School Educational Project: Almuñécar International School (2025–2026)

School Code: 18601965

1. Presentation of the School and Facilities

1.1 Introduction and Identity of the School

Almuñécar International School (AIS) is an established educational institution on the Costa Tropical of Granada, committed to academic excellence and the comprehensive development of its students. This document presents our School Educational Project, detailing the history, context, location, and facilities that define the learning experience in our community, as well as the pedagogical principles that guide our daily work.

Our history began in 1989, when a group of parents, mainly Spanish, driven by the creation of a center offering a British educational model, founded the school. From our humble beginnings with fewer than 30 students, we have grown to our current 275 students, celebrating our 35th anniversary this year. We are a private school, owned by a group of shareholders, that has successfully maintained a family-like and personalized atmosphere. Diversity is one of our defining hallmarks, with a student body made up of 50% Spanish students, 12% British, 8% Chinese, and the remainder from various nationalities (35 nationalities in total), creating a truly international environment.

Our students come from all over the world to participate in our educational program. They are able to do so because our courses and examination system enjoy global prestige and acceptance for entry into university and the workforce. We welcome students from a wide variety of countries and cultures, which opens up a world of opportunities for students from Spain, European countries, and further afield. This helps all our students better understand the constantly changing world in which we live and contributes to shaping compassionate, supportive, and successful global citizens.

The school is located in a quiet residential area of Almuñécar, at the following address: Calle Pinariego, 1, 18690 Almuñécar, Granada. Our catchment area is broad, encompassing nearby towns such as Torrox, Nerja, Motril, and Vélez de Benaudalla, consolidating our position as an educational benchmark in the region.

1.2 Learning Environment and Facilities

The main building of the school is a spacious four-story structure providing a stimulating and colorful learning environment. To ensure full accessibility, we have an elevator that facilitates access to all floors for people with disabilities.

Our academic and specialized facilities are designed to support a diverse, high-quality curriculum:

- **Early Years (EYFS) Classrooms:** Designed for our youngest pupils, featuring direct access to safe, spacious outdoor play areas equipped with padded surfaces.

- **Primary and Secondary Classrooms:** All classrooms are suitably furnished, and we work with small class sizes, which fosters personalized attention.
- **Specialized Rooms:** We have an art room, a music room, and two well-stocked libraries (one for Primary and one for Secondary) that foster a love of reading.
- **Science Facilities:** We have two very well-equipped science laboratories, which include a preparation room with a fume hood, allowing for safe and advanced practical experiments.
- **Technological Resources:** The school has two ICT suites with 20 computers each, as well as 65 Chromebooks for student use, effectively integrating technology into the learning process.

Sports and recreational facilities include a large outdoor multi-sports court for ball games, an indoor facility for dance, gymnastics, and drama, and several shaded playground areas where students can relax during breaks.

As complementary services, our in-house kitchen prepares healthy, balanced meals served in excellent dining facilities. Student satisfaction is a clear indicator of the quality of service, as stated by the pupils themselves.

The quality and suitability of our facilities are essential to creating the positive and safe learning environment that characterizes us, an environment supported by a solid legal framework.

2. Legal and Regulatory Framework

The operation of Almuñécar International School is governed by a robust legal and regulatory framework that guarantees the validity and quality of our educational offer. We comply with Spanish regulations for foreign educational centers, supervised by the Regional Government of Andalusia (Junta de Andalucía), and follow the rigorous standards of the British educational system, accredited by the British Council. This duality ensures a prestigious education with international validity.

Authorization in Spain

Our center is officially recognized and supervised by the Regional Ministry of Educational Development and Vocational Training of the Junta de Andalucía.

- **School Code:** 18601965.
- **Original Authorization:** Granted by Order of May 3, 1993 (BOJA No. 56, May 27, 1993).
- **Subsequent Authorization:** Granted by Order of August 28, 1995 (BOJA No. 133, October 19, 1995).
- **Most Recent Extension:** Granted by Order of June 7, 2024 (BOJA No. 137, July 16, 2024).
- **Authorization Validity:** Our current authorization is valid until February 2028.
- **Authorized Education:** We are authorized to deliver education from Nursery (age 3) to Year 13 (age 18), with a total capacity of 340 school places.

