



**British School  
Overseas**  
Inspected by Penta International

**Inspection Report**

**King's Infant School**

**Chamartín, Madrid**  
**Spain**

Date **13<sup>th</sup>-15<sup>th</sup> February 2023**  
Inspection number **20230213**

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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

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

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of children; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for children and children's achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 35 lesson observations took place across the school. School documentation and policies were analysed, and data reviewed. Children's workbooks were seen in lessons, and discussions were held with the staff, parents and informally with children. The inspection took place over three days and evaluated the provision for children aged 3 to 7 years old.

The lead inspector was Nicola Walsh. The team member was Claire Aisthorpe.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

### 3. Overall effectiveness of the school

King's Infant School Madrid is a very special place for the children and the families it serves. There is a warmth across the school that pervades all aspects of the school and ensures children feel secure, happy and cared for. As a result, children thrive in their personal, social and emotional development, and communication and language skills become well embedded from an early age. Standards of attainment are high particularly as children leave the school, well prepared for the rigours of KS2.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- the provision of a welcoming and nurturing Early Years and Foundation Stage (EYFS) curriculum where all children are fully prepared to access the Key Stage (KS) 1 curriculum, ready to learn;
- leaders at all levels are reflective, passionate and committed to achieving excellence in all respects;
- the provision of a broad range of extra-curricular activities to develop the whole child;
- high expectations of all staff regarding children's behaviour, independence and attitudes to learning;
- the strong ethos of care, guidance and support that pervades the school;
- self-confident and articulate children who confidently switch between their own language and English;
- high standards in outcomes for children at the end of EYFS;
- high attainment in reading at the end of KS1;
- relationships across the school are warm and friendly, between staff and children, and amongst the children themselves;
- a creative, purposeful and calm learning environment;
- parents trust in the school community to do the best for their child, is very strong.

## 3.2 Points for improvement

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

- i. Provide a greater level of challenge for children who are more able.
- ii. Improve the reliability of KS1 assessment data to enable accurate benchmarking of children's achievement.
- iii. Review the impact of marking and feedback on improving outcomes for children in writing.

## 4. The context of the school

Full name of School	King's Infant School				
Address	Calle Prieto Ureña 9E Chamartín Madrid				
Telephone Number/s	+34 913 505 843				
Website Address	<a href="http://www.madrid-chamartin.kingscollegeschools.org">www.madrid-chamartin.kingscollegeschools.org</a>				
Key Email Address	<a href="mailto:annelouise.jordan@kings.education">annelouise.jordan@kings.education</a>				
Headteacher	Annelouise Jordan				
Chair of board	Elena Benito				
Age Range	12 months - 7 years				
Total number of children	<b>133</b>	<b>Boys</b>	<b>69</b>	<b>Girls</b>	<b>64</b>
Numbers by age	<i>0-2 years</i>	36	<i>12-16 years</i>	0	
	<i>3-5 years</i>	77	<i>17-18 years</i>	0	
	<i>6-7 years</i>	20	<i>18+ years</i>	0	
Total number of part-time children	0				

King's Infant School is situated in the Chamartín district of Madrid centre. It opened in 2004 in a purpose-built building as a feeder school to the larger sister school, King's College in Soto de Viñuelas. Now pupils transfer to both King's College Soto and King's College School La Moraleja. Currently the school provides a British education in English, to a majority of children who are of Spanish nationality.

The school delivers the English national curriculum (ENC) and the Early Years Foundation Stage (EYFS) for children under 5 years old. The school adapts this to include the requirements of the Spanish ministry of education. The majority of children on roll at the school are in the EYFS, with the school accepting children from 12 months old. The oldest children transfer to other schools at the end of KS1. Children enter school according to the age requirements of the Spanish education system, so that their ages may not match with those of children in the same year groups in the United Kingdom.

The school is part of the King's College group of schools and owned by the Inspired School's group, which is an international group of schools worldwide. They provide support from a central office in Madrid for the King's schools in Spain. This support is related to administration, health, safety and finance. A regional CEO guides the strategic development of the school and supports the school principal. The vision and mission statements are shared across the King's Schools Group.

The school's British headteacher was promoted internally in September 2022. Before this she was the deputy head teacher and therefore understands the vision, mission and the school's contribution to the King's and Inspired School's Group. Support is available from Inspired schools globally and from the King's schools in Madrid.

