



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**King's College School**

**Soto Viñuelas, Madrid**

**Spain**

Date **2nd – 4th October 2024**  
Inspection number **20241002**

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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, over 80 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were James Alloub, Kurtis Beer, Stephen Daly, Janet Foley and Stephanie Milner.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school.

This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

## 3. Overall effectiveness of the school

King's College School, Madrid (KCSM) offers outstanding British education and care that meets the needs of its pupils in an effective, efficient, supportive and often creative manner. The school's culture is truly inclusive, through the whole-child approach and excellent pastoral systems. The school environment strongly promotes a culture of tolerance, respect and inclusion where discrimination of any kind is challenged. It is a safe and highly supportive environment.

The quality of boarding provision is outstanding: the support provided ensures that the boarders love being in school, where they feel safe, secure and valued.

Pupils' behaviour is outstanding and they clearly love coming to school. Academically, culturally and socially, they make excellent progress. They become confident speakers of English. They gain outstanding GCSE, A level and IB Diploma examination results.

Teachers skilfully ensure pupils are engaged in their learning. Relationships within the classroom and around the school are excellent.

The school's curriculum is broad, rich and appropriately organised for Spain, with outstanding wider extra curricular activities. Parents and pupils are very proud of being associated with the school and are highly supportive of it.

Pastoral care is central to the school's ethos. Leaders ensure that safeguarding procedures are highly effective, with comprehensive training provided to all staff. Counselling and other support services are available, and the mental health and well-being of both pupils and staff are prioritised. Kings is a highly inclusive school that celebrates diversity and fosters a culture of care.

## 3.1 What the school does well

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

- The boarding provision is characterised by its strong leadership, excellent facilities, and a supportive, community-focused environment.
- The relationships between students, staff, and parents play a central role in the success of the boarding programme and the day school.
- This ensures that students feel safe, valued, and able to grow in all aspects of their lives.
- The family-like atmosphere, combined with a wide range of activities and opportunities for personal development, maintains the boarding provision's outstanding reputation, and the reputation of the school itself.
- Spiritual, moral, social and cultural (SMSC) education is embedded throughout the curriculum and is a key strength. They reflect effectively on their own beliefs, developing into respectful, responsible individuals well-prepared for life in modern society.
- The quality of the curriculum is outstanding and is enhanced through a wide range of extra-curricular and enrichment activities. Where a need for adaptation of the curriculum is identified, the school responds promptly.
- Rigorous and strategic systems are in place to track and report pupil attainment and progress. The school leadership team plays an active role in this process, supporting their colleagues effectively.
- Teachers have an excellent rapport with pupils, which fosters an environment where teachers are strongly supportive of pupils' academic journeys, further enhancing progress.
- Academic standards are excellent and well above average. For example, GCSE outcomes are significantly above standards in England, with 63.1% of pupils attaining grades 9-7 (A\* to A), compared to 21.7% in England.
- Pupils have access to an outstanding range of specialist facilities which support learning and contribute significantly to pupils' enjoyment of their education and intellectual curiosity. These areas include a sports hall, gymnasium, swimming pool, astroturf and horse riding facilities which are all fully timetabled and in use.
- The quality of leadership and management at Kings College is excellent. The newly appointed headmaster, supported by a highly effective senior leadership team, works collaboratively and has a clear, compelling vision for the school and a strong commitment to achieving excellence in both academic ambitions and their physical, social and emotional development.

## 3.2 Points for improvement

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

1. improve the quality of the teaching and assessment even more, so that all lessons are as outstanding as the best;
2. ensure the building improvement plan in place is followed to further improve the fabric of the building, so that all sections and aspects are as good as the best, including the library, the few older air-conditioning units and the planned new classrooms;
3. continue to work with parents on improving further the attendance figures for all students.

## 4. The context of the school

Full name of school	King's College School, Soto Viñuelas				
Address	Paseo de los Andes, 35, 28760, Soto de Viñuelas, Madrid, Spain				
Telephone Number/s	+34 918 034 800				
Website Address	<a href="https://www.madrid-soto.kingscollegeschools.org">https://www.madrid-soto.kingscollegeschools.org</a>				
Key Email Address	info@kingscollege.es				
Headteacher/ Principal	Mr Chris Ramsey				
Chair of board/Proprietor	Dña Elena Benito – CEO				
Age Range	16 weeks - 18 years				
Total number of pupils	<b>1,237</b>	<b>Boys</b>	<b>637</b>	<b>Girls</b>	<b>600</b>
Numbers by age	<i>0-2 years</i>	26	<i>12-16 years</i>	635	
	<i>3-5 years</i>	80	<i>17-18 years</i>	148	
	<i>6-11 years</i>	348	<i>18+ years</i>	0	
Total number of part-time children	0				

KCSM is a coeducational, non-selective British curriculum school. Pupils join from 4 months of age onwards, at any point during the school year. Pupils from the sister school, King's Chamartin, enter the school at year 3. Most pupils enter the youngest classes with little or no English and 20% of pupils at the end of Reception have not yet reached age related speaking goals. Most pupils gain access to the Russell group of universities in the UK, at the end of their time at school.

One extra class of pupils enters the school at year 3, specifically from the sister school, Kings Infants, Chamartín. The sixth form expands every year, as approximately sixty pupils join from the other sister school (in La Moraleja), going into year 12 to study for A levels or the International Baccalaureate, and a significant number join from other schools into year 12.

## 4.1 British nature of the school

The school follows the National Curriculum for England from EYFS through to year 13, offering IGCSEs, A Levels, and the International Baccalaureate Diploma Programme. This gives students a solid and comprehensive education, preparing them for both national and international pathways. Most teachers are fluent English speakers, having trained in the UK, which provides students with a truly British learning experience while also setting them up for further studies around the world.

British values play a big part in the day-to-day life of the school. Democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs are actively promoted throughout the curriculum and through a range of extra-curricular activities. Pupil voice is important here, and students are encouraged to take on leadership roles such as prefects or student council members. Prefects are elected each year, and senior prefects go through a more formal interview process, similar to what's seen in UK schools. Assemblies are held regularly, led by both staff and students, covering a wide range of topics like global issues, cultural events, and even student-led talks. The aim is to help students develop into well-rounded, globally aware individuals.

The house system is central to the school's culture, encouraging healthy competition and camaraderie among students. It is especially active in KS1, KS2, and KS3, where it promotes teamwork and a strong sense of community. Competitions such as sports days, academic challenges, and debates give students plenty of opportunities to work together towards shared goals while developing their social and leadership skills.

