



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**King's Infant School**

**Madrid**  
**Spain**

Date 5<sup>th</sup> – 7<sup>th</sup> February 2020  
Inspection number 20200205

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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 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, over 40 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and a group of pupils. The inspection team were in school for three days.

The lead inspector was Karen Hanratty. The team member was Tammy Naidoo.

## 2. Compliance with regulatory requirements

The King's Infant School meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

King's Infant School is an outstanding school.

Through strong, thoughtful leadership, the school maintains a clear focus on constantly improving learning experiences and outcomes for pupils. As a result of a carefully planned curriculum and skilfully delivered lessons and activities, pupils make excellent progress. The learning environment, including the excellent outdoor facilities, provide a safe and stimulating setting. Parents are supportive of the school and involved in many aspects of school life. Pupils are extremely well cared for and nurtured, and their behaviour is excellent.

#### 3.1 What the school does well

There are many strengths at the school, including the following:

- The pupils, who are happy, confident, friendly, well-behaved, enthusiastic young learners.
- The leadership provided by the headteacher, supported by her deputy and core leadership team, who share a united vision for the school.
- The commitment of all staff to providing the best possible experiences for children, which ensure rapid levels of progress.
- The ethos of the school, which is warm and welcoming, and focused on achieving child-centred excellence.
- The opportunities provided for pupils to direct their own learning, through an enriched curriculum and stimulating learning environment.
- The optimal and creative use of the school premises, including the thoughtfully designed outdoor areas.
- The levels of care and attention provided to pupils, which ensure their physical, academic, social and emotional needs are catered for.
- The thematic approach taken to learning.
- The EYFS provision, providing a sound balance between child-initiated and teacher led activities.
- The opportunities provided for pupils to regularly interact, collaborate and learn with peers across the school.
- The use of technology to support pupils' learning.
- The involvement of parents in their child's learning and the development of the school.

## 3.2 Points for improvement

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

- Continue to raise standards in writing and mathematics across the school, through challenging targets and appropriate support for all pupils
- Further develop the pupils' ability to reflect on their own learning, through careful analysis of work against clear success criteria

#### 4. The context of the school

Full name of School	King's Infant School				
Address	Calle Prieto Ureña 9E, Madrid, Spain, 2016				
Telephone Number/s	0034 913505843				
Fax Number	None				
Website Address	<a href="https://madrid-chamartin.kingscollegeschools.org/">https://madrid-chamartin.kingscollegeschools.org/</a>				
Key Email Address/s	<a href="mailto:rachel.davies@kings.education">rachel.davies@kings.education</a> <a href="mailto:caroline.mcdonell@kingsgroup.org">caroline.mcdonell@kingsgroup.org</a>				
Headteacher/Principal	Rachel Davies				
Chair of Board of Governors/Proprietor	Nadim Nsouli				
Age Range	18 months to 7 years				
Total number of pupils	164	Boys	79	Girls	85
Numbers by age	0-2 years	17	12-16 years		
	3-5 years	69	17-18 years		
	6-11 years	78	18+ years		
Total number of part-time children	0				

King's Infant School (KIS), Madrid is a co-educational day school for pupils aged from 18 months to seven years. It is situated in the Chamartin 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 Viñuales. Pupils also transfer to King's College School La Moraleja. The school is divided into two sections according to age: the Early Years Foundation Stage (EYFS) with pupils up to five years old and a Key Stage 1 (KS1) section with pupils aged four to seven. The school has one pre-nursery class and two classes in each year group from nursery to year 2.

The school is governed by the Inspired Group board of governors, which takes all strategic decisions, delegating more detailed planning for all its schools to the schools' management boards. In common with all Inspired Group schools in Spain, it operates under the direction and management of the managing director for Spain and the headteacher, supported by the Chief Academic Officer.

Key features of the school include the following:

- The city centre location means space is limited, particularly regarding the outdoor space available.
- Many pupils have long commutes of up to one hour to get to school.
- In many families, both parents working.
- 86% of pupils come from non-native English-speaking families.
- The attendance of non-Spanish pupils can be low due to foreign travel.
- The absence rate of non-Spanish staff is often high due to illness.
- Spanish curriculum regulations impact on timetabling, limiting time available for the English national curriculum and increasing the length of school day.
- A significant proportion of pupils – 21% – are up to 4 months younger than their UK peers in each year group, due to the Spanish admission year running from January to December
- The school welcomes a significant proportion of new students each year, up to 25% in Reception to year 2.

