



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College School
La Moraleja

Madrid
Spain

Date
Inspection number

28th – 30th November 2022
20221128

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	13
6	Standard 2 The spiritual, moral, social and cultural development of pupils	14
7	Standard 3 The welfare, health and safety of pupils	17
8	Standard 4 The suitability of the proprietor and staff	19
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	22
11	Standard 7 The school's procedures for handling complaints	23
12	Standard 8 Leadership and management of the school	24

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 pupils; 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 pupils and pupils' 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, around 70 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were Sharon Barr and Alistair Downs.

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 College School La Moraleja (KCS) is a happy and highly effective school, which ensures pupils are very well supported in groups and as individuals: relationships and behaviour are exemplary. Pupils' attainment is outstanding. There is a strong sense of KCS teamwork, including pupils, teachers, staff and parents who are all key to the ethos, community feeling and unity of purpose of the school.

3.1 What the school does well

There are many strengths at the school, including the:

- pupils themselves, who are well-behaved, courteous, eager to learn, confident and excellent ambassadors for KCS - their behaviour and relationships with staff are exemplary;
- pupils' academic progress and attainment;
- school ethos which continues to be warm, busy and happy, enhancing pupils' progress as well as their mental, social and emotional wellbeing;
- opportunities provided by the school for staff professional development and growth;
- emphasis on keeping children safe;
- use of data within the school which informs and supports learning, teaching and planning, to best meet individual pupil needs - coupled with a strong knowledge and understanding of each child;
- community, family feel and personalised approach;
- strong, positive and caring leadership and management, who continue to drive for continuous school improvement across all areas of school life.

3.2 Points for improvement

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

1. Further improve learning, teaching and assessment, so that all match the standards of the best, for example:
 - ensure there is always appropriate challenge and risk taking;
 - ensure the learning environment and classroom displays support learning and are of a consistently high standard;
 - by developing the quality of pupils' responses to formative marking of their work and continue to embed *High Performance Learning* in all phases of the school.
2. As the school continues to grow, ensure that resourcing fully meets the educational needs of all pupils.
3. Consider ways to maximise the opportunities for pupils to be accessed for GCSE access arrangements.

4. The context of the school

Full name of School	King's College School				
Address	Paseo de Alcobendas 5				
Telephone Number/s	+34 916 585 540				
Website Address	https://www.madrid-lamoraleja.kingscollegeschools.org/				
Key Email Address	June.donnan@kings.education				
Headteacher/ Principal	June Donnan				
Chair of board	Elena Benito				
Age Range	2-16 years				
Total number of pupils	884	Boys	456	Girls	428
Numbers by age	<i>0-2 years</i>	25	<i>12-16 years</i>	316	
	<i>3-5 years</i>	98	<i>17-18 years</i>	n/a	
	<i>6-11 years</i>	451	<i>18+ years</i>	n/a	
Total number of part-time children	n/a				

KCS is located in La Moraleja which is a large gated community which has more than 20 international and local schools. Though competition is therefore high, KCS experiences a high demand for places. The area has a high number of young families. Spanish nationals account for 52% of the KCS parent body; the remaining families come from over 55 different countries. This leads to a high number of pupils for whom English is not a first language entering the school.

The school is legally required to deliver aspects of the Spanish Curriculum, which reduces the time available for the English National Curriculum. Also, Spanish school entries into academic years are not in line with the UK, meaning there are a significant number of 'young' learners, approximately 28% of the pupil body.

Upon leaving KCS, traditionally over 70% of pupils have continued their education at King's College in Soto de Viñuelas to take IB or A Level courses.

In August 2020, the school acquired and opened a new site on Calle Salvia and has since been operating as a split-site school. In September 2020, the new site hosted all of Early Years and Foundation Stage (EYFS) and Key Stage (KS) 1 as an infant school. In August 2022, after further building development, Year 3 moved to the new site, too.

4.1 British nature of the school

KCS was founded in 2007 and is part of the King's Group of schools which aim to "provide high quality British education". There are two other King's schools in Madrid, King's College Soto de Viñuelas and King's Infant School Chamartín. The group has been operating in Spain for over 50 years (since 1969). In 2019, the school became part of the Inspired Group of Schools (*Inspired*), a global premium schools group educating over 70,000 pupils across an international network of over 80 schools across 23 countries on 5 different continents.