Social, moral, spiritual and cultural (SMSC) education is embedded throughout the curriculum. Through personal, social, health and economic (PSHE) lessons, cross-curricular projects, and a variety of enrichment opportunities, students develop a solid understanding of British values, diversity, and their place in the wider world. This approach helps them reflect on their own beliefs and develop into respectful, responsible individuals who are well-prepared for life in modern British society.

Teacher development is a priority at the school, with regular professional development provided to ensure staff remain up to date with safeguarding and teaching practices. All staff undergo safeguarding training in line with BSO and DfE guidelines, ensuring the highest levels of student welfare. The school also enhances both student and teacher experiences by inviting visitors from the UK, such as university representatives, wellbeing coaches, and study skills experts, to share their expertise.

When it comes to recruiting staff, the school maintains high British standards. Wherever possible, teachers are hired from the UK to ensure consistency in the



quality of teaching. All staff involved in regulated activities are thoroughly vetted, including International Child Protection Certificate (ICPC) checks, to maintain high safeguarding standards. The school is also a member of the British Council and has strong ties with the British Embassy, which helps bring British culture into the heart of the school community. Events like music recitals, drama performances, and charity fundraisers give students plenty of opportunities to engage with British cultural traditions.

Students are exceptionally well-prepared for the next stage of their education. Many go on to study at top universities worldwide, with most pursuing degrees taught in English in countries like the UK, Spain, the Netherlands, the USA, and Ireland. The school also supports students transitioning back into schools in the UK, ensuring they are well-equipped to meet the demands of the British education system.

A broad range of extra-curricular activities is on offer, catering to students with different interests and abilities. From traditional British sports like football and rugby to horse riding, chess, and art clubs, there's something for everyone. The weekly enrichment programme, available to both primary and secondary students, gives them the chance to challenge themselves, develop new skills, and pursue personal interests. The house system continues to play an important role here, promoting social interaction and helping students develop key life skills like leadership, resilience, and teamwork—all of which are crucial for their future success.

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

The quality of education provided is outstanding as KCSM provides an excellent curriculum, high quality, innovative teaching, which leads to very high academic results.

### 5.1 Curriculum

The quality of the curriculum is outstanding.

The school offers an extensive and high quality curriculum that meets both local and British requirements. It is enhanced with a wide range of extra-curricular and enrichment activities. Senior leaders ensure that the curriculum is seamless at transition points between the key stages. Regular pupil progress meetings ensure that students receive the required emotional or academic support they require to fully access the curriculum. Where a need for adaptation of the curriculum is identified, the school responds promptly. This includes additional academic support, careers guidance and further challenge if appropriate. This may include an accelerated programme of study for those students identified as academically gifted.

Curriculum policies are detailed and show clear progression reflecting a *through school* approach that ensures all statutory requirements are covered. The curriculum provides pupils in all key stages with opportunities to develop their understanding of their place in the world. There is a significant emphasis on students' PSHE development through which students are encouraged to exemplify and role model the King's Core Values. The PSHE curriculum is developed using the National Association for PSHE and has a dedicated period within the timetable for all year groups. The new statutory Relationship and Sex Education and Health Education (RSE) has been embedded within the PSHE Curriculum and other departments, such as science, the school is fully compliant. RSE is also taught in both Spanish and English. Focus days and charity days raise awareness of pupils' social responsibilities. PSHE also incorporates online safety within the schemes of work to ensure students are aware of how to keep themselves safe online.

The curriculum is based on British educational pedagogy, philosophy, and learning objectives and is benchmarked against the equivalent British curriculum learning stages. This allows pupils to transfer to or from the same stages in the UK or other British curriculum international schools at the appropriate level.

The recently opened Baby Unit takes children from 16 weeks and applies a dynamic approach to the planning and delivery of the curriculum. The Baby unit, Pre-Nursey and Nursery follow the UK Government 'Development Matters' and 'Birth to 5

Matters' guidance documents as appropriate. Children move through from the Baby Unit into the Pre-Nursery classes when their ability to access the curriculum appropriately has been determined. This flexibility allows for the personalisation of the curriculum in order to meet the needs and interests of the school's youngest learners.

The Early Years Foundation Stage (EYFS) curriculum is outlined in the EYFS policy document. The curriculum is described as "evolving and flexible" where Characteristics of Effective Learning (CoEL) are integral to responding to the individual needs and interests of the children. The EYFS department creates enabling environments both inside and outdoors, providing continuous opportunities for the children to develop an understanding of themselves and others. Medium term planning in the nursery classes is based on EYFS Statutory Framework and reflects key developmental milestones including those described in the Prime areas, with a greater focus on language acquisition, which often includes elements of the child's home language. ARC Pathway is used to capture key moments and track the development and progress of the children against the Early Learning Goals and to determine Good Levels of Development. The EYFS curriculum is developed through enabling environments that support continuous provision, allowing children to lead their own learning in most lessons.

The primary curriculum supports and promotes the King's core values, seeking to provide opportunities for outstanding development and achievement for all primary pupils. The curriculum aims to motivate pupils, and provoke an appreciation of human creativity and achievement, providing pupils with the knowledge, skills and understanding to become educated global citizens.

Across the primary school outdoor learning opportunities are planned for with continuous provision intentionally remaining as part of the year 1 curriculum supporting a smooth transition into Key Stage 1. In nursery classes 'Drawing Club' lessons use stories to enrich the pupil's use of language and further develop their fine motor skills. Phonics is taught through the Read Write Inc. programme and primary classrooms have small class libraries of both fiction and topic themed non-fiction books. Pupils move through the reading bands of the *Oxford Reading Tree* reading scheme and *White Rose Mathematics* is used effectively from EYFS to year 6. *Talk for Writing* has been adapted to further personalise the school's approach to language acquisition. There is an enhanced focus on the language of learning and key topic vocabulary to enable all pupils, particularly those with English as an additional language, to access the curriculum. Where pupils enter the school with no English or no Spanish additional support is provided.

The primary leadership team oversee development of the curriculum planning to ensure all pupils are able to progress appropriately. Termly themes allow for cross curricular learning opportunities and end of term focus days allow for a recap and

celebration of learning acquired throughout the term. These are further enhanced by educational visits which include residential trips from year 2. Pupils are taught most of their lessons by the class teachers, however specialist subjects such as Spanish, music, drama, computing and PE are taught by subject specialists.