## 4.1 British nature of the school

The British nature of the school is evident and is a strength of the school. It is apparent in a number of ways:

- The school provides the national curriculum for England and the early years foundation stage programme for the youngest pupils.
- Summative assessments and progress tests are based on national standards from the UK.
- Teachers have relevant UK qualifications and experience for the age group they are teaching.
- School leaders undertake relevant UK related leadership training.
- All staff are rigorously checked for their suitability to work with children and have ICPC or equivalent certification.
- All staff undergo rigorous safeguarding and child protection training, which is updated annually.
- Pupils are divided into year groups according to UK definitions.
- The timetable reflects UK practice.
- All lessons, with the exception of foreign languages, are taught in English.
- The importance of extra-curricular provision including clubs, school trips and expeditions are in line with British best practice.
- There is a house system and school council, for which pupil leaders are elected democratically.
- The school's values are aligned with British values; both are displayed prominently around the school. They are upheld through assemblies and PSHE lessons.
- Pupils wear a traditional UK style uniform.
- Books and resources are sourced from the UK.
- Pupils transfer successfully from KIS to schools in the UK.



## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

#### 5.1 Curriculum

The quality of the curriculum provided by the school is outstanding.

The curriculum is broad, balanced and stimulating, and is well matched to the needs of the pupils. Based on the Early Years Foundation Stage (EYFS) programme and the National Curriculum for England, it offers pupils a wide range of experiences, which provide for the development of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative skills. There is a formal curriculum policy, which is supported by schemes of work. Curriculum content is reviewed on an ongoing basis to ensure it remains relevant, and annually through a more formal process.

Full-time supervised education is provided for pupils from the age of 18 months to 7 years of age. It is appropriate to the ages and aptitudes of pupils, including those who are learning English as an additional language (EAL) and those with special educational needs (SEND). The curriculum supports the British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance for all. It allows for pupils to enter or re-enter the UK educational system at an appropriate level.

A cross-curricular approach motivates and inspires pupils in the acquisition of speaking, listening, literacy and numeracy skills. Subjects are not viewed in isolation, but form part of a wholistic approach to curriculum delivery. In EYFS, the development of numeracy skills is embedded through outdoor mathematics. Across the school, learning experiences are rich and engaging, and pupils are encouraged to take responsibility for the direction of their own learning within the curriculum on offer. A play-based approach, firmly embedded in EYFS and extending through to elements of the KS1 curriculum, engages pupils.

A strong programme of phonics, which is taught in ability groups across classes from nursery to year 2, effectively supports the rapid development of pupils' literacy skills. Pupils effectively transfer these skills across all subject areas. The Talk4Writing approach and Read, Write Inc phonics scheme are used to develop pupils' writing and phonics skills. In reception, helicopter stories are employed effectively to develop speaking and writing skills. Numeracy skills are embedded through the White Rose scheme, which offers pupils the opportunity to select their own level of challenge. Pupils are actively encouraged to seek support when required.

The EYFS curriculum is delivered through a carefully planned balance of child-initiated learning and teacher led input. 'In the moment planning' responds to pupils' lines of inquiry, allowing

them to focus on areas of interest, for extended periods of time, and in depth. Teachers monitor pupils' interest and adapt the resources and activities to match these on a daily basis. The carefully selected range of resources ensures the holistic development of skills and knowledge across all areas of the curriculum. Teacher led sessions ensure that pupils are exposed to key knowledge and skills in an age-appropriate and relevant manner.

The transition from EYFS into the key stage 1 (KS1) curriculum is carefully managed to provide a seamless experience for pupils. A continuing emphasis on self-directed, play based learning, complements the requirements of the formal curriculum. The 'rainbow challenge' is an excellent example of pupils being given the freedom to make decisions about their learning, which they respond to with tangible enthusiasm.

