



British Council School
El Colegio Británico



**This is
where it
all begins.**



British Council School
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WELCOME



Letter from the Head of the British Council School

The British Council School is a leading educational institution in Madrid, operating as a centre of excellence since it first opened its doors in 1940. The world has changed a lot since then, but the essence of our school has become more solidified over time. Since its inception, our goal has been to provide a bilingual education based on the British system, which fosters our values of loyalty, flexibility, attention, resilience and a spirit of improvement, essential for the development of any child.

Our educational project is based on these five values which contribute to the education of all students as people and help them face life with courage, contentment and optimism. Leadership, responsibility, empathy and joy are key elements of their education and experience at the school, establishing the rules and codes of conduct necessary to ensure a happy child and a successful adult.

This vision of comprehensive education has been fundamental in the development of our students, who have gone on to become scientists, politicians, educators, businesspeople, and more. They have had, and continue to have, a great social, economic, and cultural impact. Our students are ready to accept their role in the world, with the desire to make it better

thanks to their education in values, their solidarity and their commitment. More than 10,000 students have passed through our classrooms, and they maintain a relationship with the school for the rest of their lives. These strong ties generate both personal and professional opportunities while also contributing to the life of our community.

As members of the British Council, we are committed to its work, promoting education, the English language and cultural relations in the world, which unites us with other educational and professional institutions, with an appreciation for British culture. We also strive for our students to get the very best from both countries.

This is a school with history and tradition, but one that also looks towards an increasingly changing future, promoting innovation and technological development. The world is moving towards automation, making human qualities and skills the spearhead in adults of the future. This combination is what makes us leaders in the sector and a benchmark in the educational sector.

We look forward to seeing you at our institution as students, families and our community.

Mercedes Hernández Estrada
Head of the British Council School

2. Mission, vision and values

Our educational project is based on five essential values that contribute to the education of our students as people and help them face life with courage and optimism.

Our mission, which has remained intact since our origins, is to offer a top quality British and bicultural model of education, designed for our students to develop their academic potential, social skills and competences to the full.

We are a private, secular and mixed school, and our academic curriculum has been carefully designed to prepare our students to complete their higher studies at the best and most prestigious universities in Spain, the United Kingdom, the USA, and many other countries, thanks to being prepared to apply logical thought, express themselves, study and work in several languages.

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Loyalty

Loyalty is a high value that heightens the feeling of belonging and makes it possible to work more effectively in a group. We teach our students to be loyal to themselves, their peers, their family and their environment.

Challenge

The taste for challenges, overcoming obstacles and going further is a rare quality that characterises a winning attitude. We prepare our students to be able to face challenges, to grow and come out stronger.

Flexibility

Flexibility allows everyone to look for alternatives and find creative solutions and is an essential ingredient for success. We teach our students how to be flexible in order to learn to adapt to a range of situations and environments.

Resilience

This quality is essential to transform every difficulty and failure into a success. We prepare our students to fight against adversity and enjoy a full life.

Caring

Caring for and respecting others is beneficial to integration, respect and a humanitarian attitude. We instruct our students to learn to care for each other and to care for the world around them.

3. Educational Project



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	BRITISH COUNCIL SCHOOL	SPANISH SYSTEM
SCHOOL YEAR (EDAD)	Key stage (section)	ACADEMIC YEAR
PRE NURSERY (2-3)	Foundation (Early Years)	PRIMER CICLO DE EDUCACIÓN INFANTIL
NURSERY (3-4)		SEGUNDO CICLO DE EDUCACIÓN INFANTIL
RECEPTION (4-5)		
YEAR 1 (5-6)	KS1 (Primary)	SEGUNDO CICLO DE EDUCACIÓN INFANTIL
YEAR 2 (6-7)		1º CURSO PRIMARIA
YEAR 3 (7-8)		2º CURSO PRIMARIA
YEAR 4 (8-9)	KS2 (Primary)	3º CURSO PRIMARIA
YEAR 5 (9-10)		4º CURSO PRIMARIA
YEAR 6 (10-11)		5º CURSO PRIMARIA
YEAR 7 (11-12)	KS3 (Secondary)	6º CURSO PRIMARIA
YEAR 8 (12-13)		1º CURSO E.S.O.
YEAR 9 (13-14)		2º CURSO E.S.O.
YEAR 10 (14-15)	KS4 (Secondary)	3º CURSO E.S.O.
YEAR 11 (15-16)		4º CURSO E.S.O.
YEAR 12 (16-17)	KS5 (BiBac®)	1º BACHILLERATO
YEAR 13 (17-18)		2º BACHILLERATO

Children at the British School follow the English National Curriculum during the Early Years (pre-school), Primary and Secondary stages, i.e., from 2 to 16 years of age. They then follow our prestigious BiBac®, Bilingual Spanish Baccalaureate, up to the age of 18.



British Curriculum classes are entirely in English, taught by teachers with expertise in this system. Using the British education model ensures a single educational standard and the consistency of our teaching methods.

This system is characterised by its flexibility to establish the most appropriate method to adapt to the needs of our students. No two children are the same, and this is the reason why our system encourages the individual development of each student, working on boosting their self-esteem and learning at their own pace and age.

The English National Curriculum provides the structure that is used in most of the UK and in most international British schools to ensure a balance in teaching and learning. This system determines the subjects taught, the content and skills contained in each subject, the expected skill level of each student in each subject, and individual progress.

4. Early Years



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Children enter this initial school cycle when they are two years of age. This stage is crucial in the life of our students, thanks to having to face a new environment, routines and friends on top of their very rapid physical and intellectual development. Early Years consists of Pre-Nursery, Nursery, Reception and Year 1.



Each class has three qualified teachers, to make the children feel comfortable and to reach their maximum potential, who are specialised in early childhood education: an English teacher (British curriculum), a Spanish teacher, and a bilingual instructor.

Learning takes place both inside and outside the classroom through games and guided activities. Each child is unique and therefore has different interests and ways of learning. This is the reason why we promote individual treatment that adapts to each child's personal characteristics. Contact and cooperation between families and teachers is key to solving any issue and for what

they learn at home to be consistent with what they learn at school.

We encourage families to have ongoing dialogue and to continue our work at home, sharing materials, educational ideas and training.

The Early Years team develops a balanced and comprehensive curriculum in line with the British model, carefully planned for the long, medium and short term. We strive to achieve continuity and progression with this detailed planning to ensure that children leaving Early Years enter Primary successfully.



The importance of play

Play is essential during the comprehensive development of children at this stage due to how they experience and learn about life while playing. This is why our Early Years` programme focuses on providing them with a safe, warm and stimulating environment that encourages them to play.

We do this by working with specially designed classrooms for our students to invent, explore and discover through open-ended-play, which allows them to express themselves within the context of free and creative play, and through activities that promote teamwork.



Below are the learning areas we work on:



Personal, Social and Health Education



Communication, Language and Literacy



Mathematical Development



Knowledge and understanding of the world and information technology



Physical Development



Creative Development



Lengua y lectoescritura



The school has designed numerous activities as part of and to complement the early childhood education curriculum to allow children to continue learning and enjoy themselves. They include musical learning which, according to various studies, aids brain development from a very young age, with positive benefits in areas such as language, mathematics and spatial processing.



We achieve this by using music for all our activities, and by encouraging our students to develop their musical skills and interest in instruments from an early age. Within this context, children learn to play the violin in a group as part of their study programme from Pre-Nursery and are trained to participate in their first concert by the time they are five years old.

Dance, meanwhile, is an excellent supplementary activity, with many benefits for our students. These include physical balance, reinforcing cognitive abilities and developing imagination.

Music and Movement is an area of the English curriculum in Foundation Stage (early years stage) and every week, apart from the regular work they

do with their teachers and in the playground, pupils have a session specifically focused on the development of free body movement, flexibility, movement and self-esteem.

We also schedule numerous activities to supplement the curriculum for children to learn and have fun, such as visits to farms, museums, parks and theatres.

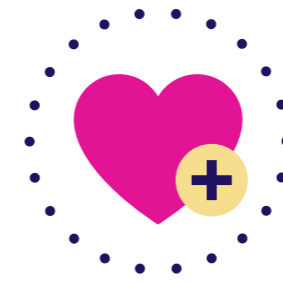
On top of that, we encourage our students to learn music, dance and to get involved in organised activities with students from higher years

The Golden Rules

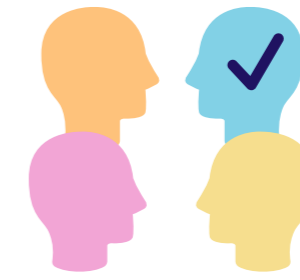
The Golden Rules are followed during Early Years, which help children understand their responsibility as members of the community. The Golden Rules focus on a positive behavioural management approach, as well as using a common language of understanding:



We work with the entire teaching team to promote positive reinforcement, using graphic materials in all classrooms. Positive behaviour is also encouraged through other initiatives, such as weekly assemblies, the election of “golden rules ambassadors”, and the “playground friends”.



