



**British School
Overseas**
Inspected by Penta International

Inspection report

**King's College School,
La Moraleja
Madrid**

Spain

Date

18th – 20th November 2019

Inspection

20191118

18th - 20th November 2019

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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; 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 50 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 groups of pupils. The inspection team were in school for three days.

The lead inspector was Karen Hanratty. The team members were Matthew Ford and Laura Clayton.

2. Compliance with regulatory requirements

King's College School, La Moraleja meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

King's College School, La Moraleja is an outstanding school.

Due to an excellent curriculum delivered through high-quality teaching and robust assessment practices, academic standards are very high. The behaviour of pupils is excellent and standards of care for their health and well-being are exemplary. Leadership at all levels is reflective, and securely focused on continuous improvement in all areas.

3.1 What the school does well

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

- The pupils, who are courteous, well-behaved, eager to learn, confident and excellent ambassadors for their school.
- The support and challenge which is provided by the King's Group managing board, to ensure ongoing growth and development of the school.
- The leadership provided by the headteacher, deputy head and other members of the SLT, which maintains a clear focus on continuous school improvement across all areas, displaying a creative approach.
- The contribution of middle leaders, who are proactive in driving developments in key areas whilst providing support to their teams.
- The teaching body, who work tirelessly to give pupils learning experiences which engage, excite and enthuse, whilst ensuring high levels of progress and attainment.
- The school ethos, culture and learning environment which is warm and vibrant, enhancing pupils' progress and social and emotional development.
- Activities, enrichment and enhancements to the curriculum which provide opportunities for pupils to develop interests, attitudes, knowledge, skills and understanding beyond the formal curriculum.
- The use of data to inform planning, teaching, groupings and targeted support to meet individual pupil needs.
- Rigorous and robust procedures around pupil safeguarding, and the focus on pupil and staff well-being and mental health.
- Opportunities available for staff to develop professionally and pursue fulfilling careers.
- Involvement of parents to allow them to become true partners in their child's learning.

3.2 Points for improvement

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

- Continue to develop and embed the use of ICT across the school to support and enrich pupils' learning across the curriculum, and further enhance their skills in computing and IT.
- To further develop skills of independence and self-reliance for the older pupils, in preparation for 'A' level and beyond.

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4. The context of the school

Full name of School	King's College School, La Moraleja				
Address	Paseo de Alcobendas, 5, 28109 Alcobendas, Madrid				
Telephone Number/s	+34 916 585 540				
Fax Number					
Website Address	https://madrid-lamoraleja.kingscollegeschools.org/				
Key Email Address/s	June.donnan@kingsgroup.org Jeremy.newton@kings.education				
Headteacher/Principal	June Donnan				
Chair of Board of Governors/Proprietor	Elena Benito				
Age Range	3-16				
Total number of pupils	633	Boys	316	Girls	317
Numbers by age	0-2 years	3	12-16 years	207	
	3-5 years	104	17-18 years	0	
	6-11 years	319	18+ years	0	
Total number of part-time children	0				

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King's College School (KCS), La Moraleja was founded in 2007 and is located in the Madrid suburb of La Moraleja. The school is part of the King's Group of schools whose aim is to "provide high quality British education". There are three King's schools in Madrid, with other King's Group schools in Alicante, Murcia, Panama, Frankfurt and Riga. The King's Group also has close links with the King's Academy chain in the United Kingdom. The Group has been operating in Spain for 50 years, since 1969.

The school is a co-educational day school offering full-time education to pupils from 2 to 16 years of age. It opened in 2007 in new, purpose-built premises. The premises were further expanded in 2018 to accommodate a growing school population, including the addition of key stage 4. Additional classrooms, three science labs, a computer suite and a multi-purpose hall added to the existing facilities. A further property, located approximately 500 metres from the school, has recently been purchased. This will open in September 2020 as an early years and key stage 1 centre, allowing for further expansion of pupil numbers in all year groups across the school. At capacity, the school can provide for 650 pupils from age 3 to age 16.

The school is divided into three sections: early years and foundation stage (EYFS), with pupils under five; the primary section with pupils aged from five to eleven; and the secondary section with pupils up to the age of sixteen. Until September 2019, year 6 formed part of the secondary section, when the decision was taken to move to a more traditional primary and secondary structure. Most year groups are currently two form entry, with the exceptions of nursery and year 1 with one class each, and year 9 which is made up of three classes.

The school is governed by the King's Group Board. In common with all Kings Group schools, it operates under the direction and management of the Chief Executive Officer (CEO) and the headteacher, supported by the Chief Academic Officer.

Key features of the school include the following:

- There is a lot of competition for students in the area, from 20 other international and local schools;
- 90% of the parent and pupil body is Spanish or other non-British nationalities with little or no knowledge of English;
- Time available for the national curriculum is restricted due to local curriculum requirements;
- Due to Spanish regulations, approximately 28% of pupils are in the academic year above their UK peers, resulting in young learners in every year group;
- Recruitment and retention of good quality staff is a challenge.