The curriculum provides exceptionally well for the personal, social, health and emotional development (PSHE) of pupils. Pupils develop mature attitudes and high levels of independence at an early age. Assemblies are used to focus on specific themes, for example, 'celebrating individual differences' and 'awareness of the feelings of others'. These are then further developed in class PSHE lessons.

A rich programme of curriculum enrichment adds significantly to pupils' learning opportunities and enjoyment of school. An extensive out of hours programme including activities such as judo, French, chess, ballet and robotics, allows pupils the opportunity to explore their physical, social and creative domains. There are currently 12 different activities available, with almost 90% of pupils engaged in at least one. In addition, the KS1 timetable is collapsed for one hour every Wednesday afternoon to provide time for 'creative clubs'. Pupils in mixed-age groups rotate around a programme of five different practical, creative activities, exploring each one for six weeks. Individual piano and violin lessons are also available.

There are regular opportunities for pupils to take part in competitions, in school and beyond. A recent science competition, where pupils conducted and videoed a science experiment, drew over 30 entrants, more than double the number of the previous year. Themed days and weeks, for example book week, maths week, anti-bullying week and world mental health day, further supplement the formal curriculum and have a positive impact on pupils' outcomes.

Pupils have regular opportunities to extend their learning away from school, with educational visits linked to topics, planned to enhance the curriculum. Visits have included a local art gallery, church, park, the anthropological museum and planetarium. Pupils in year 2 take part in a two-day residential visit. The school welcomes visitors such as fire fighters, health care professionals and animals from the local zoo to further enhance pupils' learning. Such events also help prepare pupils for life beyond school, showing them possible career pathways. In discussion, pupils expressed varied and aspirational career intentions including doctor, teacher and vet.

## 5.2 Teaching and assessment

Overall, teaching and assessment throughout the school is outstanding: lessons observed were at least good and a large proportion were outstanding.

A key strength of all lessons seen is the positive relationships in the classrooms between teachers, learning assistants (LAs), and pupils, and especially, between pupils themselves. The focus on collaborative learning is evident across the school, during outdoor play in EYFS, streaming in phonics lessons that involve pupils from nursery to year 2, and 'creative clubs' for pupils in years 1 and 2. The SEF highlights that teachers' knowledge of the curriculum, knowledge of the pupils and what they need to achieve ensures that the quality of teaching is outstanding. This was evident during the majority of the lessons observed by the inspection team. Lessons are well organised and meet the needs of all pupils.

All teachers provide a language rich environment which reflects the aptitudes, prior attainment, cultural backgrounds and needs (including SEN and EAL) of the pupils in their class. LAs are used effectively to support group and independent learning inside and outside the classroom. Ideas from pupils are welcomed as a means of developing language, even when not directly related to the topic. This was evident in a reception class, when a child pointed out a rainbow that had been created on the wall by light coming through the window. The teacher and pupils admired the rainbow before returning to the topic at hand.

Pupils across EYFS and KS1 are developed as independent learners and critical thinkers. They are highly motivated and respond well to challenge. High levels of focus and concentration are shown in a variety of tasks. The use of questioning supports accurate formative assessment. In EYFS, there is a good balance of teacher-directed and child-initiated learning.

The high quality of learning and teaching was epitomised in a year 2 Spanish lesson where pupils presented their posters on vertebrates to their peers. The pupils presenting their work showed confidence and strong speaking skills. The audience displayed excellent listening skills. At the end of each presentation, pupils were encouraged to use the display of success criteria to peer assess the speaker. Supportive relationships were evident in the lesson.

There is a strong thread of cross-curricular teaching and learning that takes place across the school. In a year 1 topic lesson on the Inuits, the teacher made links to phonics learning by saying, "I did not know how to pronounce this word, so I had to use my phonics to help me read this Inuit word." She then asked the pupils to sound out the word after her.

Effective and active learning takes place both indoors and outdoors. Continuous provision is used effectively in the EYFS. Pupils feel safe in their environment and are able to take risks with their learning. For example, nursery pupils were observed being able to decide on their own activities during a soft start session in the morning. They felt confident to access scissors

and magazines to start cutting out shapes. Pupils are also not afraid to ask questions, for example, a year 1 pupil asked his teacher in a topic lesson, "How do you make an igloo?"