KCS follows the national curriculum for England from EYFS upwards whilst delivering aspects of the Spanish curriculum. The Infant section runs from pre-nursery to Year 2, the primary section runs from Year 3 to Year 6 and the secondary section runs from Year 7 to Year 11.

In KS3, pupils at the end of Year 9 sit for the First Certificate in English. In KS4 pupils study a blend of IGCSEs, GCSEs and with aspects of the Spanish curriculum. Pupils are expected to leave the school with 9 GCSEs/IGCSEs alongside Spanish qualifications in *Lengua* and *Ciencias Sociales*.

All teachers hold UK teaching qualifications, except teachers of Spanish language and *Ciencias Sociales*. All staff that are in regulated activity are Disclosure Barring Service (DBS) checked or International Child Protection Certificate (ICPC) (as appropriate).

All lessons (apart from the Spanish Curriculum and language lessons) are taught in English. Weekly assemblies across the school cover a variety of themes ranging from British values to aspects of British culture. Regular PSHE lessons educate pupils in health and wellbeing; relationships; living in the wider world; relationships and sex education; beliefs and attitudes.

The school follows British Schools Overseas (BSO) and Department for Education (DfE) guidelines in the delivery of safeguarding training for all staff. Leaders and staff attend training through membership of *Inspired*.

KCS staff stay up to date with the latest UK educational developments through attendance at conferences and webinars. The school has close links with the British Embassy in Madrid. Pupils wear a British style school uniform. There is a well-established house system. There is also a wide range of trips and extra-curricular activities, for example the extensive peripatetic music programme, secondary enrichment Glee and Beatbox groups and lunchtime band groups. The primary school has a weekly opportunity to sing together through the learning of songs collectively in primary assembly and the fortnightly morning music wake up.

5. Standard 1 The quality of education provided by the school

The quality of education provided is excellent.

5.1 Curriculum

The quality of the KCS curriculum is excellent.

The curriculum is broad, balanced and provides a wide range of learning opportunities for pupils. Parents commented that the breadth of the curriculum is a strength of the school and they are pleased that their children have access to academic, sporting and creative subjects, in addition to activities outside the classroom. Language GCSE is taken early in Year 9 to free up more time to further broaden the curriculum in KS4.

In Early Years the curriculum is based on the 'Statutory Framework for the Early Years 2021', the 'Development Matters 2021' and the 'Inspired Approach to Early Learning'. From KSs 1 – 4 the curriculum follows the English National Curriculum with adaptations to include aspects of the Spanish Curriculum. The content of the KS3 curriculum has been determined by mapping back the skills and knowledge required by pupils when they begin their KS4 studies. A written curriculum policy is available.

The curriculum is supported by schemes of work such as *White Rose Maths* and *No Nonsense Literacy*; pedagogy is rooted in the *High-Performance Learning* (HPL) framework. In May 2020, the school received *World Class HPL* status following accreditation.

Phonics is a dedicated part of the curriculum in EYFS and KS1. It is taught daily from reception until pupils have completed the *Read Write Inc* grey level which the majority of Year 2 pupils achieve by the end of Term 1. Pupils continue to develop their comprehension and spelling skills using a KS1 spelling scheme. Guided reading sessions are scheduled weekly in reception and KS1.

White Rose Maths is followed in KSs 1 and 2. In reception, the school has devised its own long-term overview which links to the *White Rose* scheme of learning. In line with the use of Pearson EDEXCEL for the mathematics IGCSE, KS3 uses the Pearson (Edexcel) Progress scheme in order to link directly with the curriculum for KS4.

All pupils study Spanish from Year 1 upwards and French is also compulsory from Year 5, supporting pupils to become multilingual across three languages (English, French and Spanish). Specialist teaching of PE starts in EYFS and swimming is offered

to pupils in KS1 on a termly cycle. Offsite PE lessons in Years 7 – 11 further enhances the opportunities afforded to pupils in the secondary school. Music lessons with a full-time music specialist start in KS3 and during the annual teacher recruitment drive the schools seeks to employ primary teachers with specific specialisms who can support the delivery of subjects such as music to primary pupils.

ECAs have been re-introduced following Covid-19 and enrichment lessons for pupils in Year 5-9 take place once a week in which teachers deliver a range of different activities based on their personal skills set.