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.
- GCSE, iGCSE and First Certificate in English exams are offered. Almost all pupils go on to study A level at the sister school in Madrid.
- Summative assessments and progress tests for all pupils are based on national standards from the UK.
- All teachers, with the exception of Spanish curriculum staff, have British qualifications and relevant experience.
- All teachers receive annual training on safeguarding and child protection in line with Department for Education guidelines.
- All staff are rigorously checked for their suitability to work with children and have ICPC or equivalent certification.
- British practice is evident in approaches to the quality assurance of teaching, the appraisal cycle and provision of continuous professional development.
- All lessons, with the exception of foreign languages, are taught in English.
- The organisation of the school day, teaching and classroom resources, classroom management practices, a three-term year, the house system and the formal school uniform, all contribute to the British feel of the school.
- The importance of extra-curricular provision including clubs, school trips and expeditions are in line with British best practice.
- British values are clearly displayed around the school. They are upheld through assemblies and PSHE lessons.
- The school upholds special events in the UK, such as Remembrance Day which was recently celebrated, the poppy symbol becoming the focus of some creative art work.
- Pupils transfer successfully from KCS 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 is outstanding.

The school provides full-time supervised education for pupils of compulsory school age, in line with local regulations. There is a written curriculum policy, which is broad and balanced, supported by schemes of work and related medium and long-term planning. These are age-appropriate and take into account the needs of pupils, including those with special educational needs.

The curriculum for early years is based on the EYFS framework (2017) and 'development matters', with pupils working towards the early learning goals (ELGs). From key stage one (KS1) to key stage three (KS3) the curriculum is based on the national curriculum for England, carefully integrated with local curriculum requirements. It therefore meets the BSO standards in terms of content, and is in accordance with fundamental British values. Personal, social and health education (PSHE) reflects the school's aims and ethos, and pays particular regard to the components of the Equality Act 2010.

The requirements of the local Spanish curriculum, including *Lengua* and *Ciencias Sociales*, are integrated successfully in such a way as to avoid repetition and to derive maximum benefit from links between the two. In a year 10 *Ciencias Sociales* lesson, pupils worked independently and with enthusiasm on a range of projects that overlap neatly with the iGCSE curriculum, including for example the environment, agriculture and bauxite mining. Middle leaders spoke with enthusiasm of the benefits of delivering both curricula in parallel. The principal language of instruction is English, whilst the local curriculum is delivered in Spanish. In addition, all pupils study French and German in KS3, with the option of continuing into KS4.

The curriculum across the school provides very well for the academic, moral, physical, creative and social development of pupils. It is reviewed as necessary, and at least annually, to take into account the changing needs of pupils. An appropriate time allocation is given to each subject area. Lesson plans in all sections of the school are thorough and show due consideration for the specific needs of individual pupils within mixed ability classes. Pupil data is also used effectively to produce carefully considered seating plans, enabling teachers to optimise every pupil's learning.

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The early years department offers a rich and broad curriculum. The building allows for free flow from the inside to the outside, and opportunities are available to ensure all pupils learn and make progress. On entry, many pupils have limited skills in the English language and are socially and emotionally immature relative to their age. However, pupils develop rapidly in these areas during the first term. By the end of the reception year pupils have made significant gains, particularly in their social and emotional development. However, levels in expressive English language skills remain lower than other areas. Teachers place a strong emphasis on the teaching of English language skills and children are encouraged to use English at all times. Teachers plan exciting and engaging lessons which ensure that pupils are highly motivated and enjoy learning. The use of the EYFS curriculum is embedded and cross curricular links are a strong feature.

In KS1, a cross-curricular approach is evident in most lessons with teachers deriving maximum benefit from this opportunity and guiding lessons based on the children's responses. In one lesson observed, the teacher followed the pupil's lead on talking about the early morning frost, and took the opportunity to relate it to their current English book, *Lost and Found*. Pupils with special educational needs (SEN) and those learning English as an additional language (EAL) are well catered for. Individualised interventions take place smoothly throughout the lessons, provided by teachers and very able learning assistants. Teachers continuously monitor pupils' progress to ensure understanding, and in most lessons, a self-assessment thumbs up and down is used to assess how the children have found the lesson.

In KS2, the curriculum is broad and balanced, offering pupils the opportunity to progress rapidly across all areas. Schemes of work are comprehensive and there is clear scaffolding of learning from one year group to the next. This was evident in science lessons observed, where pupils in year 3 and year 6 were both studying light and shadow. A clear development in science concepts covered was apparent, as well as pupils' understanding of scientific processes. Links are made between different curriculum areas, this is particularly evident in references to topic work in English lessons, for example, a year 4 English grammar lesson was linked to the class topic of Ancient Egypt. PSHE and high-performance learning (HPL) are an integral part of lessons, explicit reference is made to HPL values, as well as developing attitudes and traits such as empathy, agility and creativity.