Behaviour is excellent, with any issues being dealt with as they arise. The school provides a calm environment where pupils play and learn happily alongside each other. In many of the classrooms, calming music is played in the background. In a nursery class, a pupil handing out birthday treats was used as an opportunity to reinforce "please" and "thank you".

Across KS1, pupils gain new knowledge and make good progress according to their ability, extending their understanding and skills in lessons. In a year 2 'rainbow challenge' lesson, pupils were encouraged to apply intellectual and creative efforts. Cross-curricular learning was also evident. Pupils were asked to time how long it took for ice to melt or to create a song for their planet, for example. Pupils displayed high-level creative thinking which resulted in imaginative responses. Teachers have high expectations of pupils. "In the moment planning" in the EYFS allows teachers to adapt learning tasks.

Plentiful and high-quality resources support inspiring teaching and a strong level of engagement by pupils. Effective use of these are made across the school. For example, in a science activity during creative club, excellent use of practical equipment was used to support effective learning. Outstanding use is made of technology, including interactive boards, computers and tablets to help with hands on and self-directed learning. Pupils are encouraged to apply their IT skills in lessons. In a year 1 topic lesson, pupils used Kahoot to complete a quiz based on their knowledge of the Arctic and Antarctic.

The school special educational needs coordinator (SENCo) provides support to pupils identified with specific needs. Individual education plans (IEPs) are written which outline clear targets and steps towards achieving these, and regular meetings are held with parents of pupils on the register. Support may involve short or longer-term interventions which are all tailored to the needs of individuals. Support is provided within the classroom or in support or challenge groups. Teachers or LAs lead groups as needed.

The school has a robust system in place to track and record pupil progress. The online learning journal, "Tapestry" has been successfully introduced in EYFS as a tool to record observations, track and assess pupil progress. Teacher marking and feedback in books support effective learning; pupils' engagement with written feedback however, is not always evident, though sometimes this is because verbal feedback is given, as cited in the marking policy. Self and peer assessment of work, linked to clear success criteria, is also underdeveloped.

Pupils are proud of their achievements. One of the pupils was eager to share his score achieved during a computing lesson. Class Dojo is used effectively as a reward system, and also shares pupils' learning with parents.

Teaching and learning encompass fundamental British values.

## 5.3 Standards achieved by pupils

An outstanding curriculum, good and outstanding teaching, and high-quality attention to pupils' care lead to high standards and excellent progress across the school.

On entry to EYFS, pupils are assessed in the prime areas of learning. On average, the data shows that these pupils attain below age expectations. Through constant and consistent monitoring, observations, teacher assessment, high-quality teaching, care and support, pupils make rapid progress. "Tapestry" provides regular updates to parents. The school recognises that the EYFS data needs to be raised to be brought in line with KS1 data. All pupils in reception are on track to achieving or exceeding a good level of development (GLD).

Overall, the progress in reading, writing and mathematics in KS1 is excellent and exceeds UK expectations. Considering the large number of EAL pupils and their relatively weak starting points in English, the majority of pupils make accelerated progress. Progress is more rapid in writing than in mathematics. End of KS1 data in 2019 shows that 36% significantly exceeded UK national expectations in mathematics and 57% exceeded expectations in English. By the end of KS1 95% of pupils met or exceeded expectations in reading, 74% met or exceeded expectations in writing and 89% met or exceeded expectations in mathematics. Standardised scores indicate attainment levels in the school are above average.

Pupils' attainment data is triangulated during the year using formative data, including tracking on the Classroom Monitor assessment tool, teacher observations, GL and phonics screening.

The deputy headteacher and SENCo are responsible for monitoring assessment and tracking data. The school places high value on teachers being able to use data effectively to support pupils' learning. Pupil progress meetings are held with class teachers termly, and quick identification of pupils requiring additional support or challenge fosters accelerated progress. There is a clear system in place for setting next steps and actions for identified pupils. Progress of these pupils is closely monitored, and plans are reviewed regularly.

Daily induction English lessons, and early morning support groups in mathematics and writing are part of the support programme available to pupils, which help to raise standards.

Moderation of data in EYFS and KS1 forms part of the robust process in place to focus on the needs of individual pupils. Communication with parents is viewed as an important component of raising standards in the school. Parents are included in discussions related to, for example, IEPs and the two-year check in EYFS.