Curricular Obligations: In accordance with Royal Decree 806/1993, we are required to teach complementary courses in Spanish language and culture. These are seamlessly

integrated into the British curriculum, promoting students' linguistic and cultural competence in the Spanish context. These subjects are integrated across all stages, ensuring consistency with the British curriculum and promoting functional bilingualism.

AIS promotes an inclusive, multicultural, and respectful environment where both academic skills and socio-emotional competencies are developed, with special attention to equality, resilience, and responsibility. Likewise, attention to diversity, equal opportunities, positive coexistence, and the prevention of bullying and cyberbullying are guaranteed.

British Accreditation

In addition to Spanish recognition, the school complies with the quality standards required of British Schools Overseas (BSO).

- **Inspection:** The last inspection was conducted by the NABSS Inspection Service on February 16, 2024.
- **Recommendation:** Following the inspection, the school was recommended for authorization as a British school from Nursery to Year 13.
- **Accreditation:** We are certified by the British Council, with accreditation valid until February 2028.
- **Compliance:** The school meets all standards established for British schools overseas, guaranteeing an authentic, high-quality British education.

This robust legal framework provides the solid foundation upon which we build our daily educational practice, guided by a clear and shared vision and values.

3. Vision and Values

The vision and values of Almuñécar International School serve as the compass guiding all our pedagogical decisions and school life. Our focus centers on the whole-child development of the student, preparing them not only for academic success but also to become responsible, resilient global citizens.

Our Vision: Roots and Wings

Our vision statement encapsulates the essence of our educational project:

"We give our students ROOTS, the nourishing start, the inner values to guide, the firm foundation on which to build their lives and WINGS of independence, to explore, to soar, to find themselves and to achieve their goals."

This commitment translates into creating a safe, happy, respectful, stimulating, and caring environment where learning is an exciting experience and a love for knowledge is cultivated daily.

Our Core Values: The 5 'R's

Our approach to developing the "whole student" is based on five learning values known as the "5 Rs". These values are systematically integrated into lesson planning, progress reports, assemblies, and tutorial activities:

- **Responsibility:** We encourage students to take ownership of their own learning, their actions, and their impact on the community.
- **Respect:** We instill respect for oneself, others, and the environment, valuing diversity and everyone's opinions.
- **Good Relationships:** We promote the building of positive, collaborative, and constructive relationships among all members of the school community.
- **Resilience:** We help students develop the strength to overcome challenges, learn from mistakes, and persevere through adversity.
- **Readiness:** We motivate students to always be prepared and willing to learn, actively participate, and take advantage of every opportunity.

These values are active principles materialized in the structure and academic organization of our school.

4. Academic Organization

The academic structure of Almuñécar International School is carefully designed to offer a coherent, progressive British education from ages 3 to 18, adapted to the developmental needs of each stage and ensuring smooth transitions between cycles.

Educational Structure by Stages

The school is organized according to the Key Stages of the British educational system:

- **Early Years Foundation Stage (EYFS):** For pupils aged 3 to 5 (Nursery and Reception).
- **Primary School (Key Stages 1 and 2):** For pupils from Year 1 to Year 6.
- **Secondary School (Key Stages 3, 4, and 5):** Covers Year 7 through Year 13. This stage includes preparation for IGCSE examinations (Key Stage 4) and A-Level courses (Key Stage 5 / Sixth Form), which grant university entry.

The school has one class per year group up to Year 9. From Year 9 onward, classes split into two streams per year group to provide more specialized attention.

School Day Schedule

Schedules are designed to maximize effective learning time while ensuring necessary rest and socialization periods:

Stage	Schedule

Primary (EYFS, KS1, KS2)	**09:50 – 11:25:** Morning Session **11:25 – 11:45:** Break **11:45 – 13:20:** Midday Session **13:20 – 14:10:** Lunch **14:10 – 16:40:** Afternoon Session *(15:00 – 15:55: KS1 Break, at teacher discretion)*
Secondary (KS3, KS4, KS5)	**09:50 – 12:10:** Morning Session **12:10 – 12:30:** Break **12:30 – 14:10:** Midday Session

	14:10 – 15:00: Lunch **15:00 – 16:50:** Afternoon Session

Leadership and Management Team

Academic management is led by the Headteacher, working closely with a Leadership Team comprising Key Stage Coordinators (EYFS, Primary, Secondary). This team oversees curriculum implementation, supports teaching staff, and ensures pedagogical quality across the school. The Business Manager handles financial and infrastructure aspects, guaranteeing appropriate educational resources.