In KS3, the curriculum has been devised by mapping back the requirements of KS4. A good example of this was a need identified which led to an increase in the curriculum time devoted to English. In KS4 all pupils take English language, English literature, maths and science. In year 9 in 2018, 15 of the 51 pupils opted for the triple science award. In addition, pupils select a further three options from a range of eleven available. All pupils, including non-native Spanish pupils, take the Spanish iGCSE in year 9. The school is proud of the results, with 100% of pupils achieving A* for the last 11 years.

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In year 9, pupils and parents are invited to GCSE options meetings, where careers guidance forms an integral part of decision making. In addition, staff from the sister school in Soto visit the school to provide guidance on A level and IB Diploma selection. The vast majority of pupils transfer to Soto for years 12 and 13, where they receive additional guidance on further education options and careers.

Curriculum enrichment takes place in a variety of manners, including trips and excursions related to topics. These range between day trips to a variety of local museums, the planetarium and a garden centre to extended trips to Madrid, London and Malaga. Dedicated enrichment weeks allow for specific key areas of focus, for example recent science and anti-bullying weeks. Extra-curricular activities during lunch times and after school are available in a range of creative, physical and academic areas. These engage pupils and allow them to develop and follow interests beyond the formal curriculum. Data shows that the range of ECAs available is more extensive than previously, having a positive impact on pupil choice. Take up of ECAs has increased significantly since the previous inspection report. For example, Chinese is offered and the uptake has quadrupled since the last academic year.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding. Almost all lessons observed were at least good with the large majority being truly excellent.

Across the school, teaching is well planned and delivered to ensure pupils receive individualised instruction. There is a strong emphasis on developing confidence and competence in use of the English language. Classrooms provide language rich environments and pupils are encouraged to use English at all times. Pupils acquire new knowledge and are keen to apply this knowledge in their work. They show understanding of what they are learning and know where to get help if needed. In lessons observed, pupils were encouraged to use the resources on the working wall before asking the teacher for help. Pupils display excellent behaviour and are aware of behaviour expectations. They are highly motivated, their enthusiasm reflecting that of their teachers. Pupils are encouraged to adopt a growth mindset, and learning environments helps to develop self-confidence and self-esteem. The emphasis on HPL has had an impact on pupils' attitudes to learning; it is evident in lessons and is promoted visually around the school.

In EYFS, active learning is a key feature of all lessons. Teachers are highly motivated and dedicated to pupils' learning, they display strong subject knowledge and are experienced in delivering best practice. Classroom resources are utilised effectively. Pupils are greeted and made to feel welcome as they arrive at school, their well-being is monitored to ensure pupils are happy. Lessons are carefully planned for the age and aptitude of pupils, and teachers ensure they are fun and engaging. For example, during a phonics lesson in nursery, pupils used a range of scented materials to explore mark making. There is clear progression, evident in pupils' knowledge, skills and understanding. In reception, pupils wrote birthday present wish lists using emergent writing supported by their knowledge of phonics, building on the pre-writing demonstrated in nursery. All EYFS teachers skilfully use questioning to move pupils forward and secure understanding. The use of Tapestry has been introduced as a means of managing observations and assessment. Evidence from teacher observations feed into the following week's planning, alongside teacher's understanding of pupil's on-going interests.

In KS1, pupils receive well planned, engaging lessons. This enhances the pupils' self-esteem and motivation to learn. At the beginning of year 1, pupils' attainment in the ELGs is taken into account when planning schemes of work, lessons and activities. In year 1, concrete and real-life objects are used to secure learning. For example, in a maths lesson observed, the teacher gave pupils clipboards and asked them to hunt for shapes around the classroom; this resulted in a very active lesson providing great opportunities for teamwork and communication. Teachers plan differentiated activities to support and challenge pupils as needed. To build confidence, pupils are encouraged

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to select their starting point from the activities available. For example, in year 2, pupils were given the chance to choose the level of difficulty they wished to start on when learning about money. Many pupils are keen to challenge themselves and choose a challenging level to start with, rather than the basic level. All pupils know where in the classroom they can get resources to help them when needed.

In KS2, lessons are characterised by well-paced, engaging activities that provide a balance between direct teacher input and pupil activity. Pupils work well collaboratively, sharing resources and responsibilities equitably. The use of talking partners is a key feature of learning, used regularly and frequently to engage all pupils, and develop knowledge and understanding. Pupils are offered activities at a range of levels and are invited to set their own level of challenge. Extension activities are evident in the vast majority of lessons, and pupils relish the opportunity to stretch themselves. There is provision for pupils who require additional input, either through additional direct teaching input or ongoing support. Interns and teaching assistants are used to good effect and provide an excellent additional teaching resource.