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

The school's provision for pupils' spiritual, moral, social and cultural development, and its impact on personal development, is outstanding; it is a key strength of the school.

Pupils of all ages and abilities are enthusiastic, eager learners, who have exceptionally positive attitudes towards school. Their behaviour is extremely good. Pupils are polite and welcoming to adults and respectful to their peers. Relationships across the school are excellent.

Pupils' spirituality is developed in a number of ways across the school. Pupils are taught to be mindful and self-aware. During a year 1 lesson, following a lively activity, the teacher led pupils through a 'Bee Breathing' exercise to help them settle ready for the next unit of learning. Pupils in year 2 showed awe and wonder, whilst pondering the relative sizes of different planets in their research on the solar system. All pupils in KS1 follow a six-week course of yoga during their Friday afternoon PE rotation.

Pupils know right from wrong. An ethos of respect is evident across the school. Pupils listen carefully to teachers and to their peers during lessons. Teachers model respectful listening, focusing intently on the child speaking and allowing them space and time to express their thoughts. Pupils take care of books and resources, tidying away carefully and sensibly at the end of lessons and breaktimes.

Pupils are aware of needs of others, both in school and beyond. Through a range of community service projects, pupils actively support members of the local community. Pupils in KS1 make regular visits to Juan Pablo II centre, a home for elderly people. They also collect food at harvest time, which is distributed through the church, to people in need. The pupil led school council organises fund raising events, such as a recent bake sale, to raise money for global projects. Their latest project has been 'Toilet Twinning', which the pupils described enthusiastically.

Through a robust PSHE curriculum and programme of assemblies, pupils learn how to manage their feelings and respond sensitively to the feelings of others. Assemblies focus on topics such as valuing individual differences, and understanding the feelings of others. Pupils respond positively to these themes, which are followed up in class PSHE lessons. Weekly 'golden certificates', presented in assembly, support the school's PSHE goals. Pupils who receive a certificate are invited to a tea party with the headteacher the following week. Themed events such as world mental health day and anti-bullying week, bring key areas into sharp focus.

The school's approach to developing pupils' as rounded, independent learners helps to promote fundamental British values of tolerance, democracy, respect for freedom of expression and other human rights. For example, during a year 2 PSHE lesson, pupils were asked to write about what they would do to help promote the wellbeing of another child the



following week. The teacher asked children to suggest ways in which they could ensure no child was missed out. Several ideas were proposed and the class then voted to choose which idea to implement.

Pupils are offered opportunities to develop leadership skills, through daily class tasks, as well as specific school roles. The school council, which includes pupils from reception to year 2, and the house captains, are all democratically elected to their posts by their peers.

The school's approach to wellbeing is embedded into school life and leads to all pupils feeling secure. All staff work to ensure all children feel safe, physically and emotionally. During daily class activities, as well as through the PSHE curriculum, pupils develop self-knowledge, self-esteem and self-confidence. A personalised and immediate response for pupil's experiencing difficulties, whether academic or other, is appreciated by parents. Pupils who have been identified as needing targeted support are included in the daily, early morning nurture group, which helps to settle pupils into school and prepares them for the day ahead.

Pupils are extremely confident for their age and interact freely with adults and their peers. During the inspection, even the very youngest pupils voluntarily approached inspectors. Through carefully structured activities, pupils develop high levels of independence in their learning. In nursery, pupils used knives, under supervision, to cut oranges and then squeeze the juice from them. Older pupils readily select appropriate materials to complete a task, or refer to classroom displays and other resources to find information needed. Developing a growth mindset is promoted in lessons and displays around the school.

Pupils show mature attitudes when interacting with one another. Levels of cooperation are high, and pupils understand the benefits of supporting one another in their learning. For example, in a year 2 'rainbow challenge', pupils asked a friend to video them performing a piece of music they composed, to be posted on their Dojo profile. Even the youngest children were observed to play together or alongside each other in a positive and cooperative manner.