The curriculum at the school is adapted to meet the needs of all pupils, including learning support provided by LSAs and EAL sessions provided for those requiring additional support. The deputy head has responsibility for ensuring the curriculum is in place and clear planning is evident across all year groups. A system of co-planning is used to ensure consistency with staff being empowered by SLT to take ownership of their own planning as the individual teachers know their pupils best. Curriculum reviews are scheduled annually, and the school is continuing to integrate HPL into planning. Ongoing curriculum development takes place to ensure cross curricular links are strengthened wherever possible. 'Book looks', Google Classroom, pupil voice, learning walks and the popular 'tea parties' all provide opportunities for pupils and teachers to discuss and reflect on the curriculum and make adaptations as required. A further level of review includes evaluating planning and the quality of lessons.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent. A significant number of lessons were outstanding with almost all lessons being at least good

Teaching at KCS enables pupils to acquire new knowledge and make progress according to their ability. They increase their understanding and develop their skills in the subjects that are taught. The KCS teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves.

The styles of teaching, learning and assessment equip pupils very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level. For example, the best lessons in KS1 provided a range of enjoyable opportunities where pupils were actively engaged in their learning, for instance a carousel of activities investigating the properties of 2D shapes.

Parents commented that the high teaching standards promised to them upon joining the school have consistently been delivered. Teachers displayed an excellent rapport with pupils. Pupil engagement is high, and teachers show a passion for their subject.

In the best lessons across the school, teachers had planned hands-on learning activities which created a buzz in the classroom, for example in a Year 3 science lesson where pupils were investigating which materials light passes through, and in reception where pupils were excited to participate in a shape hunt around the classroom.

In many lessons, teachers showed real confidence in and empathy with the pupils. For example, in an excellent Year 9 PSHE lesson on the UK's 2010 Equalities Act, pupils were encouraged to think deeply, generating such questions as "If you want to join a church, do you have to be of that religion?". Similarly, in a Year 10 Spanish lesson, there was outstanding use of positive encouragement, backed up with a highly animated and amusing manner from the teacher, which allowed pupils who were really lacking in confidence, to make excellent progress.

Teachers have very strong subject knowledge that allows them to support and challenge in lessons. In one further mathematics lesson, with pupils on an accelerated scheme of work, the teacher gave problems for factorisation, such as $16p2qr3-28pqr-20p3q2r$, with the certainty that the pupils would be able to develop the correct solution.

Lessons are well planned, teaching methods are effective, suitable activities are used and class time is managed very well. The teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior

attainments of the pupils. They ensure these are taken into account in the planning of lessons. They also demonstrate appropriate knowledge and understanding of the subject matter they teach. Teachers encourage pupils to behave responsibly.

Classroom resources are of an excellent quality, quantity and range. They are used effectively.

There is an appropriate framework in place to assess pupils' work regularly and thoroughly. The information from this assessment is utilised effectively to plan teaching, so that pupils can make maximum progress. The framework allows pupils' performance to be evaluated against the school's aims too, as provided to parents, and by comparing to averages derived from externally accredited assessments.

In the vast majority of lessons, links were made to prior learning and pupils showed excellent awareness of how this can help their future learning. For example, in a Year 5 mathematics lesson one pupil said, 'We need to retrieve learning from our last lesson to understand what we need to do today'. In many KS2 lessons pupils were also encouraged to make links between their learning and HPL skills. In a Year 2 topic lesson, cross curricular links with literacy were used to create questions to pose to Samuel Pepys. To the delight of the children, Samuel Pepys then 'appeared' in the classroom in a hot seating activity when they were able to ask him their questions.

Learning objectives were sometimes shared with pupils, however this wasn't consistent. Lessons in which the greatest progress was observed were characterised by clear explanations and examples provided by the teacher prior to independent activities. However, in a small number of lessons not enough time was given for pupils to understand the task, resulting in pupils being unsure of how to proceed.

There are good opportunities for pupils to collaborate, particularly the use of talk partners. Differentiation was evident in many lessons, for example in the majority of KS2 lessons through self chosen 'chilli challenges'. In the best lessons, pupils were encouraged by the teacher to extend their learning with pupils enthusiastically attempting more challenging tasks.

The use of correct vocabulary was encouraged, for example in a Year 4 science lesson where pupils were using the term decibels when discussing volume data and in a Year 1 mathematics lesson when pupils used the word 'vertices' rather than 'corners'.

There are excellent relationships between teacher and pupils. Links were made to both prior learning and HPL throughout lessons. Learning activities were linked to whole class and individual targets.