Role	Key Responsibilities
Headteacher	Oversees and leads all educational matters, establishes vision and priorities, and evaluates the leadership team.
Leadership Team	Includes Key Stage Coordinators (EYFS, KS1, KS2, KS3, KS4, KS5) who support teams, evaluate teaching quality, and manage curriculum delivery.
Business Manager	Manages financial affairs, infrastructure, and participates in hiring procedures.
Special Educational Needs Coordinator (SENCO)	Directs support for students with special needs, conducts assessments, and organizes exam access arrangements.

5. Curriculum and Learning Areas

The curriculum is broad, balanced, and rooted in the British educational system. It meets the needs of all students, including English as an Additional Language (EAL) learners, preparing them for higher education and global challenges.

Early Years Foundation Stage (EYFS)

For ages 3–5, we follow the EYFS framework, organized across seven areas: 3 prime areas (Communication & Language, Physical Development, Personal, Social & Emotional Development) and 4 specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts & Design). Learning centers on play and active exploration.

Primary Education (Years 1–6)

We use the Cambridge International Primary Curriculum for core subjects (English, Mathematics, Science) and the National Curriculum for England for foundational subjects. We implement a creative, literature-rich curriculum that fosters a deep love of reading and writing.

Secondary Education (Years 7–13)

- **Key Stage 3 (Years 7–9):** Follows the Cambridge Lower Secondary Curriculum for core subjects, alongside "Global Minds" to develop global perspectives and critical thinking.
- **Key Stage 4 (Years 10–11):** Students prepare for IGCSE examinations (ages 14–16). Students take compulsory core subjects (English, Mathematics, Science, Modern Foreign Language) and choose option subjects according to their goals.
    - *Core/Compulsory:* English Language, Mathematics, Science (Combined or individual Biology, Chemistry, Physics), Modern Foreign Languages (French, German, Spanish, English).
    - *Electives:* Humanities (History, Geography, Global Perspectives), Creative Arts (Art & Design), Technology (Computer Science), Physical (PE), Business (Business Studies).
    - *Benefits:* Provides academic grounding, develops analytical/critical thinking and communication skills, offers wide flexibility, and holds international recognition.
- **Key Stage 5 / Sixth Form (Years 12–13):** Students take A-Level courses—the gold standard British qualification for entry to top universities worldwide and in Spain.
    - *Structure:* AS-Levels (Year 1) leading into A-Levels (Year 2), assessed primarily through written final examinations. Develops subject specialization, analytical skills, independent study, and career preparation.

UK National Curriculum & Subject Integration

The core UK National Curriculum is adapted to an international context across key learning areas:

1. **English Language & Literature:** Critical reading, written/oral expression via enquiry-based learning, projects, and debates.
2. **Mathematics:** Logical thinking, problem-solving, and statistical reasoning.
3. **Science:** Experimental exploration, STEAM integration, and active learning.
4. **Arts, Music & Physical Education:** Creativity, motor skills, teamwork, and physical wellbeing.
5. **Technology & Digital Skills:** Coding, computational thinking, and digital citizenship.
6. **Citizenship & Values Education:** Equality, inclusion, sustainability, peace, and anti-bullying.

- **Spanish Subjects & Integration:** Spanish Language and *Conocimiento del Medio* (Spanish history, geography, and culture) are integrated via cross-curricular projects to ensure functional bilingualism and compliance with Andalusian educational guidelines.

Curricular Enrichment

Formal learning is enriched through extracurricular activities (sports, music including ukulele and rap, drama) and the "Development Award" program, alongside annual events like the Spring Carnival, work exhibitions, and theatrical productions.