Pupils are exposed to many different cultures throughout the year which are celebrated in a variety of ways. Every year, the festival of San Isidro, the patron saint of Madrid, is celebrated in school. This event helps pupils to learn about Spanish culture, whilst also giving them an opportunity to reflect on their own, and other world cultures. Events such as Diwali, Lunar New Year, Halloween, Christmas, and Carnival are celebrated in school in colourful and stimulating ways. Pupils experience an array of food, song, dance, art and much more during these special events. As a result, pupils at KIS have a strong awareness of global diversity.

Whilst creating a photo resource to help pre-nursery children understand school behaviour expectations, pupils in the school council were concerned to include photographs of non-Spanish members of the group, to demonstrate the spread of nationalities represented in the school's population. Developing a global perspective is currently a goal on the school development plan; great strides have already been taken in this area.

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

The provision for welfare, health and safety is outstanding.

The importance placed on the welfare, health and safety of pupils is prevalent through all of the school's policies, procedures and initiatives. Policies and procedures are fully compliant with Spanish regulations and standards, and in line with UK legislations and regulations. There is a whole school approach to promoting the mental health and well-being of all pupils.

Robust safeguarding systems are in place, which are clearly communicated to everyone, including visitors and parents. All staff and children know who to go to if concerned about a safeguarding issue. Posters displayed across the school support this. Highly effective child protection procedures are in place. "My Concern" is used to log and track any safeguarding incidences or concerns. All staff have received safeguarding training, which is refreshed on an annual basis. Safeguarding is a standing leadership team meeting agenda item, including the review of incidences and how they are being dealt with.

Behaviour seen during the inspection was exemplary. Comprehensive policies are in place to promote good behaviour and prevent bullying. Pupils are commendable ambassadors for the school, and relationships with adults and peers are excellent. Where concerns or incidences arise, communication with parents is seen as an effective tool in addressing these. Quick intervention prevents escalation of poor behaviour choices.

Visitors to the school, during the school day, are required to sign in and are provided with coloured lanyards. Start and end of day routines are safe, and are carried out in an organised and calm manner. Effective supervision takes place at all times, including playtimes, escorting pupils to school buses and at the beginning of the day at breakfast club, for example. Staff demonstrate a high level of care at breaktimes and interact well with pupils. The headteacher is highly visible at the school gate at the start and end of the school day.

Healthy lifestyles are well-promoted across the school. Breakfasts and lunches provided in the dining room are nutritious and healthy. Displays in the hall encourage washing hands, getting enough sleep, exercising and eating fruit and vegetables. The outdoor learning environment fosters physical development. The curriculum teaches about making good choices. For example, nursery pupils have regular opportunities to go shopping for healthy food items for their cooking station. Teachers promote good hygiene in classrooms by distributing hand gel and discussing coughing into arms and safe disposal of tissues.

A whole school first aid policy is in place. All teachers and teaching assistants are paediatric first aid trained. This training is refreshed every year. Medication and first aid supplies are kept in a locked cupboard. First aiders are always available on site and on school trips. For year 2 residential trips, arrangements are made to provide a medical professional on site. Accidents and incidences are logged, and parents are informed.



Admission and attendance registers are appropriately maintained and comply with regulatory requirements. Poor attendance is an area the school is aiming to improve. Processes are in place to raise the general attendance of pupils. Last year, overall attendance was 95%.

A risk assessment policy is in place. Written risk assessments for educational visits cover both the needs of the pupils and any potential hazards at the venue or during the journey. Staff are actively involved in the risk assessment process when planning and accompanying the visit.

Teachers ensure that the learning environment is safe and secure for all pupils. In a year 2 rainbow challenge lesson, for example, the teacher demonstrated the safe use of equipment to create a model of the planets. E-Safety is actively promoted as observed, in a year 1 computing lesson on "Safe Surfing".

The school meets the standard with regards to fire safety. Regular and rigorous checks by outside agencies and the termly fire drill practices ensure local requirements and standards are also fully met. Plans are in place in the event of emergency situations in school.

Regular health and safety checks are carried out throughout the school. Reports are compiled and submitted to the group head office. A detailed log is kept of maintenance and repairs carried out. The buildings are maintained to a high standard and kept extremely clean.

## The suitability of the proprietor and staff

The suitability of the proprietors of the school and the staff appointed is excellent.