## 4.1 British nature of the school

- The school delivers the Early Years Foundation Stage (EYFS) and ENC.
- An approved UK phonics scheme is taught to children in EYFS and KS1.
- Standardised assessments are sourced from the UK.
- The school promotes British values through the school's vision, curriculum and extracurricular activities, outdoor environment and displays.
- The leadership at the school replicates a British school structure.
- Policies mirror those required by UK government schools.
- The school is very well resourced in materials that are in use in British schools.
- The library is very well stocked with British literature, reflecting the modern multicultural character of the UK.
- The school's house point, school council, and rewards system reflect those used in English schools.
- There are opportunities for children to take on leadership roles and to act democratically.
- The inclusive admissions policy and procedures of the school replicates that offered by UK government schools.
- The school takes every opportunity to share aspects of British culture, such as the recent Queen's platinum jubilee celebrations, the recent funeral of the late Queen and displays of the Union Jack flag in the entrance to the school.
- Teaching staff are British or hold British teaching qualifications: the Spanish language teacher holds a PGCE (Primary).



## 5. Standard 1

### The quality of education provided by the school.

The quality of education provided is outstanding.

#### 5.1 Curriculum

The curriculum is excellent. The school delivers the EYFS and the ENC: this is clearly stated in the school's curriculum policy and supports the school's vision 'to be at the forefront of British Education Internationally'.

A curriculum coordinator is appointed to oversee curriculum developments. Curriculum reviews are regular to maintain the interests of the children. Recently lessons were themed around the FIFA World Cup, which broadened children's understanding of the world and enhanced the relevance of learning. Curriculum plans ensure a clear progression of skills, and very effectively bridge the transition from EYFS into KS1.

The school adopts a multilingual approach across the school. Children are encouraged to speak at school in English and their home language. Staff speak with the children mainly in English and occasionally in Spanish if this secures better understanding of a concept. Nursery staff use *Makaton* which enables children to gain skills in non-verbal communication.

Specialist teachers teach Spanish and music across the school and art in year 2. Specialist physical education teachers deliver PE and children attend weekly swimming lessons from reception class. A well-equipped music room, library and ateliers are used effectively to enhance the curriculum. iPads in every classroom are used independently by children to support their learning. Children are encouraged to use ICT across the curriculum. In reception children were observed being taught to take a photograph of QR codes which gave them access to an educational website. In a year 2 guided reading lesson, children were using *Pear Deck* on their own iPads, which allowed them to read the book and answer questions whilst the teachers monitors the answers, seeing the progress made in real time. This enabled ideas from each child to be shared simultaneously on the interactive whiteboard.

Reading is promoted through the curriculum using an English reading scheme so that children can access books at their own level. Children also take home weekly a book to read in Spanish and where pupils have limited knowledge of Spanish a vocabulary worksheet is provided. In reception class and KS1 children are grouped according to their abilities for phonics following a DfE, UK approved scheme.

Children who are above the phonics level work have reading comprehension tasks through guided reading groups. Spanish is taught from nursery to the end of KS1.

Curriculum plans for EYFS are based upon *Development Matters* and focused on play. Child-initiated learning is balanced successfully with teacher-led activities and in the moment planning. Activities in nursery are focused mainly on the seven areas in line with *Development Matters*: physical development, personal, social and emotional development, communication and language, literacy, mathematics, understanding the world and expressive arts. Reception plans also encompass these areas and ensure children have many opportunities to meet the early learning goals by the end of reception.

The environment facilitates the delivery of the EYFS curriculum, outdoor areas and classrooms provide safe and stimulating environments where children can learn through independent investigation. In a pre-nursery class, children were provided with opportunities to investigate the properties of ice. They were challenged to release the toy frozen inside the ice and applied various methods to make it melt.

The KS1 curriculum builds upon the EYFS curriculum and where required continuous provision continues into year one so that the transition between key stages is smooth. Themed topics engage children's interests. Methods and approaches used in English schools are used and teachers plan lessons using published schemes of work in mathematics and literacy.