Transition from the primary school into year 7 is carefully considered and the Key Stage 3 curriculum is designed with a focus on learning skill that promote a sense of belonging and responsibility. This supports pupils in broadening their knowledge, skills and understanding and develops their ability to move their learning on for themselves. The secondary curriculum encompasses all developmental experiences as pupils move through from Key Stage 3 to Key Stage 5. The Key Stage 3 curriculum is particularly broad, allowing the pupils to experience both core and creative subjects. This ensures that pupils experience many subjects that may be of interest to them before selecting their examination subjects in Key Stage 4.

The school is accredited to carry out iGCSE/GCSE by AQA and Edexcel/Pearson. All Key Stage 4 pupils can access GCSE courses, including English and Mathematics. Where pupils have an identified learning need, fewer subjects can be selected and Foundation Mathematics taken if required. Appropriate access arrangements are also made for students identified with SEN. Where students join the school in year 11, adaptations are made to allow for the completion of GCSE courses within one year. KS4 students also follow the curriculum for the Spanish *lengua y literatura*, and *ciencias sociales*.

Sixth form students are guided to select either traditional A Levels or to follow the International Baccalaureate Diploma (IBD) programme. Secondary school leaders and the school's careers advisor help students consider the best option that supports their plans and prepare them for the future after leaving King's College. The curriculum appropriately prepares students who may wish to attend universities in the UK, such as Oxbridge.

The quality, provision and range of extracurricular activities is excellent and is a strength of the school. The Extra-curricular Activities Policy details its aims to develop every child's full potential by fostering their individual talents and interests. The programme supplements and enriches the curriculum and the educational experience for the pupils. Students have access to an abundance of activities during and after the school day as well at weekends. A brochure of the programme can be found on the school's website for parents to download. Almost all students take part in an extra-curricular activity. These range from sport, music, drama, gaming and horse-riding lessons. There is a dedicated enrichment period in the timetable however students can also take part in activities at break times, some of which are related to external sports competitions or inter-school tournaments and students can undertake Duke of Edinburgh Awards. Educational visits, residential and overseas trips further support the excellent curriculum at KCSM.

## 5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Teaching at KCSM enables pupils to acquire new knowledge and make excellent progress according to their ability. One pupil remarked that “King’s has something for everyone so all students can succeed”. They increase their understanding and develop their skills in the subjects taught. In the most successful lessons, pupils are actively engaged and demonstrate enthusiasm and enjoyment for learning. This was seen, for example, in a year 6 mathematics lesson where pupils confidently used cubes and counters to model their conceptual understanding of square and cube numbers before recording the corresponding calculations and in a reception writing lesson, using the *Drawing Club* approach, where the pupils independently applied newly introduced vocabulary linked to the story ‘Lost and Found’.

In the vast majority of lessons, positive relationships and classroom culture support student progress and independence. Excellent subject and curriculum knowledge ensure that lessons are well planned to meet the needs of pupils. In the moment verbal feedback support students' progress within lessons.

Teachers foster self-motivation in pupils and encourage pupils' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. For example, in one year 10 science lesson, the pupils made their own investigation to see if exposure to sunlight influences growth of chickens. The teacher had great energy and this really engaged all in the class. The pupils were provided with thought-provoking questions rather than just giving them the answer, and they were continuously encouraged to seek answers themselves. They were provided with plenty of scenarios and real life examples to help them with the investigation. There was clear evidence of progression throughout the lesson and of pupils having excellent prior knowledge from previous lessons. The students had a great rapport with the teacher and activities such as peer marking and collaboration after working independently.

Teaching involves well planned lessons and effective teaching methods, suitable activities and excellent management of class time. In a year 7 English lesson on the prologue of ‘Frankenstein’, the starter task effectively consolidated understanding of play conventions through *Think, Pair, Share*, supporting both independent and collaborative learning. The lesson's objective - identifying key features of a prologue - was clearly established, and the Baz Luhrmann version of ‘Romeo and Juliet’ was used to enhance understanding of language effects. Differentiated challenge was well integrated, with students self-selecting questions to engage with at an appropriate level. Teacher questioning effectively checked for progress and used elicitation to stretch all learners. This demonstrated strong teaching and effective

assessment practices. Excellent relationships and rapport between teacher and students were evident.

Teachers show good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning and delivery of lessons. Teachers' lesson plans are detailed and indicated where extra support may be required for students with English as an additional language or for students with additional educational needs. Success criteria were described however, this generally took the form of differentiated outcomes that included levels of challenge. Teaching assistants were used effectively to support and scaffold the learning as required. In the best lessons, pupils are encouraged to share their initial ideas, attempt tasks and learn from their mistakes. This was seen in a highly effective year 6 mathematics lesson where pupils had clear self-help strategies, and the lesson included multiple opportunities for partner talk and verbal feedback. During the lesson starter the teacher included elements of assessment for learning that allowed the pupils to select their own entry level task.

Where the lessons were less effective, teachers talked for too long, missing the opportunity to offer discussion and collaboration to move the learning on. On a few occasions, closed questions outnumbered open ones, and progress slowed.

Teachers utilise effective strategies for managing behaviour. They encourage pupils to act responsibly. For example, in the baby unit and pre-nursery, in all lessons observed, the children were engaged and active learners. In the best lessons, the planning was detailed, described appropriate learning styles and included links to other areas of the curriculum and previous learning. Lessons were well structured and included appropriate learning outcomes that aligned with curriculum expectations. Similarly, in the reception classes, teachers were highly animated, reinforcing the learning by modelling the language of learning and through the use of facial expressions and body language. Kinaesthetic learning was frequently observed to support the introduction of new vocabulary when this was teacher-led. The enabling environments further supported child-led learning, and the continuous provision allowed children to further investigate their own areas of interest at their own pace.

Teaching does not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against pupils because of their individual characteristics.

There is a framework in place to assess pupils' work regularly and thoroughly; teachers use information from that assessment to plan teaching so that pupils can make progress. The assessment framework allows pupils' performance to be evaluated, by reference to the school's own aims as provided to parents.

## 5.3 Standards achieved by pupils

The standards achieved by pupils are outstanding.

Standards are supported by internal and external benchmarks for attainment and progress across the various sections of the school. Teachers set high expectations in the classroom and provide excellent support to maximise pupils' academic potential. Rigorous and strategic systems are in place to track and report pupil attainment and progress, and these efforts have clearly had a positive impact on student outcomes. The school leadership team plays an active role in this process, supporting their colleagues effectively. Teachers also have an excellent rapport with pupils, as evident in lesson observations, which fosters an environment where teachers are deeply invested in pupils' academic journeys, further supporting progress.

