promotion of the arts. Additional space is part of the National Curriculum, as it provides students with a platform where they can rehearse, showcase and enhance their public speaking, acting, dancing skills in an environment that was especially designed for this purpose.

1,200m² of functional and attractive space dedicated to the teaching, coaching and presentation of performing arts. The auditorium has a seating capacity for 300 spectators and stands for the School's commitment towards the continuous restoration and improvement of its facilities, that are now open to the public for the first time. Its doors are open to activities and groups that help promote and diffuse British culture, teaching, and talent.

Paloma Adrados, Mayor of Pozuelo de Alarcón, Gillian Flaxman (Head of School), Rod Pryde (Head of British Council in Spain), and the Baroness Usha Prashar, helped inaugurate El Teatro del Británico by cutting the inauguration ribbon.

In an increasingly competitive world, the British Council School remains a benchmark for quality teaching, and this investment is another example of its improvement project in continuous evolution.

Sustainable and accessible architecture

Designed and built by Trasbordo Architects, the theatre is a 3 storey, sustainable building with a highly efficient ventilation system, computerised lighting and air conditioning, and rainwater recycling devices in place.

It is made up of 450m² of reception space and an auditorium, plus 600m² destined to classrooms for music, theatre and dance classes. With two configurations for the stage (28m² and 76m²), the theatre has been designed to empower an optimum quality on sound from anywhere around the stage.

In terms of functions held, the theatre is used for both the usual activities, in which Performing Arts, Declamation and Oratory are part of the basic education project, as well as to organize other events and activities that fall outside the School's range of teaching services and the promotion of British culture.



Baroness Usha Prashar cuts the inauguration ribbon next to Paloma Adrados and Rod Pryde

THE AVANTGARDE OF THE BRITISH PEDAGOGY SINCE 1940



NEW

In constant lookout for innovation and the day by day improvement of our curriculum, we have included the following equipment into our facilities in 2014:

- 3D Printers
- Material for the production of Bibots (robotics)
- iPads for students and teachers



Sustainability and Environment

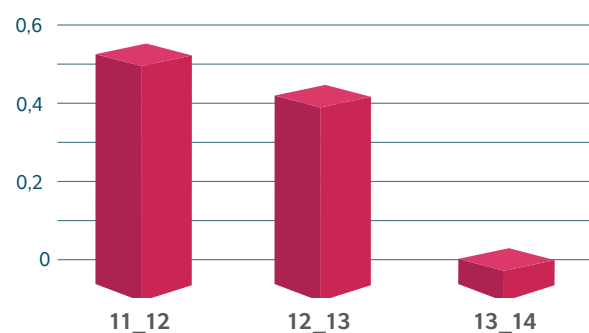
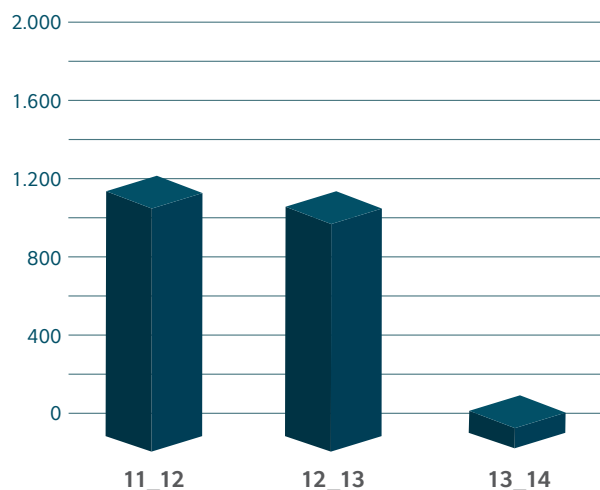
In line with the British Council Environmental Policy, the School has taken the necessary measures to contribute to achieving an optimal educational and work environment.

In order to raise awareness about the importance of protecting the planet, we implemented the following new resources:

- The Green Team; to help improve consumer habits.
- Double-flush/ variable flow cisterns to save water and movement sensors/ crepuscular sensors for lighting to save energy.
- Solar control and Green Roof to ensure sustainable growth.
- Facility monitoring to increase energy savings.

All these aspects have helped us reduce the School's carbon footprint.

The graphs below show the School's collective and each person's individual carbon footprint evolution over the last 3 years:



■ t CO₂ e
■ t CO₂ e /pers

Yearly satisfaction survey



CUSTOMER SATISFACTION

We care to know which areas require improving. Therefore it is important to involve the wider school community and ask parents for their opinion about the School. Each year we carry out a satisfaction survey through an external agency.