The school develops pupils' personal social emotional and economic education through the work of the diversity, equality, belonging and inclusion team (DEBI). This comprises of committed staff volunteers and is led by the head of pastoral care. The team aim to boost pupil confidence, to enable all pupil's success in achieving learning goals. They promote awareness and acceptance of other languages and cultures in the wider community. Recently an audit of reading book stock by DEBI has resulted in a better representation of different groups, by nationalities, gender and/or culture in the school's library stock. DEBI also recommends to teachers approaches to engender a balance of equity, diversity, inclusion throughout the school. This can be through teaching activities, displays, and in behaviour and relationships.

Homework tasks set for children in KS1 are optional, relevant, open-ended, investigative and consolidates the learning in class. There is an expectation that parents will be involved with the learning at home supporting reading tasks, and optional homework challenges. In a recent homework project, children had to design a bridge to carry a load using a small number of materials.

The curriculum is adapted to provide for children who may need more support. The admissions process and close tracking of pupils' performance in school,

enables the school to intervene quickly where support is required. This includes children who may not be proficient in using English to access the curriculum. Targeted provision following a scheme of work by a EAL specialist ensures that these children catch up quickly.

Children who have a diagnosed special educational need or disability are supported through different tasks, additional adult support, or provision very closely matched to the child's diagnosed area of need. This may be provided by speech and language therapy, occupational therapy, or the timetabled sessions with the school counsellor. Regular reviews of individual education plans ensure that this approach is highly effective and allows for significant progress. Where necessary, staff receive additional training to meet the individual needs for each child.

Where children are working well above the level of their peers, they are identified and provided with an individual education plan. A weekly stretch and challenge group is timetabled, but this could be increased further so that children are faced with more regular challenges.

Extra-curricular activities are broad and well attended. Instrumental peripatetic piano and violin lessons are on offer to children from reception.

## 5.2 Teaching and assessment

Teaching and assessment are excellent. Across the school teachers demonstrate and model the positive values, attitudes and behaviours expected from children. They plan activities that widen children's experience and promote independence. Well established routines create a safe environment where children can gain confidence, learn through play, and develop. Teaching assistants are used effectively to engage with children in their learning and play.

Across the EYFS teachers plans focus on children acquiring a good level of development in line with the seven areas of the EYFS curriculum. EYFS teachers plan tasks that are child-initiated, develop independence, and encourage a sense of enjoyment. Teachers and teaching assistants have high expectations of children. They prompt children to be curious, thoughtful and question what they do. Activities both indoor and outdoor allow children to engage in play and be imaginative. A teaching assistant embedded prepositional language by retelling the story 'We're Going on a Bear Hunt' in the outdoor area using the tuff tray and blocks to represent the positions. Children were highly engaged and joined in the retelling of the story verbally and non-verbally.

EYFS teachers regularly observe and assess children's development and use this information to plan the next steps. Teachers record observations in individual learning journeys and using an online app. These are shared with the child and the parent and are an appropriate base of evidence on which to assess a child's level of development. Formal assessment records are completed at the start and end of term 1.

In KS1, questioning is a regular feature to check on children's understanding. Verbal feedback is relevant and enables pupils to clarify misconceptions. Where teachers share a clear learning intention and facilitate active learning, pupils make good progress. In a guided reading session with year 1 and 2 pupils, the teacher carefully posed questions to ensure deep understanding of the text. Teachers follow the schemes of work and apply relevant teaching methods. In year 1 maths, children applied a method to subtract a single digit from a two-digit number using practical apparatus. Where teaching is strongest teachers plan tasks where children can choose the level of challenge, be active and learn from making mistakes.

Teachers provide children with opportunities to learn together. For example, in a year 2 English lesson, children worked in pairs, using an English dictionary to find appropriate words to create an acrostic poem about the Great Fire of London.

KS1 teachers assess pupils' progress against the curriculum objectives and using summative testing. Teachers use this information to identify where pupils may be

making less than expected progress in English or maths and plan interventions. Pupil progress meetings take place termly.