The pupils are provided with ample opportunities to collaborate with others, as they discussed investigating how far sound travels. Similarly in a Year 6 English lesson, the

teacher displayed excellent subject knowledge and a passion for writing which encouraged pupil engagement and participation in the lesson. In many classrooms, displays are used to celebrate, inform and decorate, but not all rooms throughout the whole school are of an equally high standard. In the best, high quality, purposeful displays celebrate achievement and provide a tool for independent pupil learning.

In the slightly less successful lessons, although they were good overall, there was less emphasis on ensuring the pupils were able to develop independently. In one primary mathematics lesson, for example, pupils were not clear about the learning task and the examples from the teacher were too rushed. This resulted in some pupils being unable to complete the activity independently.

In very few lessons, too little consideration was given to the task set in independent work to ensure that pupils could not repeat the same answer when investigating.

5.3 Standards achieved by pupils

The standards achieved by pupils are excellent, especially given the level of English language proficiency starting points of many of the children. For example, a Year 2 phonics lesson showed excellent progress in 'speed sounds' phonics skills which were very impressive.

In reception, pupils are formatively assessed using the 17 Early Learning Goals. Teachers follow the requirements and suggestions of the 2019 Early Years Foundation Stage Profile Handbook when making their judgments. In general, pupils are at expected levels, although in some areas, such as listening, speaking, writing and mathematics, there is a group of between 10% and 30% who are still at an 'emerging' level. All the pupils make excellent progress from these starting points.

In KSs 1 to 3, pupils make excellent progress, so that the overall percentage working at or above expected levels increases gradually from about 78% to 96%. For example in Year 6, using GL tests, 85% of pupils are working at or above expected levels in English and 88% above expected levels in mathematics.

Each year, Year 9 pupils are entered for their Spanish IGCSE and First Certificate in English (FCE). Since 2009, KCS pupils have achieved 100% 8+ (previously A*) in Spanish.

Pupils sit GCSEs and/or iGCSEs at the end of Year 11. They begin preparing for these at the start of Year 10. KCS achieved the best IGCSE results in the Inspired group. Three pupils achieved straight grade 9s and three pupils achieved awards for the highest mark in Spain (in history, economics and physics). Two pupils achieved eight grade 9s and 36% of Year 11 pupils achieved a 7 or above in every subject. 100% received a grade of 7 or above in history, physics, Portuguese and Spanish, whilst 95% achieved 7 or above in biology and chemistry.

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

The spiritual, moral, social and cultural development is outstanding.

Pupils are confident, polite, empathetic and articulate: they enjoy coming to school. They appreciate the strengths of their school and teachers and speak in very positive terms about their KCS experience. They feel cared for and feel that their teachers listen to them; they show the same care and respect towards each other.

The strong basis of the pupils' spiritual, moral, social and cultural development begins in the Early Years and continues throughout the school. The 'Jigsaw' PSHE curriculum ensures a consistent approach with age-appropriate coverage. For example, the very youngest children learn about celebrating differences, and KS3 pupils learn about equality and diversity. Parents are informed of the content of the PSHE curriculum and invited to workshops where honest and open discussion of the curriculum content takes place. Circle and tutor time discussions enable the school to be proactive rather than reactive to children's emotional wellbeing.

As part of its commitment to mental health and wellbeing, the school is seeking reaccreditation for the wellbeing award. This is a key component of the triangulation between youth mental health first aid and nurture groups and involves the whole school community: pupils, parents and staff.

The school celebrates a variety of religious festivals such as Diwali, Christmas and Eid throughout the year, enhanced in some cases by parents coming to talk to children about the festivals. One parent shared information about Hannukah, with children baking and sharing Challah bread after the visit.

The pupils are active members of the school community and take on a variety of positions of responsibility. In both the primary and senior schools, there is a pupil voice and well being team. There are also opportunities in the primary school to become an Eco Club representative and member of school council; in the senior school, there are charity prefects, house captains and head pupils. Primary pupils felt they were listened to by staff and some of their suggestions had been implemented, for example the introduction of the zipline in the playground. In the senior school, the pupils felt equally effective and reported that their suggestions were valued by staff: for example, more benches have been provided in outside areas at their request. Both primary and senior school pupils felt that where their requests had not been agreed to, staff clearly explained the reasoning for this.

