ISI British Schools Overseas

part of Independent Schools Inspectorate

British Schools Overseas (BSO) inspection report

5 to 7 May 2026

King's Infant School

Prieto Ureña 9E

Chamartín

28016 Madrid

Spain

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards. The quality of leaders' decision-making and its implementation across all sections of the BSO Framework exceeds requirements in most areas, resulting in a demonstrable and highly beneficial impact for pupils in these areas, and meets requirements in the remainder.

1. The school is effectively led and managed. Leaders create a warm and inclusive community that thrives on collaboration and mutual respect. Pupils' wellbeing is consistently well promoted and is at the heart of decision-making. Leaders are approachable and build positive relationships with pupils and their families. The proprietor maintains a thorough oversight of policies and their implementation and provides valuable support and challenge to leaders. Leaders and the proprietor work well together to evaluate the school's performance, plan for its development and ensure that the requirements of the BSO Standards are met.

2. The school's broad curriculum supports pupils' learning effectively. The early years curriculum is well planned and includes music, art, drama, computing, science and physical education (PE). Older pupils in Years 1 and 2 are introduced to a broader range of subjects, including design and technology (DT) and personal, social, health and economic education (PSHE). Pupils also learn the Spanish language and study Spanish culture. Throughout the school, the curriculum has a focus on mathematics and English. Over time, pupils develop a wide a wide range of skills, knowledge and understanding.

3. Typically, lessons are well planned, stimulate pupils' interests and promote high levels of achievement. Relationships between teachers and pupils are notably positive. Teachers know their pupils well and are committed to ensuring that lessons are tailored to pupils' needs. Classrooms and lessons are carefully designed to provide pupils with opportunities to select equipment and, when appropriate, choose their level of work. This ensures that pupils develop high levels of independence and a secure understanding of their learning.

4. Pupils make good progress and are well prepared for the next stages in their education. They show strengths in creative subjects and languages, including the use of spoken English. However, pupils do not always progress as well in English writing as they do in other subject areas.

5. Pupils benefit from a carefully designed PSHE programme, which is effective in helping them to develop self-awareness and an understanding of others. The promotion of pupils' wellbeing is securely embedded across the school. This ensures that pupils develop high levels of confidence and self-esteem.

6. The school's buildings are well maintained, providing light and spacious classrooms equipped with high-quality resources. Any potential risks are minimised through systematic and detailed checks of health and safety procedures, including those related to fire safety.

7. Standards of behaviour are consistently high. Staff are consistent and fair in applying the school's clear and effective positive relationships and behaviour policy. Pupils are conscientiously supervised by committed and caring staff.

8. Staff are highly effective in teaching pupils how to work and play together so that they develop their social skills. Pupils collaborate notably well in class and around school. They develop a clear respect for those of different backgrounds and with different opinions.

9. The school has a robust safeguarding culture, underpinned by suitable and well-implemented policies and procedures. Staff are effectively trained to identify and report any safeguarding concerns promptly. These are acted upon by safeguarding leaders to ensure that pupils' safeguarding needs are met. Leaders have thorough processes in place to ensure that all required recruitment checks are completed prior to adults starting work in the school.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the teaching of writing in Years 1 and 2 so that pupils' writing skills are consistently well developed.

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Section 1: Leadership and management, and governance

10. Leaders create a warm and nurturing environment in which pupils' wellbeing is prioritised. Leaders are highly visible around school and build positive relationships within the school community. They foster an inclusive, supportive and vibrant environment for pupils and their families. Pupils are valued and their voices are heard.

11. Leaders are collaborative and cohesive. This creates a culture of mutual respect and shared purpose across the school. Leaders at all levels have secure knowledge of their responsibilities and undertake them effectively. They regularly evaluate the quality of teaching and monitor pupils' work and progress to ensure that good levels of progress are being maintained as a minimum. They gather information through discussions with pupils, staff and parents, parent surveys and direct observations. Leaders and staff are highly effective in working together to drive improvement and ensure that the school delivers an education in line with its aims and ethos. They are also quick to seek advice and support from external agencies when necessary.