The Inspired Group board oversee the school's strategic direction and financial well-being, ensuring all local requirements are met. The headteacher has responsibility for setting the school's improvement targets, developing appropriate action plans and identifying resourcing needs. She has full responsibility for the day to day running of the school.

There is a complete list of all staff who currently work in the school. Safeguarding and safer recruitment practices are monitored. Prior to the confirmation of the appointment, all staff, including volunteers, undergo appropriate checks to confirm their identity, qualifications medical fitness, right to work in Spain and previous employment history. Professional references are sought and verbally confirmed.

Thorough recruitment procedures ensure that teachers are qualified, experienced and equipped to teach the age group for which they are employed. Subsequent monitoring and support for staff through the quality assurance framework, together with less formal procedures such as learning walks, provide opportunities for teachers to reflect on and develop their practice. Professional development, targeted towards school improvement initiatives alongside teachers' own development needs, ensure teachers have the opportunity to grow professionally.

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

The quality of school premises and facilities is outstanding.

The school provides pupils with high quality learning environments which are well maintained. Fittings and furniture are carefully chosen to be age appropriate. The welcoming displays throughout the school clearly demonstrate and celebrate learning and other educational experiences. High levels of care and maintenance are clearly evident. The physical environment is clean, fresh and safe.

The multi-purpose hall is creatively used in a school where space is at a premium. It hosts assemblies, breakfast club, lunch as well as being used to deliver the PE curriculum to a high standard. The well-resourced shaded outdoor play areas enable learning to take place out of the classroom. The stimulating and engaging outdoor environment is commendable, and clearly has a positive impact on pupil progress across the different areas of learning. The school also has access arrangements to off-site facilities such as multi-sport pitches and swimming pools.

The atmosphere is enhanced by ample natural light and high-quality artificial lighting. The building is well-ventilated, and heated or cooled as required. The water supply meets the local regulatory requirements. Suitable provision is made for drinking, toilet and washing facilities. There are separate toilet facilities for boys and girls from nursery to Year 2. Toilets are cleaned regularly. Toilets and washing facilities have an adequate supply of water. The temperature of hot water does not pose a scalding risk to users.

Health and safety inspections of areas of the school are undertaken by the headteacher on a regular basis. Logs of issues are kept and tracked.

A suitable treatment and waiting area is available to pupils receiving medical attention.

Stimulating learning environments are created for the pupils, for example, the Arctic and Space corners seen in KS1 classrooms. Free flow of pupils is encouraged by the open doors between classes in nursery to year 1.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is excellent.

The school's mission and vision are clearly shared on the school's website as well as displayed around the school. Information regarding the structure of the school and points of contact are available on the school website. Details include contact information for the chairman and the headteacher, the school's address, email addresses and telephone numbers. Parents are fully satisfied with the information they receive. Admissions advice, support and key policies for prospective parents are also accessible via the school website. This includes information about the school's policy on admissions, behaviour, preventing and tackling bullying, health and safety and first aid. Curriculum information is also on the website.

A focus group of parents stated that they feel the school has an open-door policy. They are confident any concerns raised will be dealt with effectively and in a timely manner. Feedback from parents is sought annually through parental surveys.

Communication links between the school and parents are established through a variety of formal and informal ways, including the parent portal, emails, chatting when picking up and dropping off pupils, telephone calls, and monthly and weekly newsletters. The school engages with its parents, many of whom speak English as a second language, by providing information in English and Spanish. Class Dojo is seen by the focus group of parents as a very effective means of communicating with the school on a daily basis. Parents also commented on the visibility of the headteacher, and staff are seen to be willing to engage with parents.

Detailed written reports of progress and attainment are provided each term. In EYFS comments relate to the different areas of learning and targets are set. At the end of reception, reports reflect attainment data. In KS1, reports cover the different subjects taught, progress and attainment data, and an evaluation of learning skills. Teachers meet with parents at the beginning of the year and also provide face to face pupil progress updates at the end of each term. Observations from Tapestry are sent to parents of EYFS pupils regularly.

Parents are welcomed to school to participate in library and parenting sessions, for example focusing on behaviour, curriculum and appropriate use of technology. They are also invited to support in classrooms for special events, such as helping with Christmas decorations or making Halloween costumes with their child. A parents' 'Eco team' coordinates such activities.