Assessment is routine, varied and regular throughout the school to ensure that all children make progress. EYFS has informative baseline data and children are tracked half-termly, if concerns are raised about their progress. Feedback from heads of subjects from learning walks, book scrutinies, half-termly moderations and pupil progress meetings enable teachers to plan to develop the children's learning. Data, including teacher assessment, is shared and analysed by heads of subjects and shared with senior leaders to identify children who need to progress and put targeted support in place. Gaps in learning regarding reading, writing or mathematics are addressed promptly. Teachers and senior leaders have a clear understanding of the abilities of the children in each class. The school's data provides action points for each teacher's professional development, which directly impacts on pupil outcomes. Moderations of teachers' judgements at the end of KS1, take place with the two other King's schools in Madrid. This supports a smooth transition between year 2 and year 3.

## 5.3 Standards achieved by pupils

Standards achieved by pupils are excellent. Children across the school of all ages are motivated to learn and engage well in learning activities. They enjoy school, and are respectful and polite to their peers and staff. A strong feature is the children's positive relationships with one another and all staff, their independence and attitudes to school.

Almost all children in EYFS are admitted to the school with no or little spoken English. These children make exceptional progress in acquiring English. They are assessed against the seven areas of the EYFS, on entry. The school's internal data, using teacher assessment, work scrutiny information and observation, indicates that at the end of the EYFS, all children in June 2022 attained above UK averages. 86% of children attained a good level of development in reading, 77% in writing and 95.5% in maths. By the time children leave reception, the proportion reaching a good level of development is higher than the UK average.

Overall, standards at the end of year 2 exceed those achieved in the UK. The percentage of children attaining stanine 5 and above, at the end of KS1 in 2022, was above UK standards in mathematics, reading and English skills. This is impressive when children may be in a year group younger than required by UK regulations. Children are admitted to the school following the Spanish authority's age on entry, from January to December. In the current year 2 cohort 11 children are correctly placed for year 2 following UK requirements, whereas 7 children should be in the year group below if they were in a UK school. However, there are also a small number of children who would be placed in the year group above according to the UK systems on admission. To overcome this the school uses standardised scores which considers a child's date of birth and calculates an expected standard related to the child's age. This helps the school to benchmark children's achievements, whatever their year group and ensure children are making progress over time.

Children in reception, year 1 and year 2 achieve highly in phonics. This can be seen in the streamed groups which enable teaching to meet children's needs. However, the school applied the UK year 1 phonics test to year 2 pupils. A more accurate assessment of a child's chronological age and the date at when they take the year 1 test may allow the school to benchmark children's performances more accurately.

Although standards in attendance are lower than standards in the UK, recent initiatives put in place by the school are beginning to have an impact. The school attributes low attendance to parents unwillingness to return their children to school after the pandemic. In Spain, education is not compulsory until the age of 6 years old and this be a factor, too.

## 6. *Standard 2* Spiritual, moral, social & cultural development of pupils

The spiritual, moral, social and cultural development of children is excellent.

Behaviour around the school and in classrooms is excellent due to pupils' strong sense of what is right and wrong. The positive relationship and behaviour management policy is fully implemented and follows a stepped approach to engender trust. Across the school adults listen to children and help them to maintain, build and repair relationships. They share and take turns, without hesitation. Children's interaction is exemplary. The school's anti-bullying policy is shared and understood by all stakeholders and as a result there have been no reported incidents of bullying. Children spoke about their happiness in school and know who to talk to if they have a problem. In a recent whole school attitude survey 99.3% of children said they were happy in school.

Children have many opportunities to take on responsible roles. To join the student leadership team, children are expected to apply in writing before an interview to be selected. The student leaders have opportunities to influence actions the school takes through their work. They have met with kitchen staff to agree snacks, led voting on the school's chosen charity, welcomed parents into school, and supported the setting up of the green atelier. They receive training on leadership skills which ensures they are well equipped for their role. Recently student leaders attended a workshop at King's College Soto, this was offered across the group of schools.

Children demonstrate a growing confidence, self-knowledge, and self-esteem. A range of reward systems encourage good behaviour. An online digital system of communication is used to reward children with points, linked to the three school rules 'Ready' 'Respect' and 'Safe' as well as social media app and stickers and certificates to reward individual effort. Children receive points for good manners, kindness, thoughtfulness and academic work. This is instantly shared with parents. Children who display good manners at lunchtime are invited to sit at the golden table to eat lunch. Golden certificate winners for being ready respectful and safe have a tea party with the headteacher. The weekly newsletter shares success stories with parents and provides the school community with an overview of what is going on. A residential trip is offered for year 2 pupils which develops their independence, self-esteem and confidence.