In the secondary school, lessons are epitomized by warm relationship between pupils and teachers, with pupils eager to contribute and to succeed. In every lesson observed, the atmosphere was positive. During the inspection, not one incident of poor behaviour was observed. Teachers are dedicated to enabling pupils to maximise achievement. Teachers have an excellent subject knowledge, and in year 10 and 11 lessons they display an acute awareness of the finer points required to attain the highest levels in GCSE exams. Lessons are planned in great detail. Teachers know the individual needs of their pupils and are skilled at differentiation in a variety of ways. Lessons are well structured, resulting in an obvious progression through a variety of tasks and activities. In the best lessons observed, pupils were working largely independently with teacher input only at an individual level. However, in the older classes in the secondary school, many lessons were significantly teacher led. Whilst this was largely done in an expert manner, there were missed opportunities for the pupils to develop greater independence and to take more responsibility for their own learning. Whilst pupils had Chromebooks, they were not widely seen to be used in the lessons observed. Elements of SMSC are built into lesson plans and in many lessons observed, there were specific references to the development of HPL skills. Pupils were observed to make excellent progress in lessons. In a discussion with pupil leaders, they all agreed that they feel challenged in lessons, but not to the extent that it is overwhelming.

Across the school, the development of English language skills is a key focus in all subject areas. Teachers pay great attention to ensuring pupils' understanding of language used, constantly seeking definitions and clarification of understanding. In a year 7 geography lesson, pupils were designing and building models of an earthquake resistant building. What stood out, alongside the excitement, was the eloquence with which pupils were able to describe their thinking, concerning the different aspects of designing, building and testing the structure. Lessons typically involve the use of collaborative learning

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activities, which encourage independence and cooperation in learning. Teachers use questioning to good effect in lessons. They skilfully probe pupil's understanding of concepts and encourage greater depth of thought. Any misconceptions are handled sensitively, helping to maintain and develop pupil's self-confidence.

HPL is well embedded in both primary and secondary lessons. Classroom displays include key HPL values, attitudes and attributes, which pupils are encouraged to describe, and can recognise in their own behaviours, and those of their peers. The belief that learning has no limit is evident in the flexible approach taken to the grouping of pupils. For example, a year 3 child receives English and maths lessons in the year 4 class to fully extend his learning. In primary, pupils are streamed across the lower year groups for structured phonics, spelling and grammar lessons; this has a positive effect in developing pupils' knowledge at the appropriate level. When working on individual tasks, pupils generally select their own level of challenge from red, amber or green activities, choices which they are able to justify in discussion. Extension activities include a 'challenge' and 'super challenge'. Teaching input is provided to both support and extend pupils learning. In a Spanish second language lesson, pupils displayed extraordinary energy and enthusiasm, answering questions with humour. In the process, they were making excellent progress with their Spanish and took a delight in matching HPL skills to their work. This learning was guided with considerable skill.

Pupils are encouraged to develop independence and to take responsibility in their learning. Open ended and problem-solving thinking is promoted. For example, in a year 6 science lesson on light and shadow, pupils were asked to evaluate 5 predictions and select the one they believed to be true. They then went on to design and carry out an investigation to test their predictions.

Classrooms and corridors provide a language rich learning environment, which supports pupils' learning. Displays in classrooms and common areas provide a rich learning resource; pupils take time to read and learn from them. The range of displays covers most subject areas taught across all key stages, alongside displays supporting pupils' PSHE development, including issues such as mental health and anti-bullying. Signs such as, "Mistakes are welcome here" are a genuine reflection of the ethos of the school. In primary, working walls are a key feature and reference is made to them frequently in lessons. Teacher created displays and resources, such as learning mats, provide valuable additional support for pupils. In lessons, learning assistants and interns are used effectively to support pupils, and they are a valuable and valued resource.

The school has invested significantly in ICT resources. Interactive whiteboards are well used in lessons as a teaching resource. All pupils in the secondary school have a Chromebook and there are 3 banks of iPads available for use in primary lessons. In addition, there is an ICT suite used for secondary lessons and 2 banks of laptops. The SEF indicates that these resources are used extensively in lessons. However, during the inspection, only limited evidence of their use was observed. In discussion with pupils in

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a secondary computer science lesson, pupils commented upon how useful they found the skills they are developing. In a year 6 computer lessons, pupils were able to talk about features of an effective website.

Teachers are committed to ensuring all pupils make good or better than expected progress. Across the school, assessment data is used effectively to influence planning and individual support for pupils. Summative assessment data is triangulated with teacher assessment, observations and other sources of evidence. Pupil progress meetings are held regularly to ensure all pupils make at least the expected progress. Individual education plans (IEPs) and pupil passports are created for those who need them, to ensure all pupils progress from their current level.

A clear assessment policy is in place and used consistently. Teachers provide constructive feedback in all subject areas, generally in the form of written comments in pupils' books. Work is marked thoroughly, with pupils correcting work and responding to teachers' comments. As an area for development highlighted in the previous inspection report, the school has made significant and meaningful progress in this area. Alongside teacher marking, pupils assess their own work, and at times that of their peers. This is done against clear success criteria linked to differentiated learning objectives. The content of the pupils' books is generally thorough and well presented, reflecting the pride that pupils take in their work, and their desire to succeed, along with the impressive levels of attainment reached.