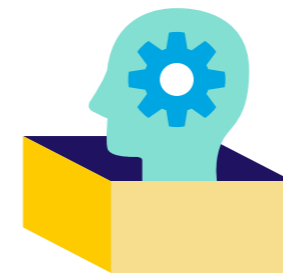
YOU LOOK AFTER THINGS



YOU ARE SINCERE



YOU ARE GENTLE



YOU MAKE AN EFFORT



YOU LISTEN CAREFULLY



YOU ARE KIND AND HELP OTHERS

COLLABORATION WITH FAMILIES AND THE EDUCATIONAL COMMUNITY

At the British Council School, we understand education focused on the child as the key driver in their learning journey. This viewpoint makes us aware that one of the keys to its success lies in the coordinated collaboration of the entire educational community where we ensure the involvement and participation of families.

We develop motivational activities to allow families to continue working at home with their children, such as specialised workshops for families and through forums for exchanging experiences.

5. Primary



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During this important childhood stage, we work on two fundamental approaches: academic knowledge and personal and self-esteem development to allow children to learn to solve problems, work as a team, and take pride in their effort and work.



Students begin to build a solid foundation, both academically and personally, which lays the foundations for the excellent results they will have in the future in Primary.

Primary is a happy, vibrant stage during which students enjoy a very dynamic routine of classes, sports, creative and musical activities. Weekly assemblies and activities such as trips and outings, or contests such as Choral Speaking, enrich their interpersonal skills.

We measure the performance and progress of our students with UK assessment tests called Standardized Assessment Tests (SATs) and evaluations, which allow us to check the excellent level obtained every year in areas such as reading comprehension and mathematics. These tests are indicative of the high academic level of our school.



As students progress through Primary, their confidence with spoken English increases, progressing towards more active forms of conversation and asking questions. Timetabled subjects are taught in English, following the English National Curriculum.



Mathematics classes provide opportunities for students to practice and consolidate their skills and knowledge, develop and learn new techniques and strategies, and prepare for future learning.

Science promotes important collaborative learning abilities through research, experiments, reflection and testing of one's own or other people's theories. It is also an ideal way to improve language through discussion, debate or simply explaining the results of an experiment.

One good example of this is the Gardening Project, an initiative to raise awareness among our students about sustainability, alongside the Juan XXI-II Foundation. This project helps our students become mini-farmers in the school gardens, and learn about crop

cycles, sustainable consumption and organic farming. The Gardening Project also includes a Nature Observatory, with many resources and tools for children to understand theoretical concepts related to sustainability in a completely empirical manner. The space has a range of highly sensory plants for this purpose that children learn to recognise, a weather station, a biodiversity corner and even a small pond, which serve as a window to understanding nature and our relationship with it.



Spanish Language and Literature

The purpose of the Spanish Language and Literature area in Primary Education is to develop basic skills in the use of the language (listening, speaking, reading and writing) in an integrated manner.

Children study Spanish culture in Primary by learning the main geographical concepts and the most relevant events in Spain's history to allow them to acquire references in time and space and connect them with future learning.

Technology

Technology aims to develop skills within our bilingual framework that help prepare our students for an ever-changing environment.



Our students learn to use different sources and IT tools during the IT class that will help them to find, explore, develop, analyse, program, exchange and present information. They also learn to develop research skills and to differentiate and use different types of information.

One2One Initiative

All our students have their own laptop from Year 5 to Year 8. This offers teachers the opportunity to develop a customised and engaging learning experience for students and provides students with the skills to work in a more creative, collaborative and modern manner. From programming to digital media production to research and presentation, our students use technology to deepen their curricular learning and prepare for today's world.





Sports

Students practise team activities during the weekly sessions marked as P.E. led by a specialised team, thus increasing their sports experience, their motor control and their adaptation to playing in a team and against opponents.

They will also be able to develop basic skills such as movement, jumps, throws, receptions, attack, defence, etc.

We are convinced of the learning purpose of competition for school-aged students. Our students will learn to compete against themselves and to set personal challenges, to win, to lose and to develop resilience to persevere, to admit their strengths and weaknesses, to overcome frustrating situations and to respect their rivals.

Subjects and learning areas

01

ENGLISH SUBJECTS

COMMON

Mathematics
English Literature and Language
Sciences
IT
Humanities
Physical Education
Music Garden
Music and Movement
Art (Visual)
Personal, Social, Health and Emotional education

OPTIONAL

Alternative to Religion (Civics)

02

SPANISH SUBJECTS

COMMON

Spanish Language and Literature
Spanish Culture (Geography and History)

OPTIONAL

Society
Culture
Catholic Religion

WE ARE

PROUD

Competitions and supra-curricular activities

The school is committed to the development of skills and knowledge for a successful future, empowering our students to improve their performance and discover new ways of acting and new skills that allow them to perform tasks efficiently, fostering lifelong learning.

Skills are defined as the ability to respond to complex situations and to perform a range of tasks appropriately.

All curricular activities and events are strategically planned to allow children to experience and develop skills in these key areas:



Cultural awareness and expression



Digital



Mathematics, science and technology



Learning to learn



Sense of initiative and entrepreneurship



Social and civic



Linguistic communication



6. Secondary



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Students start Secondary when they are 11-12 years of age, and continue working and building the skills, learning and strengths they have developed and acquired during the previous stages. This period is structured into 3 Key Stages (KS): KS3 are Years 7, 8 and 9; KS4 are Years 10 and 11; and KS5 is our BiBac® (Years 12 and 13).



We aim to provide our students with the maximum number of opportunities, both intellectually and personally, to allow them to integrate into society as successful adults and into the labour market with a full range of options.

First of all, we offer them a broad range of knowledge in languages, sciences, humanities, arts, mathematics, language and sports taught by specialised teachers. Alongside this, we also foster their creativity and self-confidence by encouraging them to participate in artistic, scientific and economic projects, as well as public speaking.

As to be expected, we foster their language skills in several languages (English, Spanish, French, Mandarin and German) as well as provide them with numerous opportunities to establish relationships with people from other cultures.

Education in values is particularly important at this stage of adolescence, the reason why all our students participate in volunteer projects, thus promoting their solidarity and civic awareness.

WE VALUE

LOYALTY



KS3 and KS4

Our students study a wide variety of artistic, scientific, humanistic and linguistic subjects in English during KS3, which later allow them to specialise, armed with the proper level of maturity and knowledge.



Apart from the subjects from the British curriculum, students will also be taught in Spanish, studying Spanish Language and Spanish Literature and Culture. Our students study between 8 and 10 subjects during the two KS4 academic years following the IGCSE (Cambridge) and International GCSE (Edexcel) curriculum in English.

The excellent results obtained by students open the doors to prestigious universities in the United Kingdom, Spain and the United States as well as in other countries. Students also study Spanish Language and Spanish Literature and Culture and obtain the Spanish Graduate in Compulsory Secondary Education (ESO) qualification.

Chart Signatures KS 3 and KS 4



7. BiBac®



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The Bilingual Baccalaureate (BiBac®) is a unique and exclusive British Council School programme for our students from 16 to 18 years of age. An innovative project based on the best of British education and Spanish education, which takes into account the requirements of Spanish public and private universities and foreign universities.

Each student has their own aspirations. We foster the individuality of our students throughout the BiBac®, helping them choose their future career, empowering them to take the necessary steps to embrace the future. We guide students towards understanding the full range of exciting opportunities available to them. The main aim of the British Council School Bilingual Baccalaureate is to ensure that students can avail themselves of all opportunities.



WE ARE

DETERMINED

OPPORTUNITIES AND MOTIVATION

During the two-year BiBac[®], our expert team of tutors will guide and help students to harness the opportunities offered by our programme, allowing them to present a wide range of skills and experiences to universities beyond academics, ensuring that they meet and often exceed the requirements of all Spanish, British, American, European and global public and private universities.

INNOVATION AND FLEXIBILITY

The BiBac[®] offers pre-university subjects and challenging Specialised Professional English programmes, through a flexible system that allows for unique and exciting subject combinations, ensuring that our students keep all their options open to be able to make a mature and informed decision about their future at the end of their final year of higher education.



THEORY AND PRACTICE

Our Specialised Professional English programmes and extension options for languages and other subjects are designed to develop the extra-curricular aspect of education, motivating and challenging our students, with the practical application of the knowledge and skills that will be useful to them both for their success in university and for their future careers. Our comprehensive academic programme also incorporates practical aspects that are included in the assessment process.