6. Methodology

Our active, student-centered methodology fosters independence, critical thinking, and lifelong learning. Key pillars include:

- **High Expectations:** Teachers set ambitious goals to inspire and challenge every student.
- **Active & Participatory Learning:** Dynamic strategies including group/pair work, student presentations, and project-based problem solving.
- **Enquiry-Based Learning:** Encouraging student questioning, autonomous research, and critical analysis.
- **Stimulating Learning Environment:** Classrooms are safe, well-organized spaces with updated visual displays celebrating student work.
- **Differentiation & Personalization:** Adaptations for SEN, EAL, and functional bilingualism learners.
- **Technology Integration:** Daily use of Chromebooks, interactive whiteboards, and Google Classroom.
- **Structured Planning:** Rigorous long-, medium-, and short-term lesson planning with clear objectives.

7. Assessment

Assessment is continuous, systematic, and rigorous:

- **Formative Assessment:** Daily classroom observation, questioning, and evaluation grids (e.g., Primary Math/Science grids).
- **Summative Assessment:** External standardized exams including Cambridge Checkpoints (End of Y6 & Y9), IGCSEs (End of Y11), and A-Levels (End of Y13).
- **Progress Tracking:** Managed via the "Engage" school platform. Primary teachers create Class Profiles three times a year, while Secondary utilizes periodic mini-assessments.

8. Feedback and Monitoring

The A.I.S. Feedback Model

- **A - Assessment strength:** Identifying specifically what the student did well to build confidence.
- **I - Improvement area:** Highlighting the key area needing development.

- **S - Steps to success:** Giving concrete, actionable steps for student improvement.

Individual Monitoring & Communication

- **1:1 Meetings:** Three annual 1:1 meetings for Year 11; six annual 1:1 meetings for Years 12–13.
- **Family Communication:** 4–6 academic reports annually via Engage, annual parent-teacher meetings, and digital/physical journals for EYFS/Primary.

9. Diversity, Tutoring, and Pastoral Care

Inclusion and Special Educational Needs (SEN)

- AIS supports students up to the 'School Action' level.
- **Resources:** Qualified SENCo, EAL teachers, Primary classroom assistants, and Key Stage 3 Nurture Groups.

Pastoral Care & Tutoring

- Includes PSHE lessons, tutor check-ins, assemblies, Sixth Form university/career guidance, socio-emotional development workshops, and anti-bullying protocols.

10. Curricular Adaptations

- **Classroom Differentiation:** Modifying objectives, teaching styles, and multi-sensory materials.
- **Individual Action Plans (IAPs):** Created with the SENCo for structured interventions.
- **Access Arrangements for Exams (JCQ Rules):** Includes 25% extra time, readers, scribes/computers, supervised rest breaks, and oral language modifiers.
- **Gifted & Talented:** Extension and enrichment projects coordinated with the SENCo.

11. Practical Strategies

- **Language Enrichment:** Figurative language analysis in Y8; emotional vocabulary building in Y5.
- **Interdisciplinary Learning:** Primary Van Gogh art/writing projects; Reception long-jump measurement outdoors.
- **Smooth Transitions:** Y6 summer transition lessons taught by Secondary specialist teachers.
- **Sixth Form Mentoring:** Sixth Formers work weekly with Primary classes as role models ('Roots & Wings').

12. Personalized Education

- **Teacher-Student Ratio:** Small class sizes (max 15–22 students) allow deep individual knowledge.
- **Curricular Flexibility:** Offers tailored "hybrid options" (e.g., combining GCSE and AS-Level subjects for severe dyslexia).

13. Safeguarding, Health, and Safety

- **Child Protection:** Led by Designated Safeguarding Lead (DSL) Sherri Morisette and Deputy DSL Fiona Jacobs. Covers disclosures, allegations, bullying, FGM, forced marriage, radicalization, and peer abuse.
- **General Safety:** Controlled access (intercom/badges), 3 fire drills/year, trained first-aiders, continuous playground supervision, and strict risk assessments for trips.