In many lessons, pupils commented that they are aware of their current levels and what they need to do to progress further. In a secondary maths lesson, a pupil commented, "I am weak at maths, but I am confident because I like my teacher and the way he teaches, and I know he is there to help and support me."

5.3 Standards achieved by pupils

An outstanding curriculum and good and outstanding teaching, combined with pupils' excellent attitudes towards learning, results in high standards and strong attainment across the school.

In EYFS, pupils' progress is constantly monitored against the 17 ELGs. Pupils are assessed on entry to establish starting points. Teachers and learning assistants note observations and record evidence on Tapestry during lessons and activities. Photographs taken support written observations. Pupils' progress towards individual learning goals is monitored and 'RAG' rated, from red, amber to green, to show attainment over time. Records of attainment feed into lesson and 'next steps' planning. Progress over time is excellent and compares favourably to UK expectations. For many pupils, being non-native English speaks, communication, language and literacy are their relatively weakest areas. Provision is made for this in the language rich environment and unrelenting focus on developing pupils' language skills, and as a result, pupils make rapid gains.

Standards in KS1 and KS2 are high. Student attainment in reading, writing and mathematics is very good considering the large number of EAL pupils and their relatively weak starting points in English. Evidence from work samples in books affirms this. Standardised external tests are used to corroborate ongoing teacher assessments. Progress over time is impressive. By the end of KS1, the percentage of pupils working at or above expected curriculum standards is 79% for reading and writing and 81% for mathematics. These rise to 96% for reading and writing and 84% for mathematics by the end of KS2. Performance data is tracked over time for individuals and cohorts of pupils, and is used to monitor any remedial interventions. Analysis of pupils' attainment data is thorough, with consideration given to gender and sub-groups including SEN and EAL.

Pupils continue to make good or better progress in KS3 and KS4. A range of summative and formative assessments provide evidence of both attainment and progress across all subject areas. Detailed analysis is carried out by subject and year group, with consideration given to sub-groups within cohorts. The data obtained is used to set future, ambitious targets; predict grades at iGCSE; and is reported to parents. The current year 11 are the first cohort of pupils to sit iGCSEs at King's College School, La Moraleja. Current predictions are that 85.98% of entries will be at level 5 or above, and 51.4% will be at grade 7 or above. The school target is for 100% of pupils to achieve 5 or more good passes and 57% to achieve 7 or more. If achieved, these results compare very favourably to UK averages. Outcomes for last year's cohort of year 11 pupils who transferred to the Soto campus in year 10, show that these are realistic, achievable targets.

6. *Standard 2*

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is outstanding: it is a key strength of the school.

Pupils develop their understanding through a combination of the thematic curriculum, planned PSHE lessons, themed assemblies linked to the school's values and the informal curriculum as they move through the school. Through the school's clear commitment to fundamental British values, combined with elements of the Spanish curriculum, pupils develop a respect for individual differences. They display great empathy and an awareness of the needs of others; this creates a harmonious, positive learning environment. The school enables pupils to develop their self-knowledge, self-esteem and self-confidence through a wide range of experiences in the classroom and beyond. This is evident in the school's extensive programme of curriculum enrichment through day trips, overseas expeditions, sporting competitions, drama and musical productions. An emphasis on raising self-esteem is evident in the school. At a secondary prize giving evening, pupils' efforts were recognised in awards linked to HPL values, attitudes and attributes, such as intellectual confidence, strategy planning and abstraction.

Fund-raising and charity work, both in the local context and internationally, raise pupils' awareness of global issues and add to their spiritual development. A recent holocaust memorial, with a neighbouring school, was used effectively to raise pupils' awareness of global issues. Alongside PSHE and RE lessons, pupils' spirituality is developed through a range of events and celebrations which take place throughout the school year. The PSHE curriculum and assemblies focus on world religions and celebrations, such as Diwali. Pupils in EYFS are exposed to a vast range of natural materials which they are able to explore in a multi-sensory manner. In the nursery class pupils reacted with awe and wonder when using naturally perfumed materials for a mark making experience. Students are offered of a range of spiritual experiences through after school clubs such as yoga, mindfulness week, residential trips, and charity work.

The school works hard to develop pupils' moral awareness through the promotion of school and British values. Pupils are polite, well-behaved and respectful to both adults and their peers. They have a well-developed understanding of what is right and wrong, and understand that their actions have consequences. This is actively promoted during registration period activities, where older pupils are presented with current affairs, historic news items, and moral dilemmas to engage them in thought provoking discussion. 'Golden rules' form the basis of school rules in primary. Class Dojo is used for recording pupils' positive, or negative behaviour, which is shared with parents. Pupils are honest and open; they share resources well with their peers and even the youngest pupils understand the principles of taking turns

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to ensure fairness. Pupils show respect to property and the environment. This is evident in the manner in which they take care of their classrooms, and the school in general. At breaktime, pupils make good use of the litter bins to ensure the play areas remain clean and litter free.