THE BEST OF BOTH WORLDS

The best of the Spanish educational system along with the best of British education.

The majority of subjects offered during the two years of the BiBac[®] are available in English and Spanish, allowing students to choose from a wide range of subjects from all disciplines in their preferred language of access. They will also be able to access a third and fourth language.



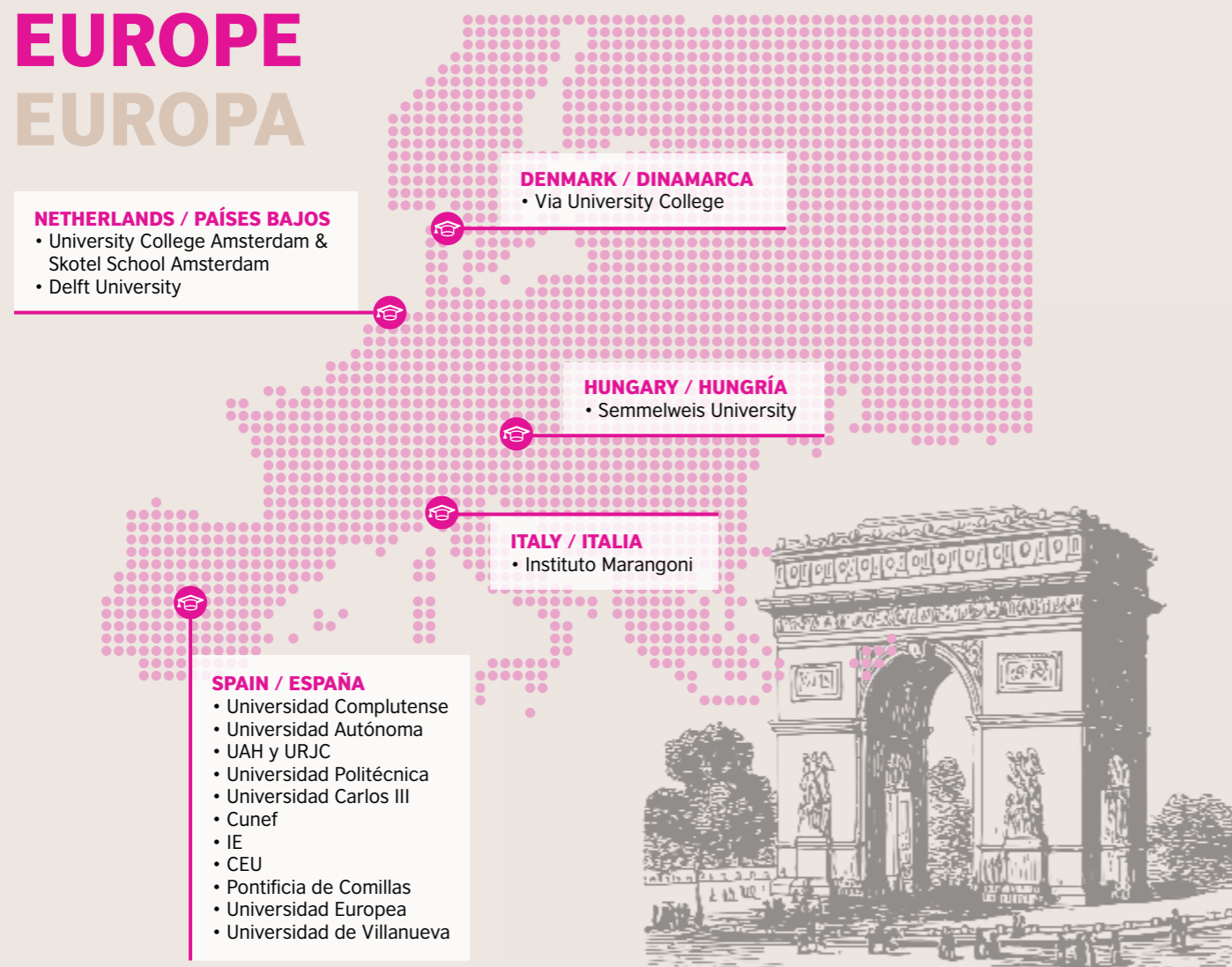
GUARANTEED SUCCESS EVERY YEAR

The British Council School recognises that success is much more than just academic achievement. Our students excel in sports, music, and knowledge and command of several languages. Pupils who complete the BiBac® are prepared to interact with the world and contribute to society in many ways.

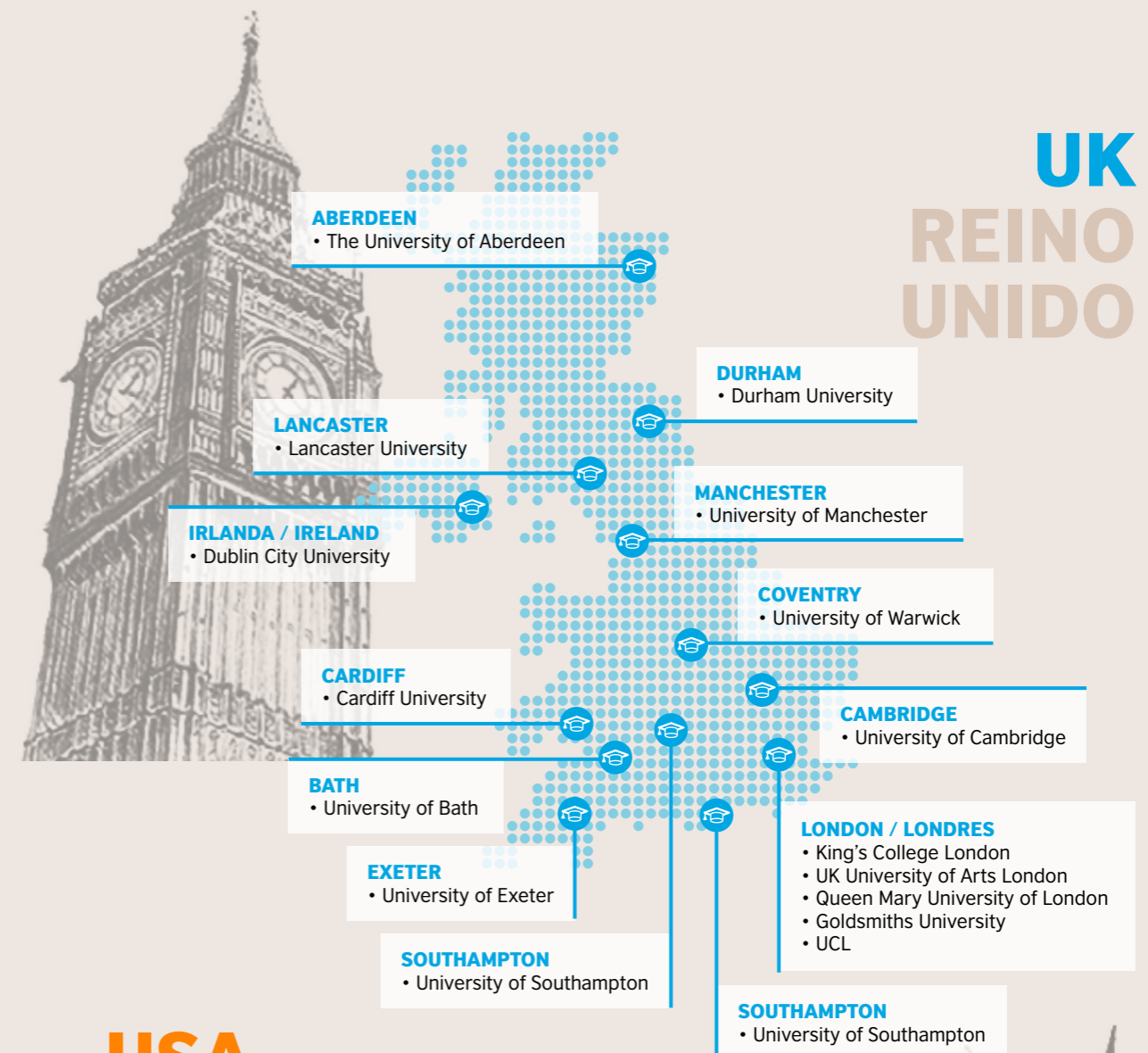
Universities today seek much more than good academic results. Our programme develops knowledge, skills and values in a practical manner.