Historically, the house system has been about sports days; however, this has been identified by the head of senior school as an area to develop further and already there have been quizzes and non-sporting inter-house competitions to develop the house ethos throughout the school.

Now that Covid restrictions have been lifted, it is intended that older pupils will be able to be more involved in the Salvia site, for example as reading buddies and mentors for the younger children. This has just started and will be developed further as the year progresses.

The school regularly raises money for charities, led by the Charity Prefects, and feedback from pupils has meant that the charities are local: this year the children are raising funds for a local children's charity. A dress up Halloween day also raised funds, as well as a 'Hello Yellow' day to focus on mental health.

The school has a range of rewards: in the Infant and Primary School, Dojo points, linked to High Performance Learning values, are awarded. The Dojo points lead to Golden Time and extra playtimes. Senior school pupils also receive merit points linked to HPL values (for example empathy) as well as for academic progress. Tea parties are held with small groups of children in primary, where they get a chance to chat with teachers and their work is celebrated. All children attend these over the year and report that these events make them feel "very special". The recently appointed head of senior school has introduced an awards assembly to celebrate 'pupils of the term' for effort and improvement, as well as attainment.

The school has introduced an approach to behaviour management which advocates a restorative and reflective approach. All staff, including support staff, have received training in this. Staff will look at any areas of concern raised regarding a pupil's behaviour, and put an appropriate plan in place, for example if issues with a pupil are organisational, then specific support in that area will be put in place. Detentions are occasionally held by heads of year, but numbers who have to attend are very low. The school prefers different types of sanctions, such 'community service'. Recently some Year 11 girls did lunch duty instead of detention as part of this restorative approach.

PASS data is effectively used to identify children who may be a concern. These children then attend very effective nurture groups. This approach also links to 'Sociogram' - a Madrid government initiative, which is compulsory in government schools, but which has been adopted by KCS. It is a survey for pupils to complete which builds a picture of pupils who might need some support; it highlights pupils who might be feeling isolated or lack confidence. An example of these nurture groups was seen with a group of four Year 1 and 2 children who worked with a teacher on the story of Carlitos, a little boy who had no friends. The children discussed what could be done to help Carlitos and how Carlitos might feel.

Attendance is well monitored with an effective system of following up on absences. A member of the administration team will call home when a child has been registered as absent on *iSams*. After a three day absence, the class teacher or form tutor will call home. This is recorded in the pupil's progress document. The senior leadership team (SLT) also monitors attendance, and will meet with parents when concerns are raised, according to the school's attendance policy. In the senior school, the register is taken every lesson; if a child previously registered as present is then absent in a subsequent lesson, an alert button then involves SLT who will immediately follow up.

KCS has a robust anti-bullying policy and deals effectively with any potential instances of bullying. All staff have received training on identifying bullying. There are very few cases of bullying throughout the school. Staff and children feel that this is the result of strong pastoral care throughout the school, with very caring class teachers and form tutors. The children feel they can talk to their teachers at any time. In rare cases of bullying, the two school counsellors conduct restorative consultations with pupils.

Older pupils receive guidance regarding post Year 11 choices. The parent ambassador group helps to set up talks from parents regarding careers. Almost all pupils continue into sixth form, with the majority attending the King's sister school at Soto. Staff from the Soto campus give presentations to parents and pupils on A level and IB options. Soto teachers also lead taster afternoons for some A level subjects.

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

The provision for welfare, health and safety is excellent.

Safeguarding and pupil welfare are a key focus of the school and a robust set of policies and procedures are well embedded. Pupils are happy in school, as confirmed through conversations with pupils during the inspection and the annual PASS survey data. Parents noted that they feel their children are safe in the school and agreed that their children are happy.

A comprehensive health and safety policy is in place. The health and safety officer completes a audit walk each week and the health and safety committee meet termly. Since joining the Inspired group, the school has started using Inspired *i-auditor*.

Visitors to the school are required to sign in and receive a security pass. External gates are securely locked during the school day and CCTV cameras are monitored at the main reception. Admission and attendance registers of pupils are appropriately maintained and pupils are well supervised at all times. Staff are highly visible and vigilant and at break times can be seen interacting with and supporting pupils as they are playing. High risk areas, for example science laboratories, are locked when not in use.

The behaviour of pupils and the relationships between pupils and their peers are excellent, as confirmed by parents and pupils. Parents stated that the community feel of the school and the positive, beneficial interactions between the oldest and youngest pupils are strengths.