The school actively promotes, in an age-appropriate manner, British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all. Pupil leadership roles are well established in both primary and secondary. Pupils are democratically selected for roles such as house captains, school council and head boy and head girl. Pupil voice is strong; pupils feel they can speak out, and that their ideas will make a difference. An excellent example of this is the Pupil Voice Wellbeing Team (PVWT), a group of secondary wellbeing ambassadors who, together with the head boy and head girl, focus specifically on promoting mental health and wellbeing for all pupils. The team recently led a well-being assembly for secondary pupils. A successful initiative of the PVWT has been the introduction of 'stress buckets', where pupils can go if they feel stressed and select something to help them relax. Student councils meet regularly and involve both primary and secondary pupils. At the end of year 10, pupils gave feedback about their learning experiences. As a result, they can request additional study sessions, and a teacher mentor to provide individualised iGCSE support.

Pupils explore, celebrate and develop respect for a range of cultures beyond their own. Pupils develop a knowledge of local Spanish culture through humanities lessons and exposure to local traditions and festivals. The school maximizes the opportunities afforded by a school population representing over 40 different nationalities. An annual international week allows pupils the opportunity to learn about wider global cultures. For example, African drumming, Indonesian music and samba dancing have all been featured. A cross-curricular approach to teaching allows for cultural links, such as pupils learning the traditional New Zealand Hakka in PE alongside their class topic in humanities. School trips and expeditions have included visits to Portugal, Sicily, Malaga and London. The school promotes tolerance and an acceptance of different lifestyles, in line with the Equality Act 2010. The school precludes the promotion of partisan political views in the teaching of any subject in the school.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of pupils is outstanding. Parent and pupil surveys indicate that pupils feel safe and happy at school; in the parents' survey these were the highest rated areas.

Policy and practice around safeguarding, in particular, are first class, with highly effective arrangements to safeguard and promote the welfare of pupils. Regular training of all staff ensures they are aware of how and where to record any concerns. A strong culture of vigilance has been developed, staff are acutely aware that any concern, no matter how small it may appear, should be followed up. Concerns are logged on "My Concern", with current entries involving 14% of the pupil population. All concerns logged are followed up rigorously by the designated safeguard lead (DSL), and data is correlated over time. Seven members of staff, who have completed safeguarding training at level 3, support the DSL. Weekly 'Team Around the Child' meetings take place to discuss individual issues and any trends, and safeguarding is a permanent agenda item for SLT meetings. The King's Group CEO is the governor responsible for safeguarding.

The school's proactive and open approach to mental health and well-being has had a positive impact on pupils and teachers. Twelve members of staff are fully trained Youth Mental Health First Aiders (YMHFA), and the headteacher is a qualified leader of the YMHFA course. There is a school counsellor, who receives visits from staff as well as pupils. Pupils are confident they can approach the counsellor or any member of staff to express concerns for their own safety, or that of others. Pupils' awareness of the importance of mental health and well-being is impressive, they categorically state that there is no shame attached to seeking support should it be required. The pupil leadership team plays a major role in ensuring and promoting wellbeing. Pupils from the school council, pupil leadership team and the PVWT spoke impressively about their commitment to ensuring the happiness, wellbeing and support of all pupils. Pupil voice has a significant and direct impact on many areas of school life. Indeed, the creation of the PVWT was a student led initiative.

The school has in place thorough behaviour and anti-bullying policies, and detailed records are kept of any misbehaviour, and sanctions imposed. Pupil leaders are proud of their claim that there is no bullying at the school. A recent anti-bullying week had a positive impact on pupils' understanding of why this form of behaviour is unacceptable. During the inspection, behaviour was observed to be excellent. Warm relations are evident between teachers and pupils, within the pupil body and throughout the school community. Pupils are able to speak up in lessons without any fear of ridicule or unkindness. A written behaviour policy is in place, outlining steps and sanctions, with records kept.

At morning registration, class teachers and tutors set expectations, with reminders about routine and standards. In the secondary school, tutors are an immediate point of contact

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responsible for the day-to-day academic and pastoral welfare of their tutees. In addition, some of the Year 11 pupils have been assigned mentors to assist them in their GCSE year.

Stringent health and safety measures are in place, underpinned by effective and robust policies. These are overseen by the health and safety officer (HSO) who works with the facilities department and the SLT. The HSO conducts weekly inspections of the school site, and monthly reports are compiled for the King's group health and safety director. Thorough risk assessments are conducted for all off-site activities, which are signed off by the headteacher or deputy head.

Fire drills are conducted at least once per term and evacuation procedures are clearly displayed. Records are kept of fire drills, noting times taken and any follow-up required. These are in line with local regulatory requirements.

The school clinic is well resourced. The school nurse maintains accurate and detailed medical records on iSAMS. Medicines are stored securely. A whole school first aid policy is in place. Key staff receive paediatric first aid training on an annual basis, and a trained first aiders accompanies all off site visits.

Arrangements around the use of school transport are robust. Bus monitors ensure that all children are accounted for and kept safe. Registers are maintained, and monitors contact parents if there are any delays in the journey. Pupils wear seatbelts throughout the journey, and pupils report that behaviour is good. First aid boxes are carried on all buses.