In the Early Years Foundation Stage (EYFS), pupils make excellent progress from their individual starting points. Most pupils who enrol at the school have little to no English language proficiency, yet by the end of EYFS, 85% meet UK standards for age-related literacy goals, and 83% meet communication and language goals. These high levels of attainment and progress are consistent across all 17 EYFS learning goals and are above UK averages. To support language acquisition, the school uses the Read Write Inc phonics programme in EYFS and Key Stage 1. An adapted version of Talk for Writing, suited to the school's context, is also used in EYFS and primary to further develop language skills. The school rigorously uses data analysis at the school, year group, and teacher level to track pupil progress and support interventions. Curriculum adaptations are made to provide pupils with more bespoke learning pathways tailored to their individual needs. The positive impact of these strategies is reflected in end-of-year assessment data, with high attainment figures across all learning areas.

By the end of Key Stage 2, almost all pupils meet or exceed UK standards in all subject areas. This is supported by external benchmarks such as the GL Progress Test data for English and Maths for the summer of 2024 wherein 91% of pupils met or exceeded the national standards. The school has been using GL Progress Tests since 2017 to support curriculum auditing and review, as well as individual pupil target setting and transition planning. This is all done to a very high level and is having demonstrable impact. CAT4 tests are also administered in year 3 and year 5, with positive value-added scores in subsequent Progress Test Series exams reinforcing the impact the school is having on student progress. Weekly cycle tests, conducted on a subject rotational basis from year 5 onwards, provide further insights into pupil attainment and progress. Additionally, pupils from disadvantaged groups show very positive outcomes in both internal and external data. For example, 83% of pupils identified as having a Special Educational Need (SEN) meet or exceed UK standards in the Progress Series Test for English and Maths across years 2 to 6. For those identified with literacy issues upon enrolment, this figure is 80%, significantly above



UK averages for EAL students in the PT assessments. Moderation workshops within the King's School group in Madrid help benchmark curriculum objectives and assessment practices and support accurate and rigorous internal reporting.

In the secondary section of the school, attainment and progress continue to be excellent. Departments use subject level attainment and progress trackers to support deep-level analysis for each year group, aiding both pupil progress and curriculum planning. In Key Stages 3, 4, and 5, individual targets are set for each pupil, framed by CAT4 subject indicators and previous end-of-year internal data. CAT4 testing occurs in years 7, 10, and 12. Pupils are made aware of their targets and actively involved in reviewing their progress towards them, which is also reported to parents on a termly basis. In Key Stages 3, 4, and 5, pupils sit weekly cycle tests on a subject rotational basis. These assessments track progress, support interventions, and contribute to curriculum review and adaptation. Teachers provide developmental feedback, which pupils then respond to, with impactful examples seen of this in subjects such as Psychology, English, and Lengua Castellana y Literatura. Internal data shows that, across all years and subjects, almost all pupils in the secondary school meet or exceed UK standards, with external benchmarks, including GCSE, A-level, and IB results, further validating these outcomes.

For example, GCSE outcomes are significantly above standards in England, with 63.1% of pupils attaining grades 9-7 (A\* to A), compared to 21.7% in England. At A-level, 76% of pupils achieved A\* to B grades, significantly above the national average of 53.9% in England. IB results also reflect this trend, with an average score of 36 points, well above the global average of 30.32. Impressively, 67% of the cohort also attained the IB bilingual diploma, 36% of the cohort achieved over 38 points and 20% over 40 points. CAT4 value-added scores demonstrate that pupils are being supported to not only achieve their academic potential but also to exceed it - with almost all students meeting or exceeding their individual targets. There is very little variance between disadvantaged pupils and their peers in terms of outcomes in external examinations, and the inclusion team has strong policies and programmes in place to support pupil progress.

As an additional piece of context that is worth mentioning, the Spanish cut-off date for school admissions is 1st January rather than 1st September as in the UK. Consequently, a significant number of pupils (approximately 30%) in the school are up to eight months younger than their counterparts in British schools. These pupils are identified as "Young Learners" by the school, and their progress is tracked both with and separately from other pupils. By year 6, as a result of the school's support and intervention programmes, little to no impact is seen on pupil attainment and progress as a result of age or EAL status for those who have completed EYFS and primary at the school. A case study example of the impact of such support is a pupil who joined the school in Pre-nursery as a young learner and was the youngest pupil in the school at just 20 months old, with no English language skills. The school's



approach of curriculum adaptation and intervention helped this pupil not only access the curriculum but thrive. This pupil continued in the school throughout her education and graduated in the summer of 2024 with 44 points in the IB, without repeating any year group.

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

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

Pupils develop their self-confidence, self-esteem and self-knowledge through a strong set of core values and a PSHE curriculum that is visibly embedded within the culture of the school. Their attitude to school is exceptional and pupils are keen to engage in learning. The success of pupils is celebrated through prize giving ceremonies, and KS2 Core Values assemblies place emphasis on recognising pupils who consistently demonstrate the King's Core Values. King's College runs a 'Soto to San Pedro Ambassador Award' (S2S Ambassadors) which explicitly puts a focus on community engagement, leadership and the core values. There are a variety of clubs and activities, some of which are led by senior pupils, with an interest in developing confidence, life skills, leadership and teamwork for younger pupils. During PSHE, pupils self reflect on their spiritual, moral, social and cultural development and this becomes reflected in their school reports. The school promotes democracy and pupils benefit from this at a young age. There are a myriad of pupil leaders at all ages including library monitors in Primary, senior prefects in Sixth Form and student councillors across the school.

Pupils have an excellent awareness of moral choices and this is shown in their day to day behaviour. They are tolerant and open minded pupils who show respect for the beliefs, cultures, views and lifestyles of other people. A year 10 assembly featured student leaders talking about the values of respect and tolerance during the celebration of Halloween. Mentoring is popular across the school and 'Primary Help' is one of the most popular clubs amongst Sixth Formers. Year 6 and 7 collaborate in a Walk4Water project. Through a combination of PSHE and Geography lessons, pupils explore charity, global water issues and join together in a walk. This transition event builds relationships between Primary and Secondary students and all proceeds are donated to an orphanage in Kenya.

The school promotes principles which encourage pupils positively to the lives of others. The school's charities are democratically voted for and €19458.18 was raised for charity in the last academic year. This year, the school is fundraising for 'Team Nepal', where student leaders will travel to Nepal for community engagement. Here, they will deliver PSHE lessons for pupils from other schools. A long running partnership with the Tres Cantos Red Cross results in pupils participating in the Red Cross Annual Race. Some senior prefects, one of which is a certified first aider with the Red Cross, run a First Aid and Emergency activity in school for younger pupils in the school.