Weekly assembly themes celebrate the school community's different social, cultural, linguistic and religious backgrounds. Recently, parents shared their Diwali celebrations in assembly, and during Chinese New Year, the children saw a Kung Fu display. Within each assembly are celebrations of personal and academic achievements. Different languages are used to greet and sing happy birthday. The school's calendar of events regularly celebrates different cultures and religions. Enrichment weeks such as family

diversity week and 'Proud To Be Me' weeks celebrate the broad cultural differences and inclusivity across the school.

Children are encouraged to be socially responsible. In the autumn term, the student leadership team selected a charity to support. However, on hearing about the Turkish/Syrian earthquake disaster money was raised at a winter fair to go to the victims. Pupils also sold poppies in school in November to contribute to the work of the British legion, and families donated 431 kg of provisions to a food bank in Madrid. The school council raise funds to provide toilets where they are most needed. This toilet twinning initiative has raised money for 3 toilets in developing countries.

Children are encouraged to respect their body's rhythm through moments of action and energy, reflection and mindfulness. There are quiet areas around the school for reflection, quiet talk and contemplation. Children are exposed to different beliefs and reasoning through sharing stories and curriculum topics. They are encouraged to express their opinions and respect those of others.

The diversity, equality, belonging and inclusion team create a calendar of assemblies, trips, visitors, and events to encourage social responsibility amongst children. School events have celebrated the Queen's Platinum Jubilee, an assembly -including a moment of silence- to respect and acknowledge the death of HRH Queen Elizabeth, and Spanish National day. Within story time and circle time and in their play, children have opportunities to challenge stereotypes. Pupils explore challenging topics, feel confident to share different thoughts, practise acceptance, and know they have a right to express their ideas.

All children feel part of the school and have a strong sense of belonging. Children understand diversity. They kindly help others, regardless of age, gender or nationality. Collaboration, turn-taking and sharing are evident in all areas of the school. Children work well together to investigate and solve problems or help each other in class if a task is challenging. They are respectful of the school's property.



## 7. Standard 3 The welfare, health and safety of pupils

The welfare, health, and safety of the pupils at the school meets the requirements of the BSO standards and are excellent.

The children are exceptionally well cared for throughout the school. Provision for safeguarding and the wellbeing of children is of the highest standard. It is highly visible on posters, in the appropriate deployment of staff, in signage and in the strong culture of vigilance that exists throughout the school. Robust policies and procedures are implemented to promote the welfare, health, and safety of all pupils. All senior leaders are level 3 trained and are externally supported by the Inspire Group. This ensures the school is fully updated in the latest guidance from the UK.

All staff have a clear understanding of their responsibilities and are trained annually to remain up to date in keeping children safe. They understand the vulnerabilities of the youngest children on site and are very proactive to their needs. Training is offered in Spanish to members of staff where required. Staff are encouraged to raise concerns using the online platform 'My Concern.' All concerns are logged and dealt with promptly. Staff know the children very well, so that any changes in behaviours can be identified and noted.

Older children talk confidently about who they can talk to, they feel safe and commented that at playtimes 'my friends help me.' Children are happy, they stated that there is no bullying. Positive relationships were observed at breaktime. Children rarely play alone. Parents have confidence in the school's procedures for keeping children safe. An assembly highlighted the use of phrases around safety and wellbeing. Children and teachers talked about being *Ramona Respect*, *Eddy Ready* and *Sophy Safe* to embed behaviours around children's health, safety and wellbeing.

The school site is secure with two access points. Drop off and pick up routines, although outside the school's boundary, are safe and well established. Parents and children know what to do, so that congestion is limited. Parents are allowed onto the school site at the beginning of the school day and can meet with class teachers and visit classrooms. This supports the school's ethos of parents as part of the school community. Boundary gates are secure when not in use and closely monitored when in use.

The school promotes children's healthy lifestyles. Pupils' lunches are nutritious and cooked on site. Fresh fruit is available daily. Food quality is checked monthly by an external authority. All kitchen staff are required to have a food hygiene certificate and regular checks are completed by the ministry. All children take a school lunch. The school sets high standards in expected behaviours at lunchtime, even for the youngest pupils

who eat together. Children with food allergies are easily identified using a seating plan and different coloured serving trays. Drinking water is available across the site.