12. The proprietors are experienced and knowledgeable. They know the school well and provide close and supportive oversight. Regular visits from proprietors both support and challenge the work of leaders. Their monitoring includes fortnightly meetings with, and receipt of weekly reports from, the headteacher, both of which cover matters such as safeguarding, pupils' wellbeing, health and safety, and teaching and learning. Proprietors make effective use of external specialists to audit the school's provision. Representatives from local authorities also visit the school to check compliance with Spanish health and safety regulations. Proprietors ensure that leaders fulfil their responsibilities effectively and that the school's provision meets BSO standards.

13. Leaders and proprietors show a depth of knowledge about the school's performance and have a clear vision for its future. They are reflective and work closely together to evaluate the school's provision and plan for its future development. Since the previous inspection, a new feedback policy has been developed, which has enhanced pupils' understanding of their progress and how to improve. The house system has also been strengthened, and additional rewards and responsibilities for pupils have been introduced.

14. Leaders and proprietors manage risks strategically, including those relevant to the school's context. Appropriate strategies prevent or minimise any risks identified. Well-considered risk assessments are in place across a wide range of activities, including those on and off the school site.

15. Leaders regularly review school policies. The associated procedures are implemented effectively. All the required information is provided and made available to parents of current and prospective pupils on the school's website, as well as through the prospectus and weekly newsletters. Information includes key policies, such as safeguarding, and details about the curriculum.

16. Pupils' progress is reported regularly to parents in parent-teacher meetings and through written reports. Staff in the early years make effective use of online platforms to inform parents of their child's activities and progress in class.

17. Complaints are handled effectively, following the school's clear complaints policy. Leaders respond quickly to any parental concerns and keep a record of complaints and actions taken in response to them.

18. Leaders ensure that pupils are treated equally and fairly. Equality, diversity and inclusion are integrated into the school's way of life to ensure that everyone feels valued. Modifications have been made to the buildings and resources to ensure equal access, as far as possible, to the site, teaching and curriculum.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

19. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders provide a broad and well-planned curriculum that extends pupils' knowledge and understanding. It follows the national curriculum (NC) in the UK, with an appropriate focus on English and mathematics. The curriculum is carefully adapted to meet requirements set by the national government for schools in Spain, including the teaching of Spanish and Spanish culture.

21. In the early years, provision is highly stimulating. Adults provide thoughtfully planned activities to develop children's knowledge, understanding and skills in such areas as numeracy, writing, communication and reading. Children develop their learning through play in a well-resourced setting. Skilled staff provide clear routines and great care. They use questioning well to promote children's curiosity and interest in their learning. The phonics programme is effective in providing children with a secure foundation in English language development. Outdoor learning is used effectively, with children engaging purposefully in imaginative play, sensory exploration and physical activity.

22. From Nursery onwards, children have their curriculum enriched by learning music, art, drama, computing, science and PE. Pupils in Years 1 and 2 also learn DT. Activities, such as Chinese, yoga, computer coding and instrumental music lessons, are delivered through the curriculum and also offered as clubs at the end of the school day. These activities help pupils to develop new interests and hobbies.

23. Across the school, the curriculum is carefully designed and adapted well to meet the needs of pupils, taking into account their diverse backgrounds. It consistently promotes practical and independent learning. This promotes pupils' engagement and helps them to become confident, purposeful and well-organised learners who are well prepared for the next stage of their education.

24. Teachers are knowledgeable about the subjects that they teach. Leaders deploy staff well, making effective use of teachers' specialist knowledge and the school's well-resourced classrooms. Staff know their pupils well and are committed to the care and teaching of their classes. Pupils show high levels of engagement. Typically, there is a stimulating and purposeful atmosphere in lessons. Teachers make particularly good use of questioning to deepen pupils' learning. Pupils ask and respond to questions confidently, share their ideas and respect others' opinions. Pupils collaborate well. Classrooms are organised and lessons planned to provide pupils with opportunities to select equipment and, where appropriate, their level of work. This ensures that pupils are motivated and fully engaged in lessons and, as a result, they make good progress.