Pupils gain a broad, general knowledge of public institutions and services in Britain and in Spain. In EYFS, pupils cover the topic of 'people who help us' and learn about public services. Visits from local services help to reinforce pupil's understanding of public institutions and

respect for the law. As a part of the Spanish curriculum, pupils learn about the institutions and services in Spain.

The school encourages respect for others. Pupils are an integral part of the community and are frequently exposed to topics and social issues. This is shown in assemblies for Anti Bullying Week, Peace Day and Mental Health Awareness. During group work activities in class, pupils actively made sure no one was left out.

Pupils are exceptionally happy to be at school. Pupils feel that they are valued members of the school community, with one pupil saying “this school feels like home”. Some pupils have attendance issues due to additional holidays. The attendance of pupils in the school far exceeds the national legal target, and the school has an attendance policy which has resulted in a year on year improvement, and aims for the UK target of 95% plus.

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

The provision for welfare, health and safety is outstanding. KCSM is fully compliant with the country's regulations and respects local cultural expectations. There are clear policies and procedures in place to ensure the welfare, health, and safety of students, all of which are available on the school website. These policies are regularly reviewed and updated to make sure they're in line with best practices for safeguarding, health, and safety. One student remarked "The school feels safe for everyone".

HR does an excellent job of maintaining a regularly updated database for all staff, contractors, volunteers, and supply workers. This database includes enhanced DBS checks, international clearance certificates, and even social media vetting. The school clearly prioritises safeguarding, ensuring all records are audited to meet both local and international standards.

Safeguarding is at the core of the school's approach. All staff receive regular safeguarding training during INSET days and throughout the academic year. There are ongoing professional development opportunities to make sure everyone stays up-to-date on best practices. Alongside this, students are also taught about safeguarding and personal safety through assemblies and PSHE lessons, creating a culture of awareness. The identity of the safeguarding teams and their roles are highly visible around campus, with posters in key areas so everyone knows who to go to if they need help.

The school takes a proactive approach to safeguarding, focusing on early intervention. Any concerns are logged using the *MyConcern* platform, ensuring quick responses. The policy also stresses the importance of early help for students who may be at risk, with the school working closely with external agencies such as social services to provide support when needed.

Peer-on-peer abuse is taken very seriously. Staff are trained to spot early signs of bullying or exploitation, and the school uses restorative practices to support both the victim and the perpetrator, ensuring everyone gets the help they need. Online safety is another area where the school excels, with cyber safety embedded into the curriculum. The Acceptable Use Policy also helps promote responsible technology use.

The school promotes an open culture where everyone feels comfortable raising concerns, even low-level ones. This helps maintain high standards and strengthens the overall safeguarding framework.

Mental health and wellbeing are well-supported too. Both primary and secondary students have access to the school counsellor, along with a team of psychologists and speech and language therapists who offer more targeted support. The school has also implemented a mental health first aid programme for both staff and students, providing an extra layer of care.

However, it would be even better if mental health first aiders were more visible around the school, making it easier for students to find support when needed.

The safeguarding lead is an experienced and well-respected member of staff, which reflects just how embedded the safeguarding culture is within the school. Regular meetings between safeguarding leads in primary and secondary, combined with weekly updates shared with senior leadership, ensure a consistent and structured approach to managing safeguarding concerns.

Attendance and punctuality are closely monitored using the *iSAMS* system. Safeguarding concerns are tracked through MyConcern, ensuring any issues are dealt with efficiently. The school places a strong emphasis on attendance, recognising it through certificates and public praise. For cases of persistent absenteeism, the school adopts a structured approach, involving both pastoral support and family engagement to help remove any barriers to attendance.

One of the school's key strengths is the strong relationships between students and staff. This creates a positive, inclusive environment that's evident in both classrooms and throughout the campus. The behaviour policy focuses on positive reinforcement, celebrating good behaviour rather than relying on punishment. This approach helps foster a culture of mutual respect and support.

Students are highly motivated and show a real loyalty to the school. Their active participation in student voice initiatives, such as the prefect programme and regular feedback sessions, is a testament to this. Prefects are elected annually, while senior prefects are chosen through an interview process. These leadership roles give students a sense of responsibility and a platform to contribute to the school community. Additional leadership opportunities are available through assemblies, house competitions, and student-led talks.

The house system plays a big part in building community, particularly among KS1 to KS3 students. House points and other rewards are used to encourage positive behaviour. While good behaviour is evident throughout the school, older students in KS4 and KS5 are encouraged to take on more leadership roles. However, some older students seem less interested in house points, so it might be worth reviewing the reward system for them, introducing forms of recognition that better reflect their maturity.

The school has developed strong relationships with local authorities and external agencies, such as social services, which can be called upon when necessary. This collaboration ensures that additional resources and expertise are readily available to support students and staff when needed.

The school's facilities are managed with precision. A well-structured supervision rota ensures that teachers are on duty during breaks and lunches, keeping a watchful eye on students. The secure access system at the main entrances, along with a thorough visitor management

protocol, ensures that all visitors are registered and monitored. In higher-risk areas, such as the swimming pool, there are extra safeguards in place, with a qualified lifeguard and swimming instructor always present. When the pool is not in use, it is securely locked.

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

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

The school is part of the *Inspired Education* brand and is effectively monitored and managed within the larger King's group of schools. It has comprehensive safeguarding and welfare policies, with all necessary procedures in place. The leadership team feels well-supported and appropriately challenged by governance, appreciating the autonomy they have while benefiting from the collaborative opportunities within the school group.

All policies and procedures related to Human Resources (HR) and Health and Safety (H&S) exceed local standards. The school maintains effective emergency procedures and conducts regular risk assessments. Incidents and accidents are logged, with records being reviewed and updated as necessary. Two full-time school nurses are employed to keep accurate records of student visits and manage individual healthcare plans.

A professional approach ensures that safer recruitment checks for new staff are thorough, and there are no unsupervised volunteers. The school enforces stringent security checks for all staff and provides comprehensive safeguarding and health and safety training. Additionally, a digital registration system is in place for external visitors, with risk assessments and extra security checks conducted for any regular visitors.

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

The quality of premises and accommodation is outstanding.

The features of the school's building and premises support the delivery of effective learning. All classrooms and corridors have sufficient lighting and ventilation. Air conditioning is installed throughout most of the school.

Toilet and washing facilities are provided for the sole use of pupils and this meets their needs. Separate toilet facilities are provided for children from year 2 and above. Drinking water is made available at areas around the school and this is clearly signposted. Changing and shower facilities are available in the Sports Centre and these meet the needs of the pupils.