A clear behaviour policy is in place, together with separate policies for exclusion; rewards and sanctions; and preventing and tackling bullying. These policies are shared with staff and parents. Any minor incidents are dealt with effectively and more serious incidents, although rare, are carefully logged and dealt with in line with the relevant policy.

Pupils suggested that they felt safe in the school. They know who to turn to if they have a concern, need advice or guidance. The school works with an outside agency to provide onsite counselling that is available for appointments with pupils and staff as well as “drop-in” sessions.

The policy and procedure for first aid is well embedded. The school has two qualified nurses and one assistant onsite, with well-resourced medical rooms. Treatment is administered in a timely manner by school nurses and paediatric first aid training is provided on an annual basis to ensure that there are a suitable number of staff able to deliver first aid as required. There is excellent provision for pupils with allergies at lunchtimes.

The school has a suitable fire emergency response procedure in place. Evacuation maps are visible throughout the school and all classrooms have fire folders. Fire drills are practiced at least once each term and the Health and Safety office completes a report following each drill. Fire equipment is up-to-date.

Procedures for safeguarding and child protection are exemplary. Such is the high standard at KCS that the school has led the leadership of DSLs across the entire Inspired group of schools.

Effective systems are in place which are clearly communicated to all. The safeguarding and child protection policy is regularly updated and all staff undergo annual training. Parents also receive a presentation so they are aware of school procedures and who key staff are. The school uses the *My Concern* safeguarding platform to record concerns. The King's Group CEO is the governor in charge of safeguarding. When urgent safeguarding issues are raised on *My Concern*, she receives immediate notification.

The school displays information that outlines who the designated safeguarding leaders (DSLs) are and a number of additional staff have also completed level 3 training. The DSL team meet each week, focusing on whole school safeguarding issues. These meetings are chaired by the Lead DSL and attended by the head teacher and the 4 Deputy DSLs, plus the school counsellors if there are any level 4 pupils to be discussed. Weekly safeguarding meetings are also held in each section of the school, at which the DSLs, pastoral leads and counsellors discuss specific pupils and issues related to their section. The *Inspired* report is completed termly and sent to the global head of safeguarding and the global education director.

All staff involved in recruitment have completed safer recruitment training and safeguarding questions are part of the interview process. The school ensures that recruitment checks are carried out in a comprehensive manner and that records are checked by prior to staff starting work. A detailed single central register is maintained.

The school trips policy and risk assessment policy are overseen by the health and safety officer who works in liaison with the facilities team to act upon risks as and when identified. A clear process is in place for reporting maintenance concerns. Risk assessments for all off site activities are completed and subsequently read, reviewed and signed by the head or deputy.

The school ensures the safe transportation to and from school on its buses. All pupils wear seatbelts and first aid boxes are on each vehicle. All staff involved in the arrangements for buses receive safeguarding training and the bus monitors maintain attendance lists. The school has recently introduced a tracking system for the buses.

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 owned by the *Inspired Education Group* which is a co-educational, non-denominational, international provider of private schools. It was founded in 2013 and headquartered in London. It provides education for children aged 1 year up to 18 years, and currently has around 65,000 pupils globally.

As part of *Inspired*, KCS follows the group safer recruitment policy and ensures that all recruitment checks are made before staff start work. Recruitment processes are rigorous, to ensure the procurement of the best possible staff.

Detailed job advertisements are produced and applicants go through both remote and face-to-face interviews. Academic credentials are checked, together with applicants' identity, employment history, suitability to work with children, right to work in Spain and medical fitness. Appropriate background checks are made for staff who have previously worked overseas. The head teacher and deputy head work collaboratively on recruitment processes. Staff have qualifications and teaching experience matched to their role. During the recruitment phase, particular attention is paid to the development needs of the school. For example, in 2018, in preparation for the opening of year 10, a significant number of new staff employed had a strong background in KS4. Job descriptions are provided for all teachers and leaders.

A comprehensive register of all staff (including the chair of the Inspired board and the board itself) and volunteers who currently work in the school, or who have worked in the school since the last inspection, showing the dates when they commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained, is kept in locked cupboards in the head of administration's office. This single central register (SCR) is stored on a separate dedicated drive shared with HR in Madrid and the head teacher. The SCR, recruitment checklist and staff files provide triangulation to ensure all checks are appropriate and correct.