Pupil supervision is thorough at all times with an effective rota of supervision. Good use of pupil leaders is made, for example in assisting with the very orderly queuing at lunchtimes. Younger pupils with allergies wear stickers to identify them, and a separate section of the dining hall is used to keep pupils away from any potentially dangerous allergens. Sweets are not allowed on school premises and the catering company, Nexalia, is committed to providing healthy and nutritious food. Pupils interviewed, whilst expressing a desire for greater variety, are appreciative of the reasoning behind this. There is little sign of obesity and pupils are motivated to lead healthy lives.

Attendance registers are taken twice daily and recorded on iSAMS. Absences are followed up robustly. The school is working hard to raise attendance. Among other initiatives, there are rewards for 100% attendance, and parent information sessions have taken place to explain the link between attendance and attainment. The admissions register is well maintained and conforms to local requirements.

In 2018 the school was awarded a "Placa Honorifica" by the Alcobendas Town Hall in recognition of outstanding work on health and safety. No health and safety concerns were identified during the inspection. Indeed, certain areas such as the medical centre and school nurse, the storage of chemicals and safety in laboratories, and the transportation of children on school buses stood out as exemplary.

8. *Standard 4*

The suitability of the proprietor and staff

King's College School La Moraleja is part of the King's College Group of school, which was founded in 1969. There are currently 10 schools in the group, along with links to training centres and academies, and a sister company, Nexalia, which provides catering and support systems. The school enjoys close links with the King's Group board and head office, which provides both accountability and support structures to the school and leadership. The King's Group recently merged with Inspired, a much larger education group of over 60 schools worldwide.

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 headteacher 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.

The head of administration maintains a single central register of all staff, volunteers and interns working at the school. This includes an ICPC check, or equivalent, for everyone in the school. Staff employed by Nexalia have similar checks and their information is updated annually with the school. The central register is very well documented, backed up by scans of all documents, stored digitally. It was made available to the inspection team.

9. *Standard 5* The premises and accommodation

The quality of the premises and accommodation is excellent.

Given its relatively compact size, the school has some impressive facilities. The addition of a cleverly integrated new secondary school building in 2018 added three well-equipped laboratories, a multi-purpose school hall, a computer suite and several additional classrooms. There are a number of outdoor sporting facilities and play areas. However, these are much in demand for teaching and recreation purposes. To enhance provision, the school has recently negotiated the use of the nearby Jose Caballero sport centre. There, the school makes use of numerous top-class facilities including a 4G AstroTurf, swimming pool, and athletics stadium for track and field events. As a consequence, all PE for years 9 to 11 is now taught off-site.

Classrooms are on the small side, but clever use is made of space and the whole site feels modern and very much fit for purpose. All areas have air conditioning. They are safe, clean, well-maintained and enjoy plenty of natural light and some fine views.

The EYFS area is well set up with doors from all classrooms leading to an outdoor learning area. The outdoor classrooms are covered, allowing them to be used in all weathers. These areas offer pupils the opportunity to free-flow between inside and out, and choose their own resources and style of learning. However, for all EYFS and primary pupils there is limited space at playtime; additional resources would certainly enhance their recreation time.

The King's Group has recently secured the purchase of an additional school site, located 500 metres from the school, which will be used to rehouse EYFS and KS1 from September 2020. The new site offers age appropriate buildings, for pre-nursery to year 2, plus outdoor areas and a learner swimming pool. Work is in hand to modernise and update the facilities. The space released in the main campus will allow for the further expansion of KS2 to three form entry, which in time will feed into the secondary school.

There are sufficient, age-appropriate toilet, washing and changing facilities with hot and cold water. The hot water provided presents no risk of scalding. Drinking water is widely available across the school. Provision is made for disabled visitors. The medical centre is excellent and meets the needs for short term care of sick or injured pupils. There are no pupils with complex needs. All areas, both internally and externally, are well lit and rooms are reasonably sound proofed. The entire school site is maintained to a high standard and levels of cleanliness are praiseworthy.

10. Standard 6

The provision of information for parents, carers and others

The provision of information by the school is excellent in terms of quality, variety and comprehensiveness.

The school provides a very informative website for parents and prospective parents to refer to for policies, previous inspection reports and the school prospectus. The head's welcome on the website outlines the ethos and mission of the school. Full contact details are provided, along with key policies and the school's complaints procedure. The school website provides an overview of the different curricula which are taught at each key stage. It documents the British way, offering videos showing the parents the types of learning that happen during the school day.

Parents speak positively about the various means of communication provided by the school. They comment that it is easy to communicate with teachers through homework diaries or email, and that face-to-face meetings can be requested if required. Parents feel that staff are approachable, and there is always a high presence of teachers and senior leaders at the beginning and end of the school day. Parents feel that their concerns are listened to and any issues are dealt with quickly and effectively.