STUDENT DESTINATIONS

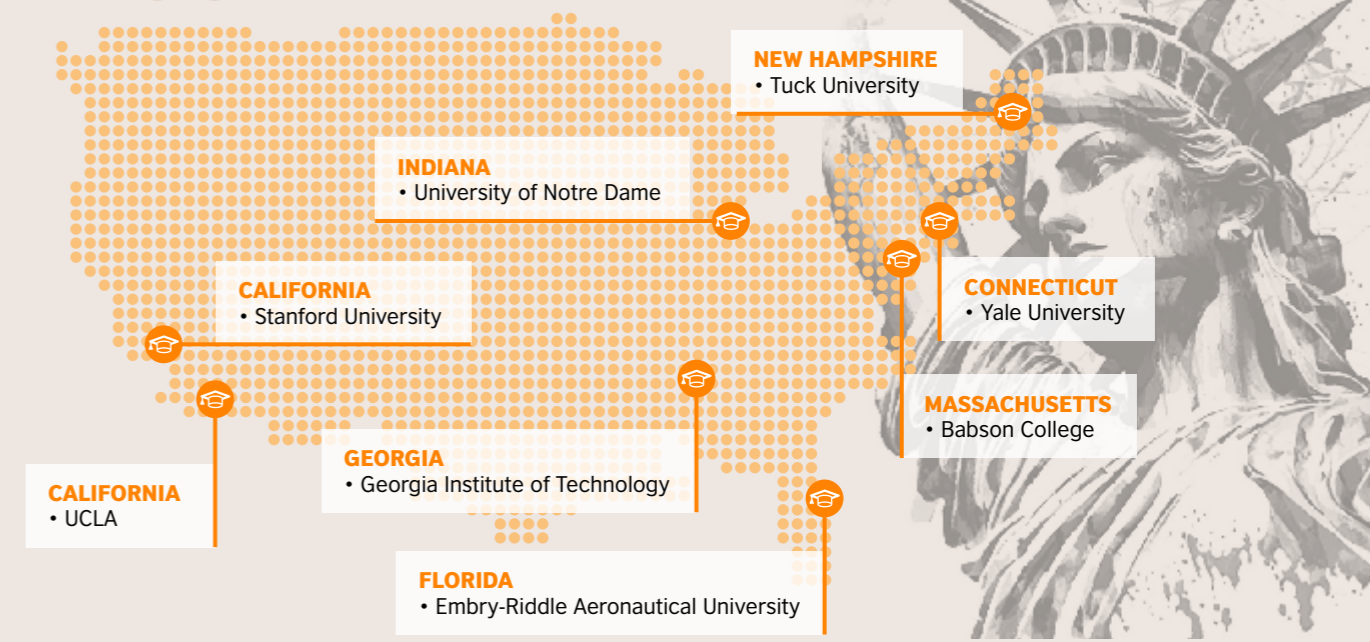
EUROPE EUROPA



UK REINO UNIDO



USA EEUU



CAREERS

NATURAL AND APPLIED SCIENCES

- Artificial Intelligence Computer Science
- Computer Science
- Computer Science with Cyber Security
- Computing Science
- Cyber Security
- Data Science
- Integrated Science
- Natural Sciences
- Physics
- Physics with Astronomy
- Physics with Astrophysics
- Physics with Particle Physics
- Cosmology (4 years)
- Physics with Study Abroad in a Modern Language
- Biological Sciences
- Biology and Computer Science
- Biomedical Sciences
- Neuroscience
- Theoretical Physics with Mathematics
- Neuroscience and Psychology
- Mathematical Physics
- Mathematics and Physics
- Mathematics and Statistics (with Study Year Abroad)
- Mathematics, Statistics and Accounting

BUSINESS & ECONOMICS

- Accounting and Finance
- Business
- Business and Economics
- Business and Law
- Business and Management with Innovation

- Economics
- Business of the Creative Industries
- Business Management
- Business Management and Marketing
- Economics and Management
- Economics, Politics, and International Studies
- Economics and Economics History
- Economics and International Relations
- Economics and Business with East European Studies
- International Business Management
- International Management and Modern Languages
- Management (International Business Economics)
- Advertising Digital Marketing
- Communications with Foundation Year
- Creative Advertising
- Culture, Media. Creative Industries
- Graphic Design, Advertising Marketing
- Media and Communications
- Public Relations

ENGINEERING

- Biomedical Systems Engineering
- Biomedical Engineering with Industrial Experience
- Civil Engineering
- Civil Engineering with Architecture
- Electrical and Electronic Engineering
- Integrated Mechanical and Electrical Engineering
- Mechanical Engineering
- Molecular Bioengineering
- Nuclear Engineering
- Architecture

HUMANITIES

- Philosophy
- Philosophy, Politics and Economics
- Modern Languages
- Political Economy
- Liberal Arts
- Politics and International Relations
- Law (Bachelor of Laws)
- Law with Psychology
- Law with Business
- International Relations and Modern History
- International Relations and War Studies
- History and Politics
- History and International Relations
- International Relations and Philosophy

- Music and Philosophy
- Music and Philosophy Ethics

SOCIAL SCIENCES

- Psychology
- Psychology with Human Biology

THE ARTS

- Fashion
- Fashion Design
- Fashion Design and Womenswear
- Film
- Film and Literature
- Film Production
- Filmmaking
- Practical Filmmaking

CHOOSE THE PERFECT BIBAC® FOR YOU

1. BiBac® Social Sciences. Humanities

2. BiBac® Science and Technology. Engineering and Architecture

3. BiBac® Science and Technology. Health Science

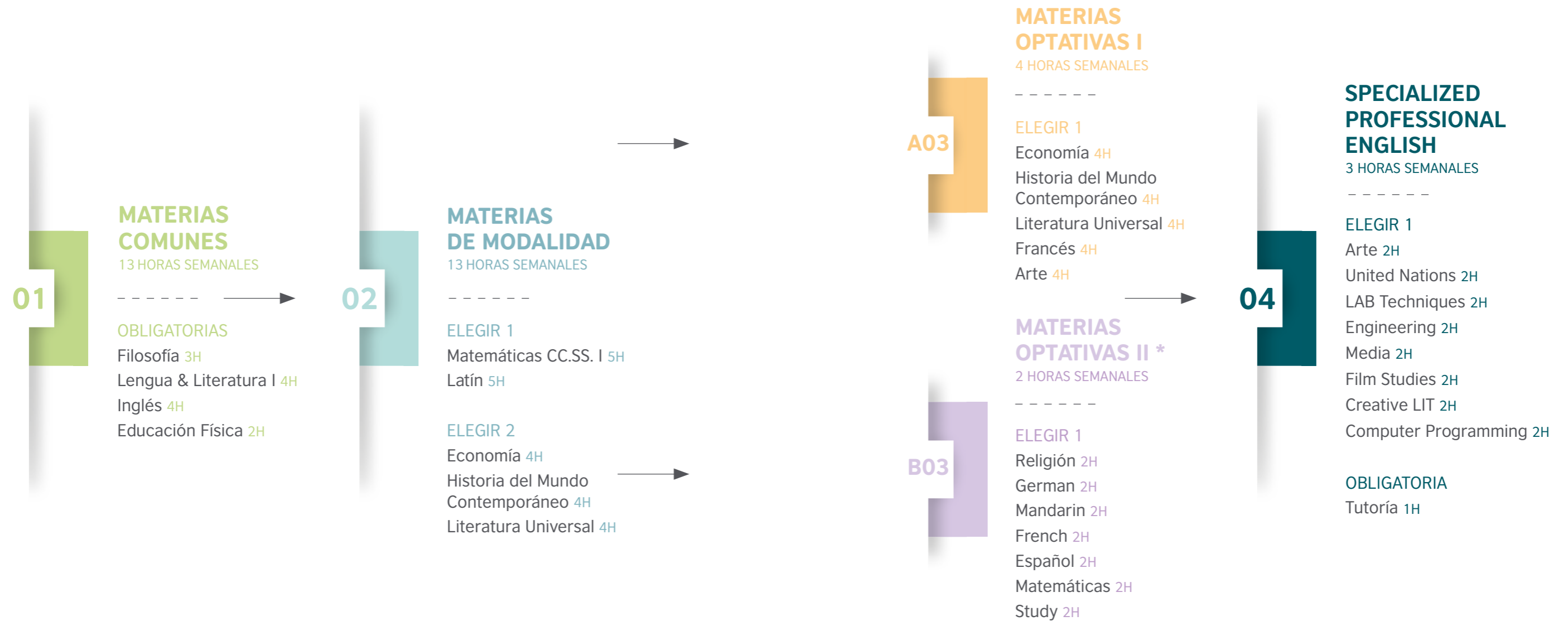
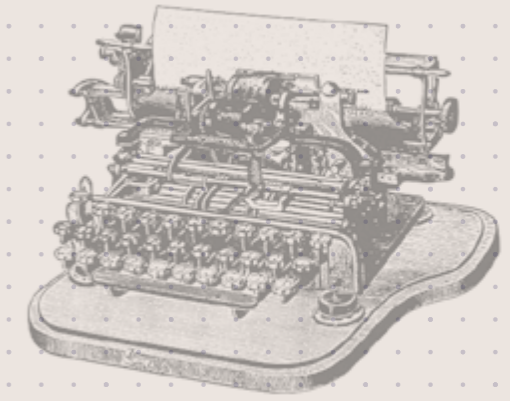
Students receive guidance at the end of Compulsory Secondary Education and take their IGCSE or International GCSE to qualify them for choosing between one of these 3 BiBac® options. Each option offers a wide range of subjects, geared toward their future degree choices and opens the door to a promising career.