Last year's survey results:

1. Top 3 successes

- Educational system
- Academic programme
- Values

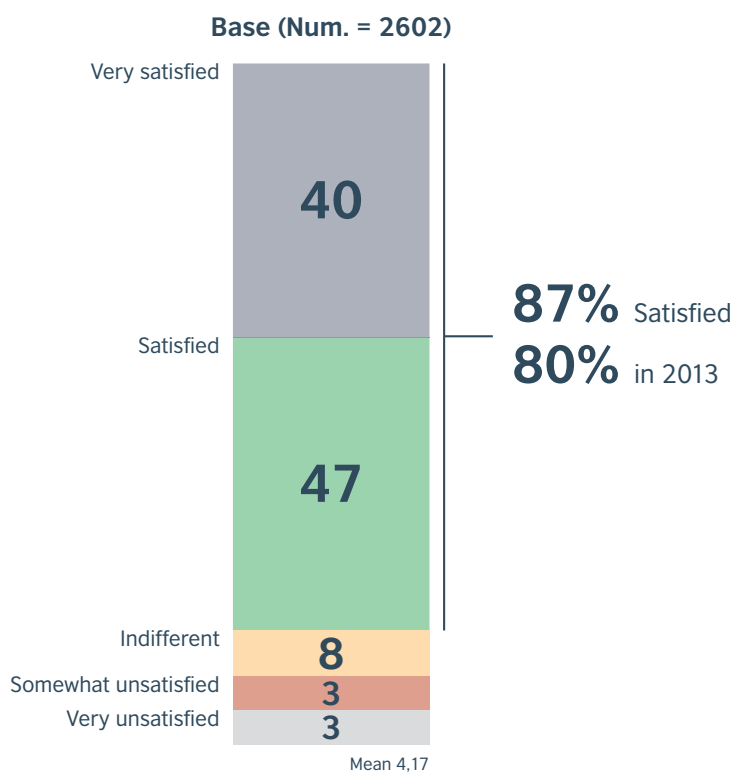
2. Top 3 improvements

- Personalized customer care and service
- The School in general
- Facilities and resources

3. Top 3 areas of improvement

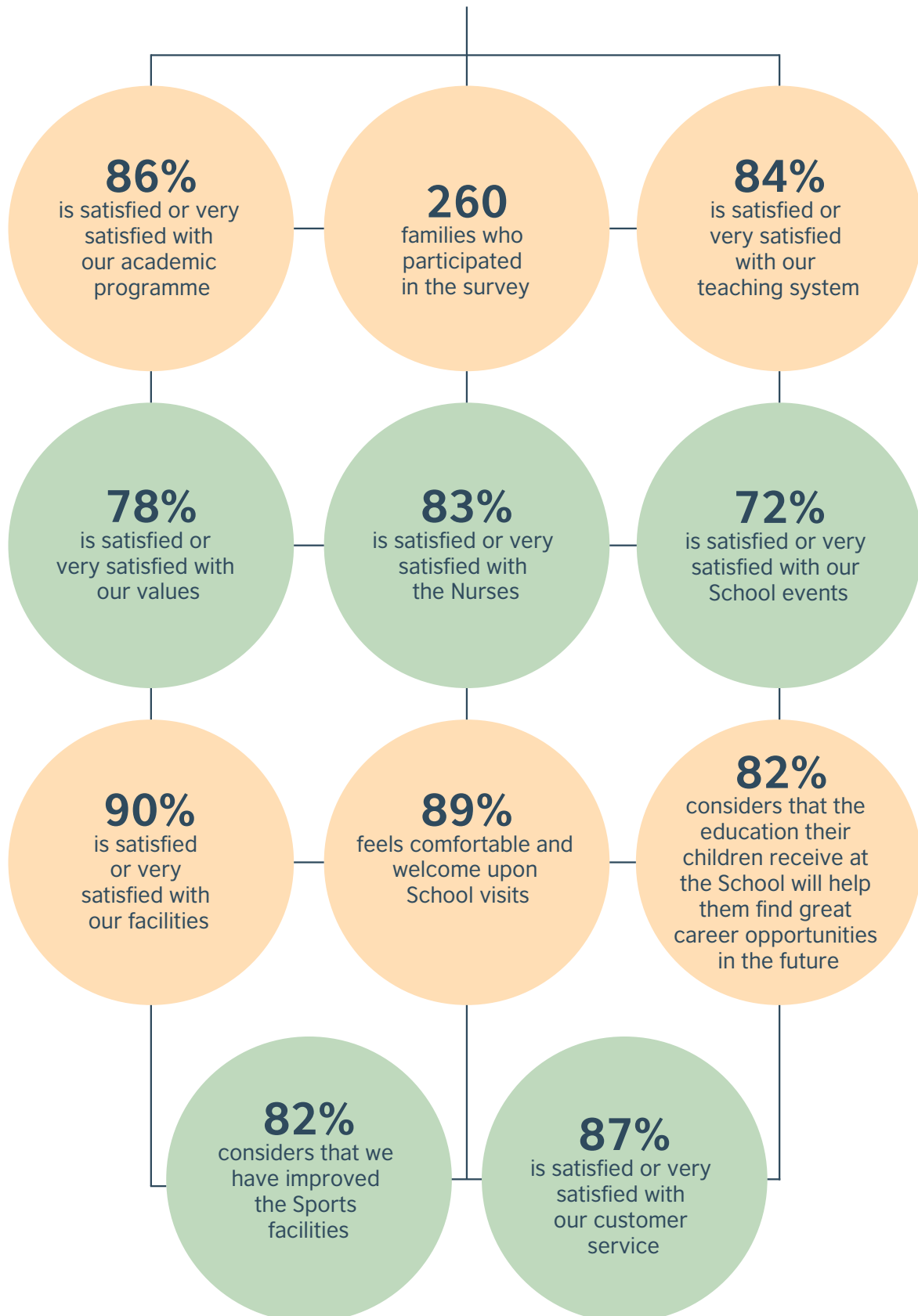
- Sports and events spaces
- Extra-curricular activities
- Price/quality perception