Parents value the school as a place their children are happy coming to. "All staff, including the cleaners, cooks and teachers, are well-liked by the pupils." The school is also described as a place where "detailed and personalised attention is given to individual pupils".

## 11. Standard 7

### The school's procedure for handling complaints

The procedures for handling complaints is effective and fully meets the BSO standards. It is transparent, efficient and meets all regulatory requirements. It is shared with parents and prospective parents via the school's website.

The process for handling complaints is rigorous and thorough. Initially, complaints or concerns should be raised with the child's class teacher. These are recorded and the aim is to find a resolution within 14 days.

Any unresolved complaints are escalated to the headteacher, by way of a formal written complaint. A meeting is scheduled within the next seven working days to discuss the matter. The headteacher's decision is passed in writing to the complainant within five working days.

At this point, if the complainant is still not satisfied, the matter may be escalated to the Inspired complaints panel for consideration. A hearing takes place, normally within 15 working days. The panel consists of three persons who have not been directly involved in the matter, at least one of whom should be independent of the management of the school. The complainant may be accompanied by another adult.

Within five working days of the hearing, the regional managing director sends the complainant and the headteacher a draft report, informing them of the panels' judgment.

The school maintains a thorough record of all concerns or complaints raised. There are no identified trends in the nature of the concerns.

## 12. Standard 8

### Leadership and management of the school

The effectiveness of leadership and management of the school by the board, the headteacher and other school leaders is outstanding.

The headteacher has a clear vision for the school, shared by the deputy head and core leadership team, which gives a clear direction to school developments. Despite being a relatively new team, there is a strong sense of unity within the school leadership. The new leadership structure ensures key decisions are made in a timely manner, while other school developments are debated and explored with the wider staff. An example of this is the school's philosophy, which was created collaboratively by the entire school staff.

Self-evaluation and identification of key development priorities are accurate and rigorous. School leaders are knowledgeable about the school, conscious of the next steps needed for the school to further develop, and have the skills to implement these effectively. Recommendations from previous inspection reports have been the focus of sustained work and significant improvements have been made in these areas. Other improvements have been achieved in a relatively short time-frame, for example, developments to the outside play and learning areas. Policies are robust, reviewed regularly and lead to excellent practice across all areas.

Within the leadership team, there is a focus on continuous school improvement. Both the self-evaluation document and the school development plan are 'live' documents, which are regularly updated with goals achieved and further targets set. There is a culture of high expectation for everyone in the school. The school's Quality Assurance Framework is used as a tool through which teachers are mentored and supported, leading to further gains in knowledge and skills. Effective personal development plans are put in place in cases of underperformance, and these are monitored closely to bring about improvement. The school's continuous professional development provision is linked to the school development plan as well as personal professional targets. Training opportunities are varied and frequent, with much excellent support provided within the wider Inspired group of schools. As stated in a meeting with the core leadership team, the aim is to "help everyone reach their full potential, just like the children".

Strong relationships exist between leaders and all stakeholders. Teachers feel that leaders are supportive and responsive to their needs. In interviews, parents expressed high levels of satisfaction with the school leadership, particularly the manner in which the headteacher is highly visible around the school and addresses any concerns taken to her, rapidly and thoroughly. An ethos of mutual respect is evident in all relationships within the school, including ancillary staff, parents and pupils.

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The leadership focus on both pupil and staff mental health and well-being has a positive impact on everyone in the school. A culture of nurture prevails, individual needs are taken into account and appropriate care and support are provided.

The school runs extremely well on a day to day basis. Procedures and systems are in place to ensure the safety of pupils in school as well as on arrival and departure. Carefully managed system are in place to ensure pupils with allergies are not exposed to risk. Buildings, resources and school hygiene are maintained to high standards. Safeguarding is effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted. Pupils are listened to and feel safe. Leaders and staff take highly appropriate action to identify and support the needs of individual pupils in a caring and nurturing environment.

Clear governance is provided by the Inspired senior team. Through regular communications and school visits, the regional managing director and chief academic officer have a thorough knowledge of the school and its development aims. They challenge the school leadership to excel, and offer constructive support to enable the school to progress further.