9. *Standard 5* The premises and accommodation

The school makes excellent use of its existing premises and meets the requirements for this standard.

KCS operates over a split site: the Salvia site houses pupils from pre-nursery to Year 3; the Alcobendas site is a short walk away, where Years 4 to 11 pupils learn.

The Alcobendas site, purpose built in 2007 with a further block opened in 2018, includes a range of specialist rooms for pupils including three science laboratories, an ICT suite, a multi-use hall, drama 'black box', counselling and nurture rooms, as well as classrooms which are ordered in year group corridors. Each floor of the site has toilets and washrooms exclusively for pupils. Easily accessible disabled toilets are available, along with lifts and ramps for wheelchairs. The nurse has suitable facilities with a well-stocked medical room.

The Salvia site, opened in August 2020, provides light, well designed classrooms for the youngest pupils. Corridors are spacious and well lit. Furniture is age appropriate and mobile, allowing flexibility in classroom layout. There are toilet and washing facilities appropriate for each age group, including nappy changing facilities for Pre-Nursery children. Reception and Year 1 share bathrooms, whilst Year 2 and 3 pupils have separate toilets. There are disabled toilets on the ground floor of the building, as well as a lift. The nurse has a well-equipped room for paediatric first aid. There are excellent outdoor facilities: there is an artificially grassed sports pitch for PE lessons and playtimes, as well as an adventure playground. The training swimming pool has separate changing rooms for boys and girls and is well ventilated and heated. Outdoor areas are also used as classroom extensions as part of continuous provision, for example a mud kitchen and areas for digging were enthusiastically used by the children. The outdoor areas are enhanced by many trees and risk assessments for these, as well as other aspects of the outdoor provision, are regularly carried out.

Both sites have canteens and hot meals are provided for all pupils by the school's catering service. Arrangements for pupils with food allergies is excellent on both sites.

The heating and air conditioning systems on both sites work well, and both sites are well ventilated and lit.

The SLT appreciate the challenges in operating over a split site especially regarding specialist teaching; however, they have worked effectively on timetabling to ensure this does not impact teaching and learning. Specialist staff working across both sites are given ample time to move between Salvia and Alcobendas. Due to Covid restrictions, cross site visits and collaborations between key stages were not possible until very recently. However, the KS1 Christmas shows will be held in December 2022 in the hall in the Alcobendas site; more cross campus sharing of facilities is planned.

The SLT appreciates that space across the two sites is limited, especially with the growing numbers of the school roll. They have been creative in the use of the space available and understand that flexibility is needed to accommodate increasing numbers. For example, as it is challenging to timetable PE lessons with appropriate sporting facilities for senior school pupils, they use the excellent nearby external sports stadium once a week.

Maintenance systems are well managed in house. The administration team liaises with the school maintenance worker to ensure maintenance issues are quickly dealt with. There is a health and safety officer who conducts weekly walks and uses *Inspired's i-auditor* to log issues. KCS uses an external cleaning and catering company. The school is clean and well maintained.

Risk assessments are regularly carried out and the SLT quickly responds to unexpected events, for example in a period of heavy snow last year, a risk assessment was immediately carried out regarding the trees in the outside areas, with appropriate action following.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents and carers is excellent.

Parents are positive about their communication with the school and value the personal approach and regular contact that keeps them informed. Those spoken to during the inspection commented that teachers and administrative staff are very accessible and responsive.

The academic year begins with formal presentations from the heads of infants, primary and secondary, followed by parents having the opportunity to meet with their child's teacher. Throughout the year, the school's weekly newsletter and online calendar keeps parents informed and up to date about any school events and developments.

Parents are updated about their child's progress on a regular basis, both formally and informally. The school operates a genuine open-door policy and on a day to day basis also uses *Class Dojo*, *iSAMS*, pupil planners, *Google Classroom* and email to communicate with parents. Parents are also provided with the e-mail address of all relevant staff members. In Early Years home learning journals and the sharing of Early Years observations enables further dialogue between staff and parents.

Formal reports are issued termly and provide a detailed picture of each pupil. These are followed by face to face meetings where progress and areas for development are discussed between parents and teachers.

Contact details of the school are available on the school website and through social media channels. Parents are able to access information about key school policies on the website including policies relating to the admissions process, behaviour, curriculum, health and safety, first aid and complaints. Key curriculum information is also available on the website.

11. Standard 7

The school's procedure for handling complaints

The KCS procedures for handling complaints are effective and fully meet the requirements for BSO accreditation.