Satisfaction overview 2014





2013-2014 Parents Satisfaction Survey



RESOURCE AND FACILITIES MANAGEMENT

Information about school management allows for a better understanding and transparency of the School's expenditures on different media and other day to day school life activities.



Monitoring and Control

The British Council, founded in 1934 and incorporated into the Royal Charter in 1940, is a non-profit organisation registered in England, Wales and Scotland. It is also a public corporation and a non-departmental public body (NDPB). Since 1934, it has been sharing everything that the UK is able to offer on a cultural level, after having previously explored the demand in each of the countries it operates in. This gives the British Council a unique strength as a worldwide institution.

**THE BRITISH COUNCIL
IS A NON-PROFIT
ORGANISATIONS
REGISTERED IN THE
UK, WHICH WAS
ESTABLISHED BY
THE ROYAL CHARTER,
WHOSE BOARD
IS LED BY HER
MAJESTY
THE QUEEN
ELIZABETH II.**

As for its relationship with the Commonwealth, the British Council is sponsored by the Foreign and Commonwealth Office (FCO), from which it has its full independence on an operational level. The relationship is established in the Management Statement and Financial Memorandum in the UK.

The British Council is a foundation with a delegation in Spain, which generates its own revenues and is subsidised by the British government. It obtains its generating profits by the people who use its services and expertise, the service it provides by offering programmes for the UK government and other foreign governments, and through agreements with private sector organisations. In Spain the British Council is a delegation within the Foreign Foundation that is included in the Register of Foundations.

Currently operating in 110 countries, the British Council continuously creates international opportunities for cultural and educational organisations in the UK and its professionals. In addition to the English language, the British Council stands out for its promotion of education and the arts in society. It should be added that aside the financial goals established in its Corporate Plan, the British Council also calls for certain practices to promote sustainability and diversity.

You can find more information about this and other topics in the British Council Annual Report of 2013-2014 under:

http://www.britishcouncil.org/sites/britishcouncil.uk2/files/d554_annual_report_final.pdf

Audit Committee

The British Council School is audited annually. The external Audit Committee performs a global overview of risk, control and management in the British Council School, ensuring that the system of internal controls is suitable for regulatory compliance, financial probity and quality of the educational centre, and in compliance with our Child Protection and Environment policies, among others.

Committee reviews and the monitoring of British Council School risk management processes ensure compliance with regulatory requirements and financial reporting. The Committee also monitors the management of strategic risk, data, information, structure of the centre, materials, sanitary facilities, kitchen, staff, safety, health resources, facilities and performance.



Breakdown of British Council School fees

The different concepts of our rates may occasionally create doubt due to the difference in nomenclature with other Spanish or international schools. We have listed the main concepts in which the British Council School divides its fees for a better understanding below.

Place reservation: is set to ensure the continuity of your children at the School. Places are very limited and many applications are rejected, this is why it is important to us to ensure families follow through on their firm commitment with the School. The place reservation is carried out annually and is deducted from the first receipt of academic fees in September.

Tuition Fees: represent the rate the School has established regarding the development of the academic activity, as well as the concepts of teaching and tutoring.