The accommodation lacks large outdoor spaces, but children are regularly taken off site to use facilities adjacent to the school. Here children can play ball games and enjoy the freedom of larger spaces. EYFS and KS1 children learn to swim at a local swimming pool as part of the curriculum. Younger children are provided with a quiet area where they may sleep after lunch.

Although there is no nurse on site there is an equipped sick room should a child fall ill. All staff on site are paediatric first aid trained. Parents are contacted swiftly should they be required to attend the school. Medication is stored securely. Children who have significant medical needs have risk assessments in place and staff are alerted to the details in the risk assessment. A defibrillator is on-site and linked to the emergency services should it be used.

The welfare of all pupils is closely monitored. There are very high standards of pastoral care in the school. Children with a diagnosed SEND and children of concern, either academic, personal or behavioural, have an individual education plan tracked with an online programme. Targets are specific, measurable, achievable, relevant, and timely. Parents are involved in the IEP process and speak highly about the support their child receives. The school's speech and language therapist and school counsellor support all staff to deliver sessions within the school day. They work closely with the head of pastoral care. Staff have received training in positive handling techniques so that where children need to be handled this is appropriate to need, and safe for staff.

The health and safety policy is implemented effectively and references other related policies. On appointment staff are given a detailed health and safety manual to read. Staff raise concerns on the shared drive or verbally to the school's maintenance team. The school is fully compliant with local government regulations and receives regular visits from the authorities to check all utilities, building regulations and fire equipment. Fixtures, fittings and equipment used by the youngest children are regularly checked for suitability of use. Doors have finger trap guards and sharp corners and edges are protected with soft covers. Equipment such as toys are sourced from reputable suppliers and meet European standards.

Standards around fire safety are met. Fire extinguishers, fire doors and exit plans are located throughout the school. Fire drills and evacuation drills take place termly and consider the needs of the youngest children who may be less mobile. Maintenance and security staff are trained in use of the fire extinguishers. There are clearly signed exit routes from upper floors and the school's kitchen, situated in the basement. A gas shut off valve which supply's the cooking appliances is clearly labelled. Firefighting equipment is located within easy access in the kitchen and staff are trained in their use.

Risk assessments are in place for areas, events of increased risk and for individual children. The school must remain vigilant in ensuring when the children are taken off site that risks are evaluated in detail. Such that the provider of the venue visited, such as the swimming pool provides a risk assessment of the venue in addition to the school's assessments. Detailed swimming procedures should be included as part of the risk assessment, so that each member of staff attending is clear.

## 8. Standard 4 The suitability of the proprietor and staff

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

The school is vigilant in ensuring that all staff who work at the school are suitable to work with children and are appropriate for the role. There are robust procedures and policies in place. Job descriptions ensure staff are accountable.

A single central record is in place which details the checks on all staff who work at the school, this includes teachers, support staff, and contractors. No volunteers or supply staff are used by the school. Staff who have left the school remain on the SCR for a period of 3 years. Checks made are related to identity, medical fitness, qualifications, VISA details and reference checks. ICPC or DBS checks are in place for staff recruited from overseas, and police certificates for local staff. All staff must also be approved by the Spanish authorities and be in possession of the *Delito Sexuales* certificate, to work with children.

The school's Inspired board members who visit the school are also on the register. The board's members are updated around the suitability of staff through regular meetings with the headteacher. A termly safeguarding report is submitted at these meetings.

Recruitment procedures are thorough. Advertisements to recruit staff to the school contain a sentence that indicates the school's strong commitment to keeping children safe. Interviews follow safer recruitment procedures and the school's safer recruitment policy. Staff are only recruited once two references have been taken and all required checks have met the standards.

Staff are subject to an initial induction period of 6 weeks where support with accommodation, banking and visa applications are provided. The probationary period of induction lasts for 3 months overall and is monitored through professional observations and collegiate support. The school's designated safeguarding lead (DSL) meets with every new member of staff and ensures they are fully understanding of the safeguarding and child protection policy.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet, exceed the standards required for BSO and are utilised in an excellent manner.