14. Cross-curricular Plans

- **Reading Plan:** Two libraries, weekly reading lessons, book fairs, online reading platforms.
- **Sustainability & Global Citizenship:** Green school projects (recycling, energy saving, school gardens), Erasmus+ participation.
- **Digital Plan:** 5-year tech plan; 1:1 Chromebooks for Y7–Y13; Google Classroom & Impero monitoring.
- **Behavior & Coexistence Plan:** Positive reinforcement ("5 Rs", House System) and a 3-tier disciplinary policy:
    - *Level 1 (Minor):* Uniform, gum, lateness → Break detention.
    - *Level 2 (Serious):* Disruption, offensive language, AI misuse, discriminatory remarks → Multiple detentions/isolation.
    - *Level 3 (Very Severe):* Fighting, bullying, theft, substance possession → Isolation/Suspension/Expulsion.

15. Continuous Improvement Plan

Focuses on refining curriculum transition, elevating Science teaching, refining feedback quality, raising GCSE exam performance, reintroducing the "School Development Award," upgrading facilities (playground netting, quiet study spaces), and enhancing digital/outdoor spaces.

Appendix 1: Student Wellbeing Policy Synthesis Report

1.0 Introduction and Strategic Framework

Consolidates Behavior/Anti-bullying, Child Protection, and Inclusion policies into a unified, proactive wellbeing ecosystem.

2.0 Unified Framework for Student Wellbeing

- **Shared Core Principles:** Creating a happy/safe environment, valuing every member, providing accessible high-quality education, and protecting children from harm.
- **Supporting Ecosystem:** Interconnects core policies with Health & Safety, First Aid, and Safer Recruitment.

3.0 Pillars of Wellbeing

3.1 Positive & Safe Environment

- **Behavior Codes & Values:** Primary ("look after each other") and Secondary ("take responsibility for actions") guided by Respect, Resilience, Relationships, Readiness, Responsibility.
- **Physical Safety & Safer Recruitment:** Visitor badges, bus duty supervision, restricted vehicle access, compulsory DBS/sexual offense background checks, and reference verifications.

3.2 Inclusion and Support for Diversity

Category	School Approach
EAL (English as an Additional Language)	Academic and social English support; focus on pupils learning English < 2 years.
SEN (Special Educational Needs)	Early identification, differentiated planning, individual goals, support programs.
EBD (Emotional/Behavioral Difficulties)	Individual Action Plans, parent collaboration, positive behavior management.
G&T (Gifted and Talented)	Enriched/differentiated curriculum to ensure proper challenge.

3.3 Prevention and Early Intervention

- **Anti-Bullying:** Zero tolerance; addressed through Circle Time, PSHE, assemblies, and student reporting empowerment.
- **Safeguarding Indicators:** Staff trained to spot physical, emotional, sexual abuse, and neglect indicators.

4.0 Incident Response Procedures

4.1 Unified Notification Protocol

Incident Type	Primary Reporting Channel
Non-urgent Behavior/Safety	Formally logged in Engage system.

Safeguarding / Severe Bullying / Disclosures	Direct immediate report to DSL (Sherri Morisette) or Deputy DSL (Fiona Jacobs).

4.2 Graduated Behavior Steps

1. *Step 1:* Direct verbal correction.
2. *Step 2:* Discussion explaining unacceptability and consequences.
3. *Step 3:* Detention notice & warning of removal.
4. *Step 4:* Sent to Mrs. Jacobs' office with an explanatory note.

4.3 Bullying Incident Response

Handled by Key Stage Heads / Leadership / DSL via independent interviews, written statements, parent communication, and strict disclosure protocols.

5.0 Roles, Responsibilities, and Parent Collaboration

- **All Staff:** Vigilance, positive modeling, timely reporting.
- **Teachers:** Classroom behavior, differentiation, first contact.
- **DSL:** Lead child protection, external agency liaison (Almuñécar Social Services), secure record keeping.
- **Leadership & Governing Body:** Policy implementation, annual reviews, resourcing.
- **Parents:** Support rules, foster home self-discipline, open communication, inform school of medical/learning needs.

6.0 Conclusion

The wellbeing framework serves as an integrated, dynamic governance tool ensuring safety, equity, and student development at the heart of AIS's educational excellence.