Miscellaneous expenses: for procurement and material management, activities and resource management. These expenses represent the additional services we offer our students and cover the following concepts:

- Nurse and counselling services
- Registration and management of external examinations (IGCSE /International GCSE)
- Security and other services
- School supplies, library and sports
- Photocopy services and document management
- IT support and new technologies
- Sports and events
- Audiovisual and photography
- Informational materials

Initial registration at the School and opening of new students' school files.



One of the factors our parent community appreciates most is the fact that the majority of their children's school materials are facilitated by the School itself.

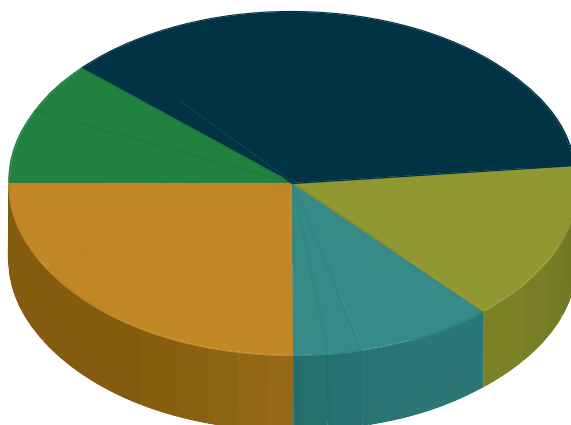
Graph corresponding to the School's various expenses

IT

Technological materials and support staff.

School Material

Learning materials used in the classroom for curriculum development. Strings in the Class, Class Band.



H&S

Staff, security and medical equipment; this includes all mediums that are set in place to ensure the proper care for and protection of our pupils.

Student Sports, Events & Trips

Investment in facilities and other means of support to promote sports and cultural activities, and transport for educational purposes.

Exam Costs

Full management of Cambridge and Edexcel, IGCSE and International GCSE exams, etc.

* Additional expenses that may arise occasionally are not featured in this chart.

Other concepts

School transport: covers the management of route services that our students benefit of. There are 26 different routes covering the main areas of Madrid and that serve families with all the guarantees of security and maximum flexibility. Last year our transport company Yolcar (ISO 9001) received the Best Occasional Carriage of Madrid Award.

Dining: Our canteen is run by Eurest, one of Spain's leading catering services providers that meets all the regulations and quality certification ISO 9001. Eurest offers the possibility of adapting the weekly menu to the criteria defined by a committee of parents who voluntarily help us select the best options provided under the standards of the Mediterranean diet.

Musical Instrument Tuition, MUSIC21: These activities are a priority for the School as they have a very positive impact on the personal development of each student. We therefore strongly encourage the participation in these voluntary extracurricular activities, which are paid separately and taught during the school day.

Sports and Cultural Club: These activities are offered independently of the management of the School and offer a wide range of extracurricular activities available to all British Council School students:

Art Workshop

Athletics

Basketball school

Chinese classroom

Confectionery

Football

French

German

Golf

Karate

Kids Brain

Movement school

Padel

Painting

Rhythmic gymnastics

Robotics

Sports Schools: Hockey,
Karate, Athletics, Handball,
Table Tennis

Swimming

Tennis

Theatre



ALUMNI RELATIONS

2013-2014 has been a year of alumni reunions. Besides the emotional bond amongst our former students, music, sports and solidarity have established further ties between the British Council School and Alumni.



If you are a former British Council School student and wish to enrol your own child(ren) at the School, you may apply for the New Nursery Scholarship for Alumni. For more information please contact admisionescolegio@britishcouncil.es.

II Alumni Reunion



On July 10, 2014, we celebrated the second alumni reunion at the residence of the British Ambassador. It was a very special event in which alumni, teachers and staff enjoyed an emotional afternoon and had the pleasure and honour to have Carmen Posadas as one of our special guests. Carmen is a former student who studied at the

campus Martínez Campos in the early decades, and who has demonstrated her values, passion and entrepreneurial spirit throughout her professional career. Amidst laughter, music, a fabulous live concert by our alumni, encounters and anecdotes, we wanted to take this opportunity to give a warm welcome to the British Council School Societies.



COMMUNITY SERVICE



ARTS & MUSIC



SCIENCES



SPORTS



HUMANITIES

The British Council School Societies

Arts & Music, Community Service, Sports, Humanities, Sciences. Many alumni are marked by these words and to many they have a special meaning. Some have made a career out of them, for others they remain an indispensable hobby. The British Council School instilled a passion for each one of these areas, and we are certain that out of all the teachers that have been in our students' lives, they will never forget the one who introduced them to one of these disciplines; to one of those links where many have not begun to think that they still have with the British Council School.