Our system allows students to choose unique and exciting subject combinations while keeping their future pathways broad, meaning that they do not need to specialise before they have decided on their future path. By the time that they complete their BiBac®, our multilingual students can speak English, Spanish and French, with the option to choose additional languages.

Students are supported by advisors during Y10 and Y11 and counsellors during Y12 and Y13. They can plan their future professional career having benefited from extensive training in the Humanities, Sciences, Technology and Social Sciences.

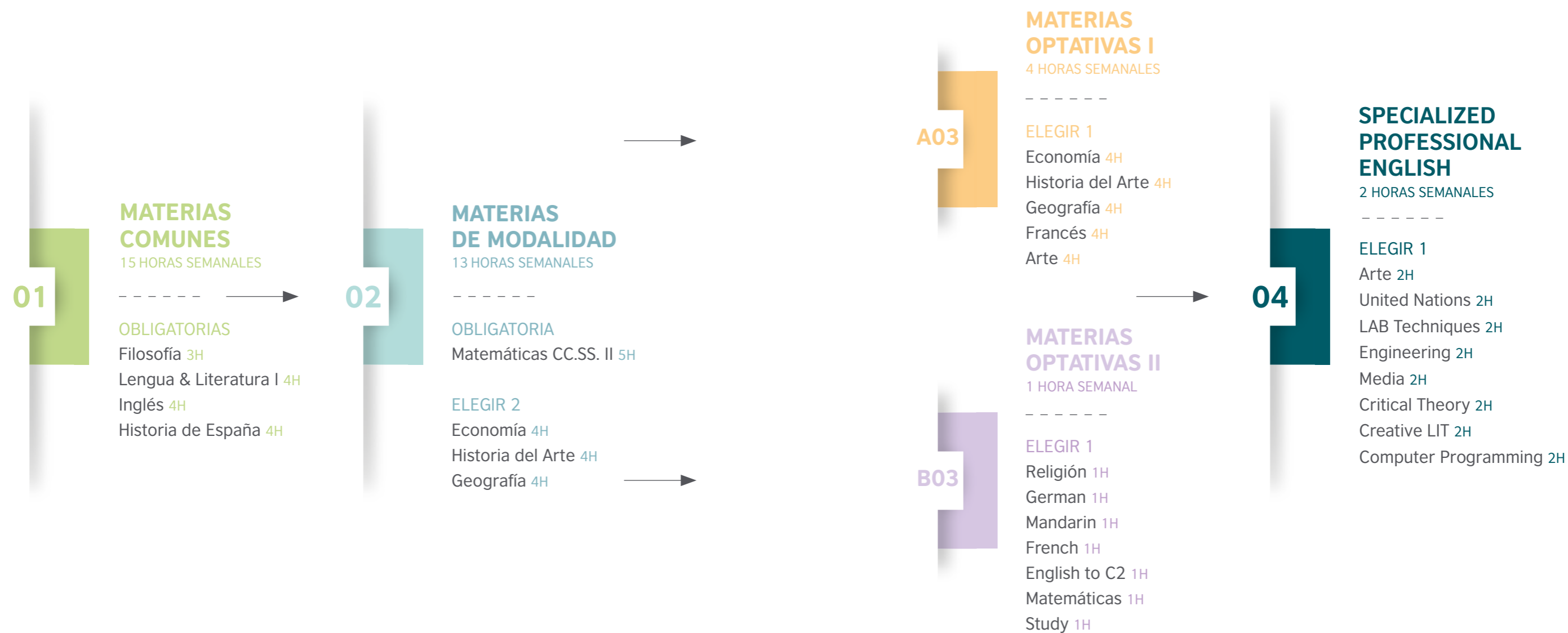
YEAR 12

BiBac[®] Social Sciences. Humanities



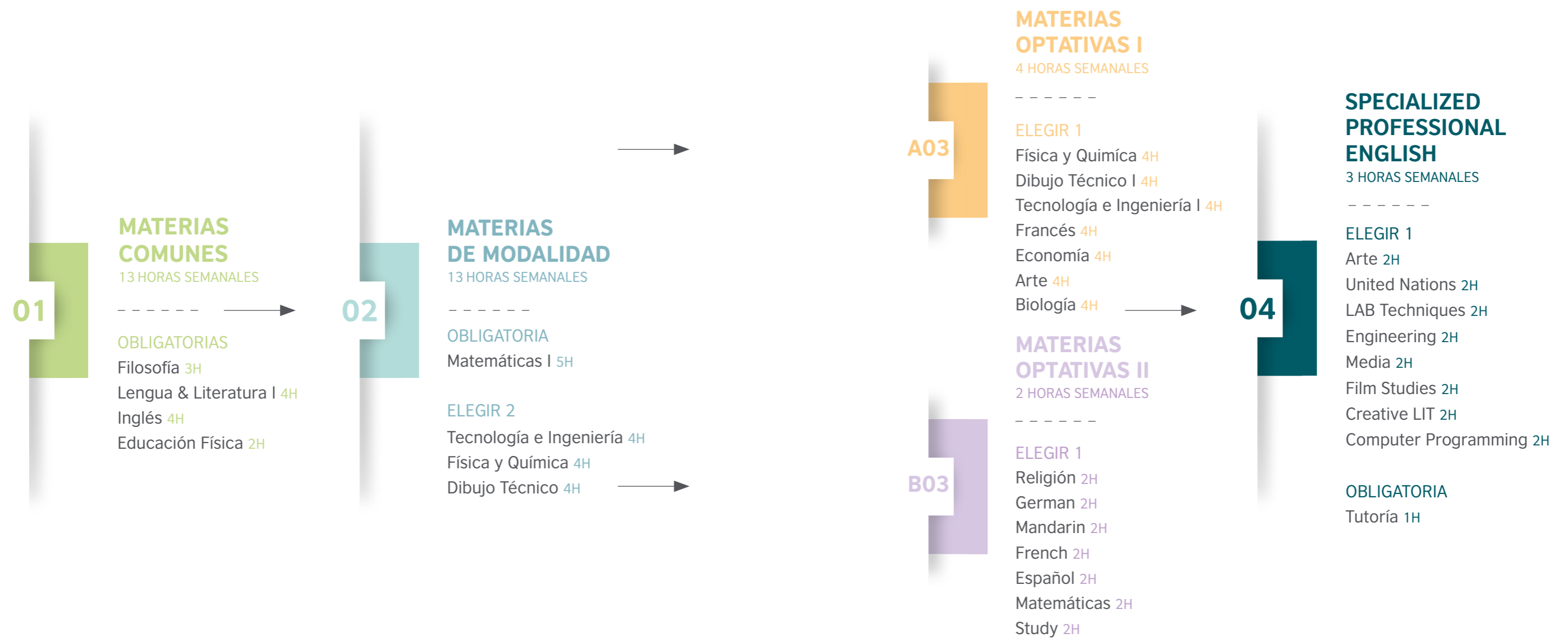
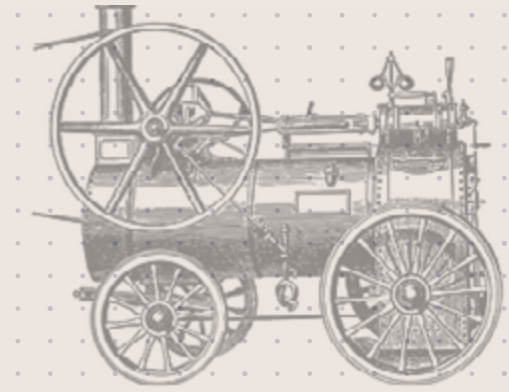
YEAR 13