Parents receive regular newsletters from the school, together with a weekly 'Letter from the Head', keeping them abreast of school news and developments. In addition, the online calendar provides a useful resource to inform parents of upcoming events.

The school provides termly written reports which highlight pupil's academic performance and attainment, as well as social and emotional development. Parent teacher meetings are also conducted termly to discuss pupil's progress. Parents of SEND pupils are invited to review individual education plans (IEPs), to discuss the support being put in place for their child. The parent portal also carries key documents for parents, including their child's reports and attendance data.

Parents are invited to attend a wide range of meetings and workshops throughout the year, related to curriculum, assessment, exams and other relevant matters. Open mornings, which allow parents to observe learning in school, take place regularly. Concerts, drama and exhibitions, to which parents are invited, are staged throughout the year.

In EYFS and across the primary school, the use of Class Dojo is a strength of communication. Parents receive immediate feedback regarding their child's day at school, through photographs, text and any merit points that have been awarded. Parents expressed how beneficial they feel this is for their child's learning. Parents commented on somewhat reduced communications for pupils in secondary. However, they still felt satisfied that they could approach the school for guidance as needed.

11. Standard 7

The school's procedure for handling complaints

The school's procedures for handling complaints is effective and fully meets 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 school's website.

Any complaints and all 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 may 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 headteacher, who then investigates the issue and provides a written decision. Any decision made by the headteacher may be appealed within five working days. If appealed, a meeting is held between the complainant and the headteacher for further discussion and consideration, followed by a written decision from the headteacher.

Any issues still unresolved at this stage may be escalated in writing to the CEO of King's Group, who then refers it to the complaints panel for consideration. A hearing takes place within 15 working days of receipt of the complaint. A parent 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 school has never received a formal complaint from a parent. Any concerns raised are dealt with rapidly and records kept. There are no identified trends in concerns.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are outstanding.

Despite the fact that all members of the senior leadership team are new in post this year, they have formed an extremely tight and coordinated team. Led by the headteacher and deputy head, they have an unrelenting focus on school improvement and on ensuring that all pupils receive the best possible opportunities to progress and develop both academically, and socially and emotionally. They are united in thought and action.

Rigorous self-evaluation processes have resulted in a thorough and accurate analysis of the school's strengths, whilst highlighting areas for further development. Leaders and staff at all levels are involved in the creation of both documents, and are invested in pursuing goals and targets to bring about improvement. The overall school development plan covers three key areas which focus on school wide initiatives. In addition, two further school developments in terms of primary and secondary expansion are covered. Individual departments each create subject specific self-evaluations and development plans, which complement and extend the overall school ambitions. Clear, challenging and realistic targets, action steps and timelines are set out in detail, together with success criteria. Both the self-evaluation and development plans are live documents, reviewed and updated regularly. School development plans feed into continuous professional development and staff appraisal processes. Weekly staff meetings together with extended professional development sessions enable staff to work collaboratively on the stated aims.

Leaders at all levels work consistently together towards common goals. Recommendations from previous inspections reports have been regarded as key priorities and impressive progress has been made in all areas. Whilst many middle leaders are relatively new in post, they speak as one voice around current areas of development, whilst having a clear focus on their individual area of responsibility. Middle leaders are energetic and enthusiastic practitioners who inspire those they work with. They are analytical and take an organised, structured approach to achieving goals and targets. They are empowered by senior leaders who they see as being accessible and supportive.

Lines of communication within the school are excellent. Staff are kept updated through weekly whole school briefings as well as sectional meetings, emails and notices. An open doors approach leads to strong, trust-based relationships between leaders and staff.

Although leaders provide a good level of challenge to teaching staff in their drive for excellence, there is also significant awareness and attention paid to the well-being of staff. This can be observed in staff briefings where teachers regularly receive awards for outstanding effort or contributions, often nominated for these by their peers. One member of SLT commented that the aim is "To find systems to enable staff to flourish and achieve

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excellence". Teachers also commented that they feel comfortable in being able to approach their line manager for support should they, at times, feel overwhelmed.

Safeguarding, and pupil and staff well-being have a high priority in the school. Any issues are dealt with as a matter of priority. Parents report that they are very happy with the levels of safety for pupils in school and the care taken of their children. For a number of reasons, staff recruitment and retention are areas of challenge, however, the leadership team take every step to ensure new staff are inducted well into the school, and life in Spain. A buddy system and other support processes result in high levels of staff morale, and 94% staff satisfaction in the overall induction process.

Over recent years, the school has been through considerable change and expansion. In 2018, pupils moved into year 10 for the first time, rather than transferring to the sister school in Soto. In 2019, year 6 become a part of the primary structure, having previously been part of the secondary school. There has been a significant growth in pupil numbers. A new secondary building was erected in 2018 to help cater for this growth, and new premises have recently been acquired which will house EYFS and KS1 from September 2020. The senior leadership team have shown themselves to have a flexible approach and seek creative solutions to issues that arise; their ability to manage space within the school is an excellent example of this. Through a positive approach to school developments in general and change management in particular, they enable the school to flourish.