The buildings are modern and well designed to provide high quality facilities for an infant school in a city centre location. Creative design has made very effective use of the available space. The design considers the extremes of climate with sufficient shade for hot weather in summer and heating in winter. The accommodation has recently been refurbished to align with the Inspired Schools approach to early learning. All spaces are tidy, attractive and enable children to be curious and active learners. High standards of cleaning and maintenance are evident throughout.

The school's accommodation is on four levels which includes a basement. Access is via steps, with ramped access to the basement and a lift that may only be used by staff and children under supervision. KS1 children have classrooms on the top floor. Classrooms are bright and airy and natural light is used well by the position of large glass screens alongside corridors. This allows for easy viewing in classrooms and light into the corridors. Displays in corridors and classrooms celebrate pupils' achievements and are informative.

Creative use of every available area of the school has been made. Outdoor areas are shaded and provided with age-appropriate equipment to encourage children to learn through play, be imaginative and independent. Ateliers on the second floor provide specialist areas for creativity and green themes. A third atelier is planned to enable children to explore light. Specialist areas for music and drama, a multipurpose hall and library enhance the curriculum and are well equipped. Older pupils enjoy the use of the basement area at break times which has PE equipment, trikes and large construction equipment, including soft play shapes. The school has arrangements to access facilities off-site, such as a multi-sports pitch and a swimming pool.

Free flow between indoor and outdoor areas for EYFS children is provided on the ground floor by the adjacent nursery outdoor play area and the top playground. This can be accessed by classrooms situated on the ground floor. The top playground is very well equipped to encourage investigation and imagination.

Free flow is less available for classrooms on the upper floors. The ateliers provide separate spaces for children to be creative. Nursery children on the first-floor classroom were observed working simultaneously in the green atelier and their own classroom. They successfully accessed a wide range of equipment and completed tasks matched to their needs. Opportunities to enable EYFS children to develop physically occur in timetabled sessions using the bottom playground. In this area, children can learn to jump

off objects and land appropriately, negotiate space successfully using balancing and climbing equipment and meet other aspects of the early learning goals related to physical development. The school also has access arrangements to off-site facilities such as multi-sport pitches and swimming pools.

## 10. Standard 6

### Provision of information for parents, carers and others

The provision of information provided by the school to parents is excellent, and meets the standard for BSO.

The school website is informative. Essential information and policies are shared on the website and on admission to the school. A school prospectus is provided online 'A quality British education' 'First steps at King's.' These enable families new to the school access to information even if they may not be based in Madrid.

Parents are very pleased with the information the school provides. 98% of parents in a recent survey stated that they are happy with the school's communication procedures. Curriculum meetings at the start of the school year enable parents to be fully informed about the topics their child will study, these are further supported by termly planners. Children bring home each day a reading book and record. This creates an opportunity for parents to communicate daily with teachers on their child's reading habits. Children can choose whether to change their book in KS1: this encourages independence around reading and enjoying books. Parents also talked about the open-ended investigative nature of homework tasks set in KS1. This directly involved them in their child's learning. Parents can also contact their child's class teacher directly via email or the online application.

Parents are regularly informed of their child's progress through termly reports and parent-teacher meetings and know how well their child is progressing. Reports can be downloaded from the parent portal on the website or via the school mobile app. Parents of children in KS1 receive reports which assess the child against the English national curriculum objectives, EYFS children are assessed against the early learning goals. Younger children also receive the two-year progress check via the online application, *Tapestry*. Parents appreciate the school's open-door policy and the informal chats they may have at drop-off and collection times. The daily updates of messages and photos enable parents to feel fully involved in their child's day and often initiates conversations at home. A parent said, "Overcommunication is a good thing."

Parents feel essential to the school community and enjoy trusting and constructive relationships with school leaders. One parent commented, 'They are not just teachers; they're my children's friends.' Parents agree that school is a safe, happy, family-oriented place where staff know and care for every pupil and are passionate about children and their well-being.

Parents feel fully informed and reassured by the frequent, support and advice the school provides. Biweekly community workshops are offered and are based on suggestions from parents. A recent workshop discussed 'the impact of covid' and was led by the school

counsellor. These workshops allow parents a safe space in which to raise issues and talk to school staff who are supportive and caring.