Suitable accommodation for medical needs is provided for with two full time, on site nurses. There is an office and a nurse's station where pupils can be treated if they are sick or injured. The office is stocked with medical supplies and equipment to accommodate short term care. This includes a sink and washing basin.

Pupils have access to specialist facilities which support learning and contribute significantly to pupil's enjoyment of their education and intellectual curiosity. These areas include a sports hall, gymnasium, swimming pool, astroturf and horse riding facilities which are all fully timetabled and in use.

A baby unit, from 16 weeks of age, ensures young children can develop and thrive in an appropriate environment. Spaces are appropriate for sleeping, feeding and learning. This unit is positioned next to the Pre-Nursery to support transition.

The health and safety team generates termly reports to ensure there is a focus on security, cleaning, hygiene and general condition of the building. This includes a report for the swimming pool. These regular checks ensure that all accommodation and facilities are maintained to an appropriate standard and anything causing concern is quickly repaired. These reports are reviewed at governance meetings.

Outdoor spaces and playgrounds are exemplary. Classrooms are well positioned so EYFS have direct access and opportunities to learn in two outdoor environments. These are well maintained, shaded and provide a stimulating environment for learning.



## 10. Standard 6

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

The provision of information provided by the school to parents, carers and others is

The school meets all of the requirements of this standard, providing excellent information for parents, carers, and others. Feedback from parent surveys indicate that parents are highly satisfied with the quality and frequency of information provided. Communication is facilitated through tools such as a weekly newsletter, email, parent teacher meetings, the school website and a new platform introduced in March of 2024 called *Class List*. This ensures the school is regularly connected with parents. Secondary school parents receive a full written report three times a year, while those in Early Years and primary receive three reports annually. Academic reports have been refined in response to parent feedback, focusing on academic attainment, progress and attitudes to learning.

Parents appreciate the promptness of teacher responses to any queries they raise, which typically occur within 24 hours, demonstrating a strong commitment to effective communication. Parents in the nursery and primary sections of the school are also invited to termly "drop-in" days to observe their child's work in the classroom, which has been well received. Parent-teacher meetings occur at least three times per year in Primary and twice per year in the Secondary school, and now occur online after parents indicated this as their overall preference. All formal communications, including newsletters, are provided in both English and Spanish. Spanish translators are available for key events, addressing potential language barriers. In addition, meetings with all year 9 and year 11 pupils are conducted with the senior management team in the secondary school to support their academic pathway decisions, separate from regular parent-teacher conferences, helping students make informed choices about their future subject choices and pathways. Boarders are supported with well-defined procedures for maintaining contact with their families, ensuring effective and appropriate communication.

Weekly coffee mornings offer informal opportunities for parents to engage with senior leaders, fostering a strong home-school partnership. The senior leadership team are also highly visible and approachable at pick up and drop off and this again provides opportunities for check-ins. Many parents have a longstanding relationship with the school, either as alumni or through multiple children attending, which indicates trust and satisfaction within the community. The "Class List" parent communication portal, introduced in Term 2 of the last academic year and managed by a Parent Committee, has been positively received. Verified parents (supported by the school) are added to maintain secure, closed groups governed by a code of conduct. The platform helps to filter misinformation, answer questions, and share direct school updates. Informal groups, such as those for babysitting or college applications, have also developed.

Parents commend the school for its inclusion support and feel that the school really cares about this area. This reflects the school's inclusive ethos, where individual needs are

prioritised, and effective systems ensure parents are informed about the support provided. The weekly newsletter, the 'Soto Weekly' celebrates pupil achievements and provides key updates such as curriculum highlights, student leadership opportunities, events, and safety tips. Senior leaders also contribute updates, and the school shares a schedule of cultural events in Madrid to foster community spirit, including activities for both students and parents. Termly community fairs further build social connections where parents are invited to come together to raise money for charity and to celebrate the rich cultural diversity of the school. Policies on admissions, behaviour, attendance, assessment, child protection, safeguarding, bullying, and complaints are accessible on the school website. Complaints procedures are transparent, with information available on the website and through the school office. The admissions process and entry requirements are clearly outlined, along with the school prospectus and recent academic results. Guidance on careers and higher education is readily available for senior pupils.

Parental involvement in initiatives like wellbeing projects has reinforced the perception that parents are valued members of the community. Parents often come into the school as volunteer readers for younger learners, to support in the library, or even to help chaperone trips.

Overall, the provision of information for parents, carers, and others is excellent with formal and informal channels ensuring parents remain informed, engaged, and involved in their children's education and the school community.

## 11. Standard 7

### The school's procedure for handling complaints

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

The complaints procedures parents and guardians policy can be found on the school's website. This outlines the measures parents should take should they wish to raise concerns or make a formal or informal complaint. The policy document is a clear overview of the stages that are followed towards a resolution and who to address the complaint to. Any complaint is acknowledged within 2 working days of receipt, and a target date for providing a formal response will be provided by the school. This will normally be within 5 working days.

The school also shares the complaints procedures for pupils policy on the school website. This details how pupils can and should talk to any of the staff in school to explain their concern.

Again, formal complaints will be shared with the headmaster, however, pupils are encouraged to initially discuss the matter with their form tutor or head of year. Pupils can also raise concerns with the head of primary, head of secondary, heads of year or head of boarding. At any time, pupils can request that their parents make a formal complaint on their behalf. The policy also provides contact details for external agencies should pupils wish to talk to someone outside of school.

Where a formal, written complaint is received, the headmaster will carry out an investigation or directly instruct the deputy head or other senior leader to carry out an investigation and respond to the complainant. Depending on the nature of the complaint, the headmaster will report the matter to the CEO and legal advice may be sought if this is felt necessary. Meetings and interviews may be required along with witness statements if appropriate. Records of complaints are kept confidential until legally required. The complaints procedures allow the complainant to appeal and escalate their concern if it is not resolved to their satisfaction, to the CEO and chairman of the King's group board.

Parents report that they are comfortable approaching teachers and leaders directly to raise their concerns. Anecdotal evidence indicates a reduction in the number of complaints from parents since the introduction of the *Classlist* parent communication application.

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

The quality of leadership and management at the school is outstanding. The leadership team fulfils its responsibilities in ensuring that the BSO standards are consistently met. The newly appointed headmaster, supported by a highly effective senior leadership team, works collaboratively and has a clear, compelling vision for the school and a commitment to achieving excellence in both pupils' academic ambitions and their physical, social and emotional development. There is a strong sense of community, and the school's values are deeply embedded in all aspects of school life, fostering an environment of inclusion, tolerance, and positive relationships.