25. Pupils develop well in a wide range of areas and show strengths in languages and creative subjects. Typically, pupils are confident and articulate speakers. Their writing skills are relatively less well-developed, with some pupils performing below expected age levels. Leaders have identified writing skills as an area for improvement for Years 1 and 2 and have introduced strategies to improve it, including targeted additional support for some pupils. These strategies are beginning to have an impact, but are not fully established, and outcomes are not consistent.

26. There is an effective framework in place for assessment and the tracking of pupils' progress. This provides teachers with information that they use to plan lessons and support pupils' learning. Teachers use a range of formative and summative assessment strategies to check pupils' understanding and monitor their progress over time. Assessment data is moderated with peer

schools in Madrid and against UK benchmarks. Senior leaders and subject leaders analyse assessment information well, to identify trends and plan interventions to support pupils' progress as required.

27. Pupils who have special educational needs and/or disabilities (SEND) make good progress over time. Their needs are identified quickly, and appropriate support is organised by the knowledgeable leader. Staff receive clear advice, information and training in how pupils can be supported in class. Leaders monitor pupils' provision closely, ensuring that support is adapted to meet each pupil's needs. Targeted strategies are provided through the use of teaching assistants in class, individual support sessions, a school counsellor and the use of external professionals, such as a speech and language therapist, as required.

28. A few pupils join the school speaking little or no English. Close liaison between staff and a specialist English as an additional language (EAL) teacher ensures that these pupils are provided with appropriate support so that they quickly gain the competence to follow the curriculum. This support includes individual lessons with the EAL teacher as well as additional assistance from teachers and teaching assistants in class. As a result, pupils who speak EAL make good progress throughout their time at the school.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

29. All the relevant BSO Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. There is a well-structured and age-appropriate programme for PSHE. Pupils study topics such as growing and changing, relationships, developing self-respect, healthy eating, mental wellbeing and keeping safe. The programme is adapted well to reflect themes arising in school and wider society. Staff further develop understanding of these themes in assemblies and class. As a result, pupils demonstrate high levels of self-knowledge and self-esteem.

31. Provision for pupils' wellbeing, including their emotional and mental health, is embedded across the school. For the youngest children, well-established routines with healthy food provision and a comfortable sleeping area effectively support their physical and emotional wellbeing. For older pupils, leaders prioritise opportunities for pupils to talk about their worries and to seek support if they need it. Pupils are confident to express their opinions and emotions by talking to trusted adults. Circle time, reflection areas in classrooms and dedicated toys help children to learn how to self-regulate their emotions. Older pupils have access to a school counsellor and, if necessary, external specialists. Leaders and staff closely monitor the mental health of pupils and are quick to provide additional support when required.

32. Leaders carefully design the curriculum to support pupils' spiritual and moral development. Assemblies link with classroom activities to celebrate key events of the major world religions, often involving presentations from pupils and their parents. This ensures that pupils develop an understanding of a range of religious beliefs.

33. Leaders provide PE through weekly lessons and the extra-curricular programme. In the early years, children develop their fine- and gross-motor skills through planned play. They practise cutting, sticking, painting and using construction toys. In PE lessons, specialist teachers promote running and balancing skills and children learn how exercise supports their physical wellbeing. From Pre-Nursery, children learn how to swim in a local pool. From Year 1, pupils play football, hockey and athletics. The school's limited outside space is supplemented by making use of a local park for some PE lessons. Pupils are regularly rewarded for showing determination and teamwork, by receiving PE certificates in assembly. The sports programme's inclusive approach is effective in promoting pupils' enjoyment, physical development and wellbeing.

34. Leaders and staff implement the school's clear relationships and behaviour policy fairly and consistently at all ages. School rules are embedded through the characters 'Sophie Safe', 'Ramona Respect' and 'Eddy Ready'. Consequently, pupils understand what is expected of them and typically behave well. They interact positively with each other and their teachers and show politeness and courtesy.

35. Through PSHE lessons and targeted anti-bullying weeks, pupils learn strategies to identify and respond to different types of bullying. Incidents of bullying are rare and are responded to effectively and in a timely way.