Parents can also be involved in supporting school initiatives such as coffee mornings, 'crafternoons', charity events and the sustainable development team who worked to provide the green atelier. They may also act as a parent representative, volunteer on a school trip and are able to support newly arrived parents and children as parent ambassadors.



## 11. Standard 7

### *The school's procedure for handling complaints*

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

The school has a parent and guardian complaints procedure revised in July 2022 and to be reviewed in June 2023. The policy meets BSO requirements. It is made available for parents on the school website and on request from the school office.

The procedure states that all complaints or concerns will be treated seriously and confidentially. Clear timescales are stated for each stage of the procedure. There are 3 stages detailing the procedures. Preliminary stages are dealt with by the class teacher and may be escalated to the headteacher. If the complainant is not satisfied, they may wish to raise the matter in writing with the headteacher before then escalating the complaint to the CEO of the King's Group of schools. At stage 3 there will be provided a panel hearing of the complaint. The procedure explains the contact details of the CEO of King's Group of schools and the Independent School's Inspectorate in the UK, although the purpose of this is unclear for schools overseas.

Complainants have a right of appeal and may be accompanied to a panel hearing if they so wish. Records of formal complaints will be kept confidentially and for a period of 3 years.

There have been no formal complaints recorded in the last three years. The head teacher maintains a record of concerns and complaints raised and actions taken. Any concerns are dealt with informally through discussions, meetings, support, or explanations and are resolved quickly.

Parents reported valuing the excellent communications with the school, ensuring that all issues and concerns are dealt with promptly and efficiently. Parents stated that complaints are rare and could not recall a complaint being made to the school.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The school is governed by the Inspired Education Group. The CEO is in regular contact with the schools headteacher, either by telephone or by visits to the school. This close support has enabled the school to thrive, particularly with the recent change of headteacher. Meetings take place at least fortnightly, and records are taken so that everyone is clear in the actions that need to follow.

The headteacher and deputy headteacher work closely together. There is a strong focus on raising standards, and continually reflecting and considering all the approaches that the school takes. This is reflected in the school vision that is displayed in every classroom. This embeds the play approach to enable children to achieve their full potential. The CEO who supports the headteacher is a valuable part of the process, listening, reflecting and supporting the headteacher to take the appropriate actions. As a result, the school remains successful, and the best interests of the children are at the heart of everything.

Recent changes to the leadership structure at the school has resulted in staff feeling empowered and able to take ownership of key areas. Curriculum leaders have a clear vision of how they see the curriculum developing. The safeguarding and pastoral leaders are fully accountable and impact positively on the life of the school. Performance management is used to support school development plan priorities, and this includes staff having access to a wide range of external courses and support from within the Inspired Education Group.

Staff talk positively of the support the school's leaders provide. They talk about a highly visible leadership team who are keen to support staff to do their best. Communication, deadlines and teacher's work life balance is appropriate. Recent training on the Reggio Emilia approach to EYFS, Talk for Writing, Big Write and mental health and well-being has been useful and impacted on teachers practice in the classroom. Teachers reported feeling listened to and talked about the school being a welcoming school where everyone is valued. Teacher retention is extremely high.

The school's leaders work closely with other headteachers in Madrid who are part of the King's Group. This close support enables the school to moderate judgements and benchmark children's performances against other schools within the group. Quality assurance is a regular feature across all the schools. A common framework enables the headteacher to assess the quality of the school's provision. Moderation of writing standards and analysing children's performance data takes place regularly so that the school is not acting in isolation.

Leaders communicate very effectively to all stakeholders. Staff understand their role in school improvement initiatives and feel supported to do their best. Regular weekly meetings amongst pastoral and curriculum leaders, key stage leaders and the DSL ensures that actions are timely and the whole school staff remain informed.

Parents are very supportive of the school and feel fully involved. Relationships across the school are exemplary, respect, courtesy and good manners are the norm. Feedback from all stakeholders including children is a regular and influences the actions leaders take. The weekly 'Golden Table' and 'Tea Party' meetings provide the school's leaders with valuable information from children on what it's like to be a child at this school.

Leaders are confident to make challenging decisions but seek the advice of those around them, and continually reflect on the impact of their actions. The school runs very effectively day to day with close attention paid to the security and wellbeing of the whole school community. Children enjoy school, thrive and make rapid progress because of the actions of caring and committed school leaders.