BiBac[®] Social Sciences. Humanities



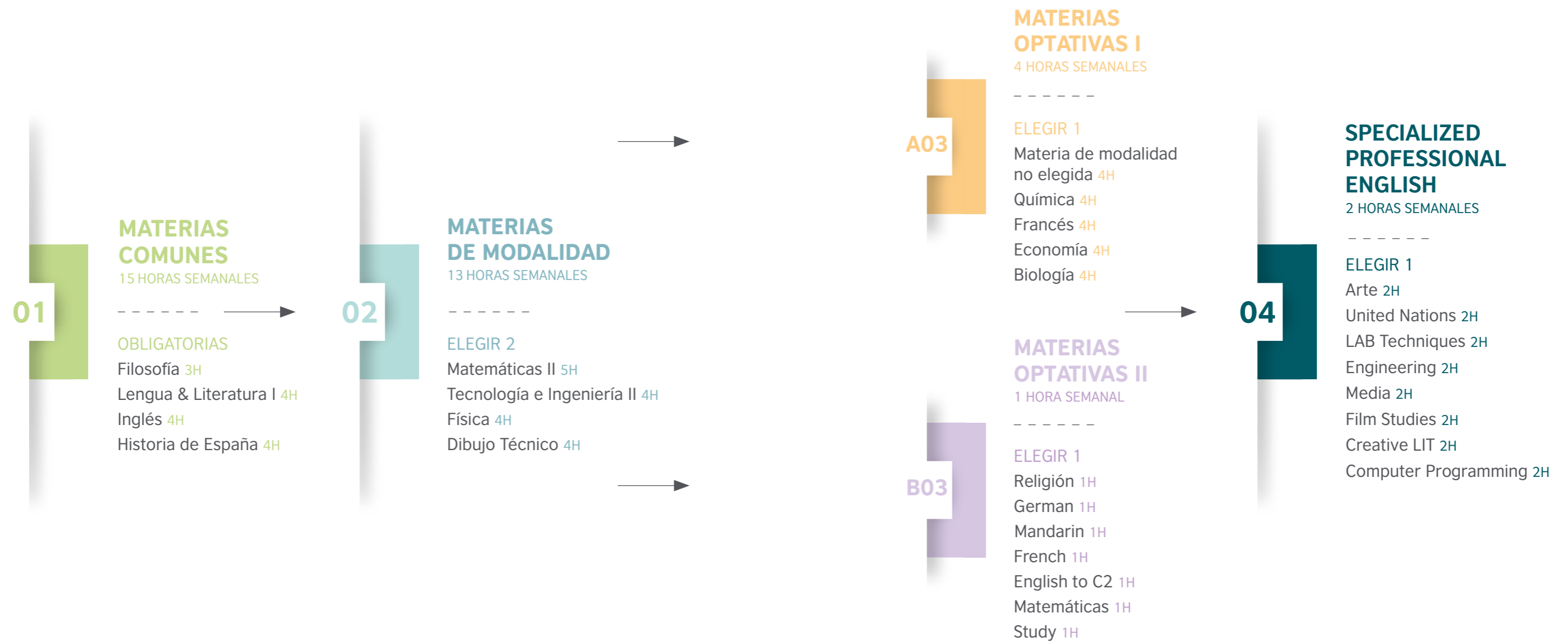
YEAR 12

BiBac[®] Science and Technology. Engineering and Architecture



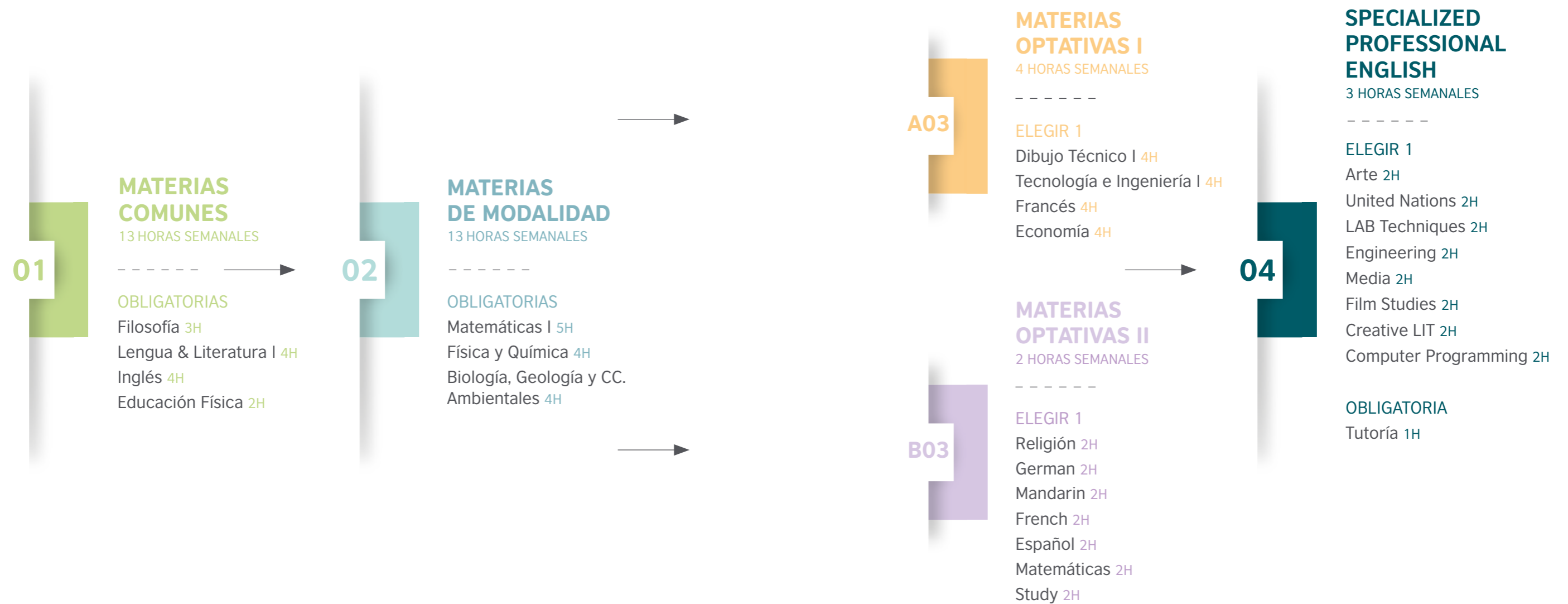
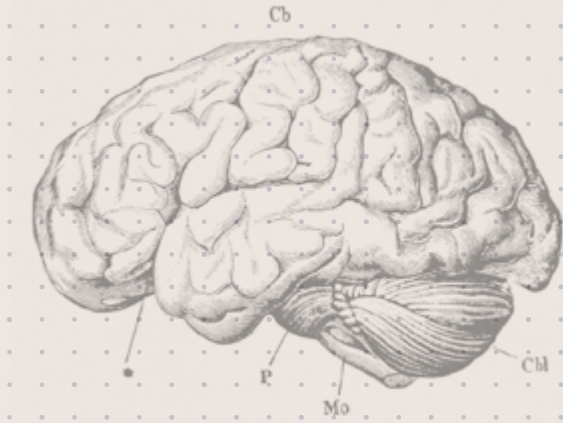
YEAR 13

BiBac[®] Science and Technology. Engineering and Architecture



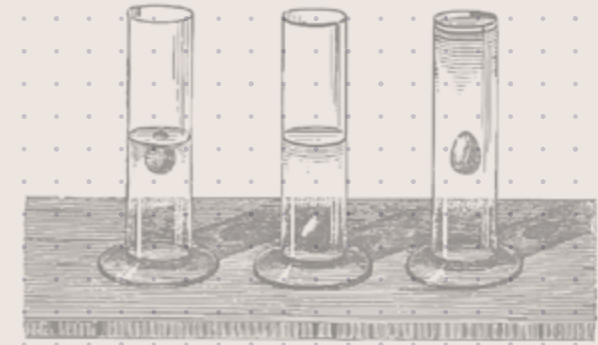
YEAR 12

BiBac[®] Science and Technology. Health Science



YEAR 13

BiBac[®] Science and Technology. Health Science



01

MATERIAS COMUNES
15 HORAS SEMANALES

OBLIGATORIAS
Filosofía 3H
Lengua & Literatura I 4H
Inglés 4H
Historia de España 4H

02

MATERIAS DE MODALIDAD
13 HORAS SEMANALES

OBLIGATORIAS
Matemáticas II 5H
Química 4H
Biología 4H

A03

MATERIAS OPTATIVAS I
4 HORAS SEMANALES

ELEGIR 1
Dibujo Técnico I 4H
Tecnología e Ingeniería 4H
Física 4H
Francés 4H
Economía 4H

B03

MATERIAS OPTATIVAS II
1 HORA SEMANAL

ELEGIR 1
Religión 1H
German 1H
Mandarin 1H
French 1H
English to C2 1H
Matemáticas 1H
Study 1H

04

SPECIALIZED PROFESSIONAL ENGLISH
2 HORAS SEMANALES

ELEGIR 1
Arte 2H
United Nations 2H
LAB Techniques 2H
Engineering 2H
Media 2H
Film Studies 2H
Creative LIT 2H
Computer Programming 2H

8. Quality of Education



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Our educational system is focused on developing academically excellent individuals with top results, as well as increasing students' interpersonal skills and providing them with a solid foundation in learning skills. These include but are not limited to:



- | | |
|----------------------|-------------------------|
| 1. RESILIENCE | 6. GROWTH MINDSET |
| 2. CRITICAL THINKING | 7. INDEPENDENT LEARNING |
| 3. COMPROMISE | 8. CREATIVITY |
| 4. FLEXIBILITY | 9. DATA ANALYSIS |
| 5. TEAMWORK | 10. DIGITAL SKILLS |



We also implement an approach to teaching and learning which aims for consistency whilst adapts to the needs of students and different subjects:

- Students learn in small groups
- Classes are interactive, stimulating and motivating
- Teachers provide students with one-to-one feedback for students to guide them towards their academic objectives
- Teachers know, motivate and understand their students
- Students' work is put on display to be celebrated by the educational community

● Student assessments and progress reports are shared with families on a regular basis.