Governance at the school is provided by the *Inspired* Group and is supportive, robust, and ambitious. Governors actively engage with the school through policy and procedure reviews, fortnightly meetings, regular visits, and learning walks. Senior leaders feel well-supported and appropriately challenged by governance, with all stakeholders working together towards the school's strategic vision and development priorities.

The school's commitment to promoting British values is deeply rooted in the KCSM *Ready, Respectful, Safe* approach in EYFS and KS1, which shape the school culture. This commitment was clearly demonstrated during the year 5 and 6, and year 10 core values assemblies, where pupils were recognised for embodying these values, earning house points, and showing their dedication to being ready, respectful, and safe. All key stakeholders - pupils, staff, parents, and governors - are fully invested in upholding these values. Secondary students highlighted this, sharing that "Kings provides opportunities, sparks passion, and prepares students for life," and expressed a strong sense of belonging, stating, "it feels like I've found home."

The school has fostered a culture where teachers feel supported and encouraged to develop and take on leadership roles. Teachers benefit from a wide range of professional development opportunities, including weekly sessions for sharing best practices and leading various school initiatives. Most leaders have completed the *Inspired* middle or senior leadership courses, and many teachers are enrolled in external training such as national college courses and national professional qualifications in leadership, behaviour, and culture. All current heads of year have been promoted from within the school, and two former leaders have become headteachers at other schools within the King's group.

Student leadership is actively encouraged through various roles, including school council, house captains, prefects, mentors, digital leaders, and library monitors. Students have access to an extensive range of enrichment opportunities, with charity and volunteering standing out as a key example. The school instils core values and a service-learning ethos from an early age. A student-led committee organises events such as the Summer Fair, *Mighty Meriendas*, Walk for Water, and the Soto to San Pedro Ambassador Award. In both the primary and secondary phases, charity and volunteering are integral to student leadership, and all students

from year 5 to year 10 are expected to reflect on their weekly contributions to the school and local community in their portfolios of achievement, tracking their personal growth and social development.

Pastoral care is central to the school's ethos. Leaders ensure that safeguarding procedures are highly effective, with comprehensive training provided to all staff. Counselling and other support services are available, and the mental health and well-being of both pupils and staff are prioritised. Kings is a highly inclusive school that celebrates diversity and fosters a culture of care. There is no evidence of discrimination or inequality, and the school's nurturing environment contributes to a happy, caring community where students thrive and achieve success.

## 13. Standard 9 Boarding

The number of boarders has doubled since the last BSO inspection. The quality of provision is outstanding. Although not directly subject to British boarding school regulations, the school ensure that the UK's national minimum standards are met or exceeded.

All specific BSO standards for boarding are met:

Standard 1 – Statement of boarding principles and practice
<p>There is a comprehensive policy that covers the principles and practices of boarding. It specifies the school's aims and plans for implementation. Staff, students and parents are made aware of all aspects of the provision offered and what boarding life is like, for example through the website.</p> <p>The school aims to 'provide a second home' for boarders. The priority is to keep them safe and happy at all times.</p> <p>Boys and girls are encouraged to take full advantage of the wealth of opportunities made possible by including themselves within the boarding community, which is currently available from year 7 to year 13.</p>
Standard 2 – Boarders' induction and support
<p>New pupils receive a comprehensive induction, helping them settle in quickly and become part of the community. The boarding team goes above and beyond to create a welcoming atmosphere, and pupils consistently say they felt supported from day one. Regular weekend trips and outings to nearby areas, like Tres Cantos and Madrid, give pupils the chance to enjoy leisure and cultural activities. Staff often share their knowledge of local history and culture during these trips, enriching the students' experience. Extended overnight trips to the nearby mountains and countryside are also organised, providing even more opportunities for personal development outside of the classroom.</p> <p>Parents are invited to attend a weekend induction programme prior to the start of the school year. House documentation is shared with boarders, parents and guardians in advance of joining. If an individual new boarder needs additional support settling in, conference calls are organised between staff and parents, prior to or after the student's arrival.</p>

### Standard 3 – Boarders' health and wellbeing

The school nurse visits the boarding house daily and monitors boarders' medical records appropriately. Resident staff are all trained first aiders. Provision is made for any necessary medical dental, optometric or any other necessary specialist services. Boarders have access to appropriate toilet and washing facilities.

### Standard 4 – Contact with parents/carers

The boarding staff have regular contact with parents and guardians. This includes a comprehensive weekly newsletter, with regular updates on activities and future plans. Boarders communicate with parents and guardians freely through their own communication devices.

Communication between boarding staff and parents is excellent. Parents receive weekly newsletters and regular updates on their child's progress and wellbeing. Parents have expressed confidence in the boarding team, and students also shared that they feel comfortable approaching staff with any concerns. The strong relationships between staff, students, and parents help ensure any issues are addressed promptly.

### Standard 5 – Boarding accommodation

All boarders have suitable sleeping accommodation, in dormitories with between 1 and 4 beds. The quality is high, particularly the newly built areas of the house. Risk assessments are made, maintained and reviewed regularly. The house is appropriately lit, heated and ventilated, cleaned and maintained.

The accommodation is suitably furnished. Bedding is of a high standard. Boarders personalise their accommodation. The outdoor spaces offer opportunities for physical activities and recreational play. There are many places(outdoors and indoors) to sit, relax and to play.

Pupils shared how much they appreciate the excellent facilities, especially the common areas, which are used for both study and socialising. The refurbishment has made the living spaces more comfortable, and the boarding areas are always clean and well-maintained. Secure storage options for personal belongings are provided, giving students an extra sense of safety and belonging.

The well-appointed, purpose built boarding can now accommodate up to 130 pupils. All bedrooms are en-suite, and there are communal areas on the ground floor which include a dining room, an IT Room, and two common areas.

#### Standard 6 – Safety of boarders

The school follows the strict local Spanish laws on health and safety. Risk assessments are comprehensive: boarders' safety is of paramount importance to all staff.

The school has a strong safeguarding structure in place for boarding. Home teachers are present on each floor, and students have access to a duty phone at any time. The school nurse is available throughout the day, with matrons always on hand in the boarding house to ensure care is provided at all times. Safeguarding concerns are managed efficiently using the MyConcern platform, allowing a proactive approach to student safety. All staff are well-trained in safeguarding and first aid, and the mental health support is strong, with access to counsellors, psychologists, and mental health first aiders. The school's focus on safeguarding is a strength, and these high standards are mirrored in the boarding provision.