In each of these five Societies we want to continue counting on each and every one of our alumni to strengthen networking and generate more opportunities.

Contact us at SchoolAlumni@britishcouncil.es if you would like to receive information about our Alumni Societies, take part in future events or simply stay connected with British Council School.



Carmen Posadas during her emotive speech about her time at British Council School



Alumni Football League

The British Council School has thirteen football teams formed by alumni who, to this day, continue playing in the School's sports facilities on Saturdays and Sundays. What better way to maintain that bond of friendship and camaraderie that links them with the School?

From March 15 until May 11 the Canallones, Celtics, Naranja Mecánica, Samisosas, Resis, Gallos United, A.C. Kaló, Real Zambos, Los Chicos del Jeque, Confitura de Pato, Schalke Temeto 04, Raspinhas 91 FC y C. Juniors showed their best skills with the ball in the field.



I Concert Amigos del Británico

On March 26, 2014, a selection of the best current students, led by one of Spain's best batons, Cristóbal Soler, musical director of Teatro de la Zarzuela, and accompanied by bright alumni, faculty and prestigious professional musicians such as lyric soprano Lorraine Valero or pianist Rubén Yessayan, filled the El Teatro del Británico during the I Concert Amigos del Británico.

The event was promoted by Rafael Villanueva, teacher at the School, who managed to bring together dedicated professional musicians, parents, former alumni and perhaps some future musical stars.



Agenda

- *Star Wars* (theme song), J. Williams. Arr.: Ch. Sayre.
- *Españoleta*, J. Rodrigo. Soloist: Juan Abad, former student of the British Council School.
- *Fantasia para viola y orquesta Op. 94*, J. N. Hummel. Soloist: S. Lafarga.
- *Lascia ch'io pianga*, J. F. Handel. Solista: L. Valero.
- *Porgi amor*, W. A. Mozart. Soloist: L. Valero.
- *El Albaicín*, I. Albéniz. Soloist: Rubén Yessayan, former student of the British Council School.
- *Grupo Sacapelas*. (British Council School students). Dir.: Eric Peters. Former students Juan Marín and Nuria Alonso Vega joined Grupo Sacapelas on stage.
- *Reverie*, G. Bottesini. Soloist: Toni García Araque.
- *Time Lapse*, M. Nyman. Arr.: R. Villanueva. Orchestra directors: Borja Quintas (former student of the British Council School), Cristóbal Soler and Rafael Villanueva.

OTHER SPECIAL EVENTS





The British Council School organized three lecture conferences in the framework of the II British Education Fair, which was held in Madrid and Barcelona from 23 to 25 October 2013. Participants learned about the education of tomorrow from Richard Gerver, one of the leaders in the sector; they discovered the essence of National Curriculum and methodology with Gillian Flaxman, Head of British Council School, and learned about the the keys to access to the most prestigious universities. Carolina Jiménez, Head Higher Education and Society of British Council, and Pamela O'Brien, Head of Secondary of British Council School, explained how to access universities in the UK and detailed those skills we instil in our students in order for them to achieve just that.



II Conference on bilingualism at an early age at the British Council School

The conference was led by Ellen Bialystok, worldwide reference in the field of bilingualism and effect on language and cognitive development in children.

We also conducted two workshops in which we shared with parents how to carry out activities with children so they can easily learn a second language at home (Maths, Reading & Singing).





I Conference on Education for the Well-being of Children at the British Council School

This conference was held by Dr. Eduard Estivill and Javier Urrea. Dr. Estivill is director of the Clínica del Sueño and a paediatrician specialised in neurophysiology, psychology and pedagogy. Javier Urrea, the first Ombudsman for Minors in Madrid, has published dozens of articles in scientific and professional journals across Europe and Latin America, and several of informative articles on the education of children.

INTERNATIONAL UNIVERSITY FAIR

On January 23, 2014 the British Council School held its International University Fair, during which it hosted a total of 58 universities (21 Spanish institutions and another 37 from 8 different nationalities) that gave parents and students the opportunity to explore the wide range of degrees available to them. Throughout University Week, students in Year 13 also had the opportunity to interact with former students who are currently studying in England, the US and Spain.







British Council School
Somos el Británico



British Council School

Solano, 5-7. Urbanización
Prado de Somosaguas
28223 Pozuelo de Alarcón
Madrid

Tel. +34 913 373 612
Fax: +34 913 373 634
school@britishcouncil.es

Departamento de Admisiones

Tel. +34 91 337 50 50
AdmisionesColegio@britishcouncil.es
www.britishcouncilschool.es