How they learn:

- Students learn to work independently and develop a curiosity for gaining new knowledge
- We believe that an analytical approach is more important than memorising large amounts of data
- We promote critical judgement to allow students to debate issues with coherent arguments based on evidence.

Validation

BSO INSPECTION

Excellence for the British School

The School underwent inspection by British Schools Overseas (BSO) under the UK Department of Education in April 2015, November 2018 and November 2021, with the aim of providing information to parents, teachers, administrators and owners about the overall effectiveness of the school and the standards of education. The school was awarded the highest rating of “excellent” in all areas and overall. This involved an assessment of eight criteria:

1. THE QUALITY OF THE EDUCATION OFFERED BY THE SCHOOL
2. THE MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS
3. THE WELLBEING, HEALTH AND SAFETY OF STUDENTS
4. THE SUITABILITY OF THE MANAGEMENT TEAM AND ITS STAFF
5. BUILDINGS AND SPACES
6. INFORMATION OFFERED TO FAMILIES, CAREGIVERS AND OTHERS
7. THE SCHOOL'S PROCEDURES FOR DEALING WITH COMPLAINTS
8. LEADERSHIP AND ADMINISTRATION OF THE SCHOOL.

We are proud of this success and being the first school in Spain to obtain the highest possible rating in each category for the third consecutive BSO (British School Overseas) inspection.



ACADEMIC

RESULTS

The excellent academic results obtained by our students reflect the excellence of our curriculum. This education goes far beyond grades, developing our students as people and allowing them access to the top universities.

The academic results aim to measure learning performance. Examinations allow us and other institutions to measure the level of knowledge acquired alongside personal progress. Our students currently sit a series of national and international exams, which allow us to check the level of learning achieved and the quality of the teaching provided by the school.

TOP 3 OF THE 100

BEST SCHOOLS IN

SPAIN

The British Council School has been identified in the Forbes list of the best schools in Spain for many years due to our commitment to excellence, the quality of our teaching, our magnificent academic results and our fantastic facilities and spaces.



IGCSES and International GCSE

Students typically take 8 to 10 IGCSE/ International GCSE examinations achieving excellent results. They are exceptionally well prepared as a result of our broad and ambitious curriculum alongside high quality teaching and learning across Key Stage 3 and in the GCSE focused years at Key Stage 4.

The exceptional performance of our students in the past has been commended by examination boards, inclu-

ding Cambridge International Examinations and Pearson (Edexcel): “The highest marks in Spain and in the world.” This success has been recognised in a range of subjects, such as: Mandarin, Spanish Language and Literature, History, Chemistry, Physics, Economics and Biology.

Last year this success continued with students at our School achieving a 100% pass rate with record results:

	2019	2020	2021	2022
EXAMS	1262	299	1317	1411
STUDENTS	125	130	130	141
PASSED	100%	100%	100%	100%
GRADES ABOVE B	58%	62.20%	68.87%	65.13%

OUTSTANDING RESULTS IN EVAU

(UNIVERSITY ENTRANCE EXAMINATION)

At the top of the School we are proud to boast that 100% of our students also passed the Spanish University Entrance Examination, with excellent results well above the Spanish average. This is a testament to the hard work of both students and teachers who achieved improved results again in our most recent results with an EVAU score of 8.3! We have also received a Certificate of

Recognition for several consecutive years from the Complutense University for our excellent academic work and for the number of students from our school with an EVAU rating within the top 100. The magnificent results obtained have allowed our students to enter some of the best universities in Spain, the United Kingdom, the USA, and other countries in Europe.

AROUND THE GLOBE



ALBERTO

Oxford (Physics)

“In my second to last year of school I took part in the Dupérier Project, a scientific research project in which we did a co-curricular study on a specific topic. This helped me decide what I wanted to do with my life. It was an opportunity that helped me opt for Physics”.



VICTORIA

Stanford (Bioengineering)

“They gave me everything I needed to study abroad, the support to study in UK, or in the States or studying here in Spain. It was incredible”.



RICARDO

Complutense (Lengua y Literatura Española)

“For me, the BiBac was fundamental, since it allowed me to apply for a university place in the USA, in fact I was on the waiting list for Harvard and Chicago. Having such a broad baccalaureate and with so many languages makes you very prepared to enter wherever you wish and capable of choosing between different countries”.



ISABEL

Cambridge (Philosophy)

“I met teachers here who were really supportive and encouraged me a lot. I was encouraged to be ambitious”.



Teachers



Our teaching staff are the the cornerstone around which our teaching and learning is based.

They are the ones who impart knowledge to children, transmit values and serve as a link between students, families and the School.

That is why we at the British Council School place so much value on their selection and continuous training. Our teaching team is composed of more than 200 specialised, highly trained professionals representing a range of nationalities, mainly British and Spanish. The British curriculum is taught by teachers with extensive experience who are

officially qualified in English-speaking countries. All selected staff meet and exceed the demanding requirements of the British Council for training skills and competencies, demonstrating very high levels of professionalism.

Top UK experts help us run a continuous professional development programme that enables our teaching team to keep up to date with innovative me-

thods and the latest improvements to the British curriculum.

Spanish language and culture subjects and those related to the Spanish curriculum are taught by Spanish teachers who must pass the same rigorous selection process as British teachers to join our teaching team.



Language learning

Languages are fundamental to the future of any individual in an increasingly interconnected world with a more globalised society.



One of the priorities of the British Council School is for our students to learn to read, write, speak and listen fluently in multiple world languages.

Students are taught in English from their first day with the same expectations here as in the UK for English-speaking students. We certify the advanced language levels of our students using a wide range of official exams: IGCSE in English as a First Language and English Literature; IGCSE in Spanish as a First Language and Spanish Literature; the Cambridge English as a Foreign Language (FCE, CAE and CPE) examinations.

All students also study French for at least five years and from Year 9 onwards,

students will be able to choose between German or Chinese. Year 9 Clubs takes place within school hours and allow them to try out different subjects in preparation for their IGCSEs. Students studying French take the IGCSE in French as a second language and the DELF (B1 and B2) in Year 11 and 12 and DALF (C1 and C2) in the Year 12 and 13 exams. Anyone who opts for German takes the IGCSE in German as a second language and the Zertifikat Deutsch (B1) and the Goethe Zertifikat (B2) exams. By the time they finish their studies at the British Council School, all our students will have mastered three or even four languages.



Theatre and Public Speaking

Acting and public speaking are very important parts of the academic programme at our School. Performance promotes memory, fluency, creativity and group work. Our students also gain self-confidence and improve self-esteem, leaving their stage fright to one side.

Performances take place on all three stages, with GCSE Drama also being available at Key Stage 4 and during Key Stage 5. Students have the chance to perform plays in both in English and Spanish and explore a wide range of genre from tragedy to comedy.



Public speaking allows students to face an audience, without getting nervous, to: persuade or convince them; to organise their own thoughts and to present them eloquently and with authority. This is essential for university, working life or any activity that involves dealing with the public. That is why we place a lot of emphasis on declamation, debate and public speaking from an early age.

The Teatro del Británico is a 1,200 square-metre functional and attractive space for teaching and performing arts. The theatre reflects our commitment to the continuous renovation and innovation of the school facilities. Teatro del Británico is a sustainable three-floor building and is the perfect platform for our students to hone their theatrical skills, in which highly efficient air conditioning systems, computerised lighting and air conditioning systems, and devices for

recycling rainwater have been used. In addition to its reception and a 450-square-metre assembly hall, the building houses a set of 600-square-metre classrooms dedicated to teaching music, theatre, and dance. With capacity for 300 spectators, the theatre's acoustic system provides optimal sound quality from any part of the stage thanks to the interior box shape that allows words to be projected without the need for amplification. The auditorium in the Secondary building was refurbished and expanded in 2018, overhauling the almost 470-metre space that provides our students with a flexible and multidisciplinary space properly fitted out for theatre, dance, conferences, etc.