The house is situated on a secured campus where all access points have security devices and CCTV. Pupils are made aware of areas that are out of bounds: permission to exit the campus is only granted by a member of the house staff after giving due regard to pupils' safety and welfare. The security is rigorous, but the CCTV and patrolling of the school do not intrude on boarders' privacy.

#### Standard 7 – Fire precautions and drills

The school again complies with local regulations and international best practice on fire safety. Regular fire drills are carried out, in the evening and after lights off, at least twice a term. Drills are logged in a central record.

#### Standard 8 – Provision and preparation of food and drinks

The school chef and catering team ensure that boarders are provided with meals which are suitable in terms of quality, quantity, choice, nutritional value and variety. The school is sensitive to those individuals with special dietary, medical or religious needs. Boarders are able to make requests for additions or improvements to the food and beverages available. Boarders have set meal times and have easy access to healthy snacks and drinks throughout the day.

The on-site catering staff have formed close relationships with the students. Many students commented on how the kitchen staff know their food preferences and prepare meals accordingly. This personal attention adds to the sense of community and care, making students feel at home.



#### Standard 9 – Boarders' possessions

Boarders have appropriate space to store their possessions, with additional access to secure storage for valuable items. There is a clear policy on any search of boarders' possessions which complies with local Spanish regulations.

There is suitable laundry provision for the washing and drying of boarders' clothing and their bedding.

#### Standard 10 – Activities and free time

The range of activities on offer is impressive, giving students plenty of options for personal development, which take place after school lessons finish and at weekends. . Evening activities led by external facilitators, access to school facilities, and weekend trips provide a varied programme that suits different interests and abilities. Older students have more independence when choosing activities, while younger students are offered more supervision, with activities like movie nights and baking. This ensures that everyone feels included and engaged within the boarding community.

Age appropriate trips and visits are arranged. These are staffed and managed effectively, and the pupils enjoy them. There are also good facilities for students to study in the evenings.

#### Standard 11 – Child protection

The school ensures that appropriate arrangements are made to safeguard and promote the welfare of boarders. All relevant staff are trained and students well supported. There is a strong ethos of care and respect for all in the boarding community.

#### Standard 12 – Promoting positive behaviour and relationship.

Written policies and procedures are in place to promote good behaviour and relationships. Policies comply with relevant local legislation and with best international practice. The behaviour of boarders is outstanding. Excellent relationships between students and with the staff, have a highly positive impact on boarding life.

### Standard 13 – Management and development of boarding

Management. leadership and the development of boarding are key strengths of KCSM. The school and house leaders play a key role in maintaining best practice and implementing development in all areas. The newly extended house has been very well handled. The provision is twice the size that it was 3 years ago. All relevant policies are in place: they are reviewed and updated regularly.

Leadership in the boarding house is outstanding. Processes are well-structured, and the Boarding Director and staff regularly seek feedback from students to improve the boarding experience. This inclusive approach fosters a sense of ownership among the students, especially the older ones, who often take on leadership roles and help support younger boarders. The strong relationships between students and staff are key to helping students adjust to boarding life, particularly during their early days in the boarding house.

Boarding is strongly supported by school leadership and governance. They monitor the effectiveness of house leadership and all aspects of boarding provision. Staff receive appropriate training.

### Standard 14 – Staff recruitment and checks on other adults

As for the whole school, staff recruitment and checks on all adults are carried out in accordance with local regulations and international best practice.

Visitors are required to register on entry and exit. They are supervised appropriately whilst on site. The school recognises that staff who reside in the boarding accommodation may, from time to time, invite visitors to their accommodation as guests, but recognises its duty to ensure the safety and promote the welfare of its pupils at all times. All visitors are given a copy of the Visitors to School Accommodation Policy on their first visit and annually, if they are a repeat visitor.

#### Standard 15 – Staffing and supervision

There is a good number of staff employed by the school to ensure that the boarding house runs efficiently and that there is support available at all times. There are always at least two boarding staff members on duty, with an additional staff member on call at all times. This ensures students feel safe and supported throughout their time in boarding. The staff live on-site, becoming part of the daily lives of the students and helping to create a family-like environment where everyone feels cared for and valued. They also help with academic prep, offering guidance and organising weekend activities, building a strong sense of community within the boarding house.

The staff maintain a proactive presence in the boarding house and the boarders are well supported. Boarders do not have access to staff accommodation at any time.

#### Standard 16 – Equal opportunities

The school provides well for pupils' religious and cultural needs, whilst also catering for special dietary requirements. The boarding house is designed to allow full disabled access to all areas, and includes two specially designed bedrooms that can accommodate wheelchair-bound students.

There is a strong culture of inclusivity. With a wide number of countries and cultures represented in the boarding community, a shared culture of respect and equal opportunities for all are particularly important. Significant care and attention is taken to accommodate different individual needs. Policies ensure that there is clear guidance on providing equal opportunities for all boarders.

#### Standard 17 – Securing boarders' views

Boarders are actively encouraged to contribute views about the operation of the boarding provision. Weekly meetings are held with boarding staff and the student prefect teams. Student voice is a particular strength of the boarding house. There is very regular communication between all in the boarding community. When matters are raised by the boarders, feedback is given by the school.

### Standard 18 – Complaints

The school actively seeks the views of boarders. The headmaster and the head of boarding have open door policies. The headmaster meets with the boarding student leadership team weekly. Any complaints raised are followed up appropriately and are centrally recorded.

If a complaint was made against a member of the boarding staff, the school reserves the right to arrange temporary off-campus accommodation for the staff member concerned, whilst the complaints procedure is in progress. In practice, this has not been necessary.

### Standard 19 – Prefects

There is a well-established prefect system in the boarding house. This is based on older students taking on specific roles and responsibilities to help with the day to day running of the boarding school community. Students are actively encouraged to apply for these positions and their duties are clearly defined. The prefects also act as role models for the younger boarders. Boarding staff regularly review the performance of the prefects ensuring they are supported in their roles and that they carry out their responsibilities effectively.

The prefects highlighted that there was a good emphasis on recognising achievements in the boarding house and celebrations for students' contributions which helped foster a positive and motivating environment for the students. From student interviews, comments such as "this is a second home" and "I miss the place and can't wait to come back from holidays" highlights the great job staff and prefects have made to ensure the boarding house is inclusive for all students.

### Standard 20 – Lodgings (long-stay)

KCSM does not arrange external lodgings for any boarders.