There are clear and well documented procedures for handling complaints, in line with best UK practice. These are shared with parents and prospective parents via the KCS website. Complaints and concerns are well documented and stored securely. Documentation states clearly the procedures followed, and records are kept for at least 3 years.

The school aims for any complaints and concerns to be resolved within 14 days. Parents should initially contact the child's class teacher or form tutor. If no resolution is reached, the concern can be escalated to the head of year or head of section.

After action by the head of year or section, any unresolved complaints are then dealt with through a formal process. This involves providing full details of the complaint in writing to the head teacher, who then investigates the issue and provides a written decision. Any decision made by the head teacher may be appealed within five working days. If appealed, a meeting is held between the complainant and the head teacher for further discussion and consideration, followed by a written decision from the head teacher.

Any issues still unresolved at this stage may be escalated in writing to the CEO of the group, who then refers them to the complaints panel for consideration. A hearing takes place within 15 working days of receipt of the complaint. The complainant may be accompanied to the hearing should they so wish. A panel of three people, one of whom has no direct management responsibility within the school, will hear the complaint.

All documentation regarding the complaint should be submitted to the panel not less than three working days before the hearing. After the evidence is heard, the panel makes a majority decision. A report is submitted to the complainant for factual checking before the report is finalised.

The procedures are ratified by the King's Group Board and reviewed annually by them. Complaints are extremely rare. Concerns raised are dealt with rapidly and appropriate records kept.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The head teacher has worked within the King's Group for 29 years, and at KCS since its opening in 2007. She has overseen the growth of the school from pre-nursery to KS4 and has been instrumental in the continued success of KCS. She is highly supportive and genuinely encouraging of others. She is trusting of her staff, provides them with a lot of autonomy and is an empowering influence which further enhances the school.

Governance of the school is provided by the *Inspired* group of schools. The Founder, Chairman and CEO of *Inspired*, the CEO for Spain and the group's global education director control the strategic direction of the school, with the head teacher taking operational control.

The CEO visits the school annually and there is a fortnightly meeting between the head teacher and the CEO. Termly board meetings take place with agenda items always including teaching and learning, safeguarding, welfare and financial matters. The head teacher has encouraged SLT to join these meetings to support their development.

Policies and procedures are reviewed annually and then ratified at board level in October/November of each year to ensure compliance with BSO standards.

In addition to the Headteacher the majority of MLT and SLT members have worked at Kings schools for a number of years. These teams are fully versed in the Group's vision and the school's strategic objectives and together provide stable and consistent leadership for the school.

The SLT have excellent working relationships. They share and support each other but are also prepared to challenge if they feel it is right to do so. They meet once each week to review strategic decisions and initiatives and the heads of infants, primary and secondary meet regularly to review the operations of the school. Despite now operating two campuses, excellent channels of communication remain in place. Together with the head teacher, they have a clear picture of where the school is and a plan for the future.

All staff members are involved in school improvement at every level. The school development plan is developed as a whole team with all staff involved so everyone has a voice and can be held accountable. The five main areas of the current plan are: behaviour and safeguarding; data and tracking; provision for wellbeing; curriculum; and teaching and learning (quality assurance).

There is a working party for each section of the school development plan and areas of responsibility for delivery of the plan are included in departmental action plans and individual

appraisal objectives. All decisions made by the head teacher and SLT are made through the lens of the school development plan which ensures that the entire organisation is working towards a set of common objectives.

Staff morale is high, as senior leaders ensure teachers are motivated and trusted. Staff reported that staff at all levels have continual opportunities to air views and are provided with opportunities to grow and develop. There is a rich and varied CPD programme as the SLT seek to ensure that teachers feel professionally enriched and challenged. Quality assurance processes and CPD are linked and conversations are held regularly about how to improve and support staff to develop. Staff are able to shadow leaders if they wish and peer observations take place across the school enabling the sharing of best practice. Middle and senior leadership courses are offered through *Inspired*.

The school has been instrumental in the organisation and leading of the *Inspired* middle leadership courses and previously supporting the Spanish section of the senior leadership courses. The head of primary has led the primary heads network and the STEM, mathematics and English heads of departments have run their respective subject specialised meetings and courses reaching schools all around the globe. The head teacher has run termly DSL meetings with a CPD and supportive focus and now links with the recently appointed global safeguarding leader.