36. Staff supervision across the school promotes pupils' typically good behaviour. Effective deployment of staff during breaktimes supports pupils' play and recreation. Pre-prep leaders ensure that the required adult-to-child ratios are maintained in the early years.

37. First aid is delivered in a caring and timely manner. Pupils who are injured or unwell benefit from appropriate first aid and medication provided by staff who are suitably qualified in first aid, including paediatric first aid.

38. The school's buildings are very well maintained. Classrooms are light, spacious and well-resourced. Health and safety checks and fire safety procedures are undertaken appropriately and in line with requirements. Leaders draw on relevant external expertise to maintain all health and safety expectations, including in the delivery of staff training. Any required actions, including those recommended by external specialist assessors, are promptly undertaken.

39. Admission and attendance registers are maintained in line with requirements. Registration is taken twice a day and logged electronically using codes that follow current UK statutory guidance. Leaders encourage high attendance for those children below compulsory school age. For older pupils, the school monitors attendance closely and liaises with parents if attendance falls below expectations.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

40. All the relevant BSO Standards are met.

Section 4: Pupils' social and economic education and contribution to society

41. The well-planned curriculum is carefully designed so that pupils develop mutual respect. In the early years, children are taught to value each other's ideas through role play and activities, for example, by exploring different family backgrounds. Across the school each day, teachers greet pupils in their own languages. Whole-school events are designed to celebrate and teach pupils about different cultures. For example, as part of World Book Week, parents are invited to read to pupils in their own language and speak to classes about their cultural upbringing. On International Family Day, pupils are taught about different types of families. Assemblies celebrate religious festivals such as Diwali, Hannukah, Christmas and Eid. Linked classroom activities further help to foster an understanding of different faiths. Topics in PSHE lessons highlight the importance of respect for individual differences.

42. Staff receive training on promoting an understanding of cultural diversity. Resources, including books, are regularly audited and renewed to ensure that they reflect the diverse backgrounds of the pupils in the school. Leaders run workshops for parents on language learning and the importance of encouraging children to learn different languages through their mother tongue. Leaders are highly effective in promoting an understanding of cultural diversity. This ensures that pupils respect individual differences and consistently show tolerance towards others.

43. Pupils work and play together very well. From an early age, staff are skilful at teaching children to take turns, share equipment and listen to each other's views. Lessons across the school are consistently planned to promote collaboration. The house system allows pupils in different year groups to work together and learn about teamwork. Staff model social behaviour well by working together effectively in class and around school. The school's restorative approach to resolving conflict also helps pupils to develop consideration for others. As a result, pupils learn the value of mutual respect and develop well socially.

44. Teachers develop pupils' economic understanding effectively through the mathematics and PSHE curriculums. Younger children learn about money, including different kinds of coins and notes and how they are used. Older pupils learn about savings and the basics of financial planning. Lessons on social responsibility help pupils to develop an understanding of how money can help others.

45. Pupils learn about the rule of law, government and democracy through PSHE lessons and school council elections. This is supported by assemblies on themes such as children's rights and the electoral process. Regular visits from the local police, the fire brigade and medical professionals build on pupils' understanding of public institutions and develop their understanding of road and fire safety, and healthy lifestyles. Links with the community also include visits from local sports federations. Representatives teach pupils a range of sports, such as tennis and rugby, and show them how to join sports clubs to develop these skills outside school.

46. Pupils contribute positively to the community through a range of charitable activities, such as making Christmas gifts for families in need, donating produce to the city's foodbanks and carrying out litter picking as part of the school's sustainability work. Pupils select the charities to support through the school council. They also assist staff in the setting up and running of charity events in school. Representatives from the charities visit the school to speak to the pupils about their work. These activities help pupils to develop an understanding of the value of charity work and a sense of responsibility towards local communities.

47. Pupils contribute to their own community through the school council. They share their ideas to improve the school and have initiated several changes, including the provision of a greater variety of fruit at lunch. From the early years, children are encouraged to help each other and staff. Pupils are quick to clear away equipment in class and at the end of breaktimes outside. Older pupils act as positive role models for the younger children when taking up roles of responsibility, such as house captains and head students. These roles enable pupils to develop an understanding of service and responsibility.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

48. All the relevant BSO Standards are met.

Safeguarding

49. Leaders have developed a robust safeguarding culture throughout the school. There is an appropriate safeguarding policy. This is reviewed and updated regularly and is available on the school's website. The proprietor provides close oversight and support for safeguarding leaders. There are regular meetings with safeguarding leaders to review any safeguarding concerns and ensure that procedures are appropriate and in line with statutory requirements. The proprietor and leaders are aware of the school's contextual safeguarding risks and take effective action to mitigate them.

50. Leaders with designated safeguarding responsibilities have the necessary knowledge and training to carry out their roles effectively. Teaching and support staff are provided with routine safeguarding training from induction onwards which reflects statutory guidance in the UK. This includes online and face-to-face training, with regular checks on understanding.

51. Staff understand their safeguarding responsibilities. They understand the importance of the code of conduct to keep pupils and themselves safe. They know how to use the whistleblowing policy and the school's safeguarding processes, including those relating to allegations against adults working with pupils. They understand how some pupils, such as those who have SEND, may be more vulnerable than others when there is a safeguarding issue.

52. Staff report any low-level concerns about adult behaviour to the headteacher, who keeps an appropriate log. This supports the positive safeguarding culture created by leaders.

53. Staff know how to report any concerns though the school's online management system. Leaders maintain a log of any concerns relating to pupils and respond quickly and effectively, including seeking specialist external guidance. Leaders liaise with the police, local safeguarding agency, psychologists and counsellors when required. This ensures that pupils and families receive suitable support at the appropriate time. Staff and leaders act in the best interest of the pupils.

54. Group-wide systems for filtering and monitoring the internet are appropriate. Pupils receive age-appropriate online safety lessons through the PSHE curriculum and computing lessons.

55. All appropriate pre-employment checks are made on adults before they begin working in the school. Staff maintain an accurate single central record of appointments (SCR) and files relating to recruitment checks. Leaders and the proprietor maintain regular oversight of the record and files to ensure that safer recruitment checks are appropriate. The recruitment process fully reflects the requirements of employment in Spain.

The extent to which the school meets the BSO Standards relating to safeguarding

56. All the relevant BSO Standards are met.

School details

School	King's Infant School
Department for Education number	000/6040
Address	King's Infant School Calle Prieto Ureña 9E Chamartín 28016 Madrid Spain
Phone number	0034 913 505 843
Email address	info.chamartin@kingscollege.es
Website	www.madrid-chamartin.kingscollegeschool.org
Proprietor	Inspired Education
Chair	Ms Elena Benito
Headteacher	Ms Annelouise Jordan
Age range	1 to 7
Number of pupils	178
Date of previous BSO inspection	13 to 15 February 2023

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Information about the school

57. King's Infant School is a co-educational independent day school for pupils aged one to seven. Established in 2004, it is situated in Chamartín, a northern suburb of Madrid, and serves as a feeder school for King's College, Moraleja and King's College Soto de Viñuelas. The school is governed by Inspired Education, which is responsible for all strategic decisions, and operates under the leadership of the chief executive officer (CEO) and the headteacher.

58. There are 130 children in the early years, comprising two Nursery classes and two Reception classes. There are also two Pre-Nursery classes for children aged two to three, and one Pre-Nursery class for children aged one to two.

59. The school has identified 14 pupils as having special educational needs and/or disabilities.

60. Most pupils speak English as an additional language.

61. The school states its aims are to inspire and empower every child to become a lifelong learner, equipped with the knowledge, skills, and values needed to thrive in a rapidly changing world. Through engaging, effective teaching grounded in its core values and the latest UK educational practices, the school aims to prepare students to achieve their academic goals, embrace challenges, and pursue fulfilling careers.

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Inspection details

Inspection dates	5 to 7 May 2026

62. A team of two inspectors visited the school for three days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assembly
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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