Reading at the British School

Reading is key in the development of our students, which should be an essential part from Early Years and which is maintained and encouraged throughout each academic years until they graduate to go to university.



The Biblioteca del Británico was created as part of this effort, a warm, cosy and very bright space, which was designed by the architectural company Trasbordo and that is in line with the spatial conception implemented in the rest of the school.

The British Library is open all day and continuously promotes reading. It is a living library that is always full during breaks, where study and reading groups of students and teachers are encouraged. Each KS3 class makes

one visit to the library (one week with the English teacher and the other with the Spanish teacher) and all Secondary years are free to enter any time during the school period.

This modern space also has a small stage to promote Public Speaking, and an attractive terrace that students can use to read outdoors.

9. Quality of Experience



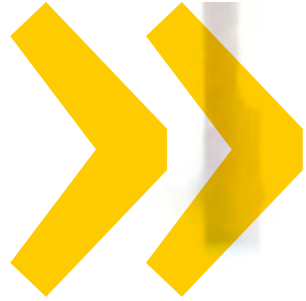
British Council School
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Our quality of experience is an essential part of the British Council School's culture and processes. Our approach, which strives for academic excellence, does so by encouraging students to be happy, feel confident, and develop their academic and interpersonal skills to the fullest.

Quality of experience focuses on two main areas:

1. BEHAVIOUR AND ATTITUDES
2. PERSONAL DEVELOPMENT



Behaviour and attitudes

Our goal is to develop well-rounded humans who are aware of their responsibilities towards the world around them and confident in themselves and their ability to succeed.

We want all members from the School community to feel welcome, safe, and happy, to be able to enjoy their learning progress and achieve their full potential.



Inspection report quote

“Students demonstrate an excellent ability to distinguish right from wrong, to understand and respect systems of rules and laws, and to accept responsibility for their own behaviour, including towards others.”

Our conduct policy promotes and encourages good behaviour. There are systems and procedures in place throughout the school that reward good behaviour and positive attitudes.

Our Early Years students demonstrate the Golden Rules; Primary students receive the Value Awards, and Secondary students receive the Learning and Solidarity Awards.

The School has its own Code of Conduct which promotes and empha-

sises the importance of: getting along with everyone else; showing respect for the School, the staff and the educational community; demonstrating tolerance; effective exercise of rights and compliance with duties to achieve a positive school climate.. The rules contained in this Code of Conduct are of an educational nature and are intended to help create the right climate of respect, responsibility and effort.

Personal development

The teaching team and the entire School community support students’ personal development areas. This starts in Early Years and ensures that our children become well-rounded people from very early on - aware of their responsibilities towards the world around them and to be confident in themselves and their ability to succeed.



Inspection report quote

“Students have excellent self-awareness, self-esteem, self-confidence, self-discipline and resilience, as well as an awareness of how to improve their own learning and performance, in order to be well prepared for the next stage of their lives.”





PSHE PROGRAMME

(PERSONAL, SOCIAL, HEALTH AND ECONOMIC)

The PSHE programme fosters learning and skills development to ensure that our students are happy, healthy and feel safe, as well as prepared for life and work. This programme allows our students to make informed, responsible decisions and lead autonomous and independent lives. This programme starts in Pre-Nursery and ends in Year 13.

Students also learn about nutrition and how to maintain an active and healthy lifestyle. Our nursing teams are in charge of teaching and transmitting key messages and practices that both they and their families can implement to achieve this end.

FAMILY SYSTEM

The family system is based on the British system in schools where students belong to a different house – much like in the “houses” in the Harry Potter novels – which are arranged vertically and not by year group.

This structure encourages students from the same family to help each other, increasing the feeling of belonging, solidarity, tolerance and teamwork. It also allows a staggered transition from the Early Years to Secondary cycle thanks to the important bonds established between the youngest and oldest members of a family. We organise multiple activities to allow students to learn to work with members of the school community across a range of ages, like in a real-life setting.

The British Council School was the first school in Spain to establish this system among its students.

ENRICHMENT

ACTIVITIES

The British Council School offers a wide variety of opportunities for students to develop and maximise their talents and interests, through enriching experiences that students can participate in. Through these activities, we consolidate students' learning of the knowledge, skills and values that students will need throughout their education and their future.

SUPRA-CURRICULAR ACTIVITIES

These are any activities which extend and enrich the knowledge acquired through the curriculum. Our teachers look for multiple opportunities throughout the year for students to enrich and extend their knowledge and skills beyond the classroom and planned curriculum. Some examples of these include: field trips, STEAM projects, public speaking activities and awards such as the Duperier (Science Award).



EXTRA-CURRICULAR

This refers to activities which take place outside the curriculum during school hours and allow students to supplement their educational day with other activities of a sports or intellectual development nature. Examples of these include: chess, cooking, theatre, Mandarin, art or robotics. These allow students to study other subjects so that they grow as complete and capable young people and adults.

CO-CURRICULAR

These are any activities which supplement the curriculum during school hours and offer students an even more comprehensive education. Some examples of these include: strings in a class where students from 3 years old and upwards learn to play the violin; sporting leagues in Primary which take place at lunchtime; and drama clubs in Secondary.



CAREER GUIDANCE

We work with our students from a very young age to ensure they receive proper academic and professional support. This continues, and is actively developed from Year 7 onwards, with the goal of motivating and inspiring our young people: to understand their strengths and areas for improvement; and to take responsibility for their career plans and consider all the options available to them. We aspire for them to be able to choose the best way to pursue their interests and motivations as well as abilities and aspirations



COMMUNITY

SERVICE

We instil in our students the importance of helping others, both inside the classroom and outside of it right from the outset.

We therefore encourage their participation in a large number of initiatives that aim to spark their social awareness.

Certain examples of these initiatives are collaborating in projects to help children and even participating in a project to raise funds for cancer research where the latter grew out of an initiative developed by former students and parents of the school.



Inspection report quote:

“Students’ social awareness is one of the main strengths of the school. They work extremely effectively with others, solving problems and achieving common goals.”

INTERPERSONAL SKILLS (soft skills)

All staff contribute to the personal development of our students. We seek to instil in them the desire for improvement through self-assessment and managing failure and frustration as steps in the learning process and in preparation for the future. The skills we seek to develop in students include: positive leadership; entrepreneurial thinking; teamwork; a willingness to speak in public and to solve problems; and negotiation skills. These soft skills facilitate our efforts to build happy, successful, conscientious, and responsible future adults.

Alongside this we encourage our students to be supportive, respectful and responsible citizens in the future, so that they can actively contribute to society with a global vision and an open and caring mind.



10. Music



British Council School
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Music is an essential component of the British Council School. There are many musical activities which allow us to develop our creativity, enjoy leisure time and enhance our talents and skills.



Each event held at the School includes a musical performance, reflecting the great importance we attach to music.

We are fortunate to have an extensive musical provision which incorporates: a symphony orchestra; guitar, saxophone and cello groups; percussion and wind ensembles; as well as rock bands and several choirs. Nearly 500 instrumental music classes are taught weekly in fully equipped rooms.

Children begin to learn music and perfect their voice as soon as they start at the School, where children from Early Years begin to learn music playing the violin through the Strings in a Class programme. They also develop their physical movement through dance and music.

Primary students from Year 2 onwards continue their learning with subjects such as Music Express, Music and Movement, and the Musical Garden, introducing them to the world of percussion. In Year 4 they learn to play the ukulele as part of the academic programme. In Years 5 to 6 students develop their digital skills through the Technological Music subject.

Secondary school students continue their learning with the Technological Music subject, starting with performance, where students develop their talent using their voice.



Music for everyone

The British Council School's Music Department works to provide excellent musical training to all our students. Thanks to music, they develop skills such as emotional intelligence, listening skills, coordination, sociability, creativity and self-esteem to name a few.

Music fills every corner of our School through a wide variety of musical activities and is integrated within the School day in each section:

EARLY YEARS

MUSIC AND MOVEMENT
DANCE
VIOLINS IN CLASS

PRIMARY

EXPRESS MUSIC
MUSIC AND MOVEMENT
MUSICAL GARDEN
PERCUSSION IN CLASS
MAGIC UKULELES
TECHNOLOGICAL MUSIC

SECONDARY

TECHNOLOGICAL MUSIC
PERFORMANCE



All these subjects are supplemented with the Music21 Supra Curricular programme, where students from an early age can learn to play instruments such as:

- Violin
- Viola
- Cello
- Flute
- Clarinet
- Saxophone
- Trumpet
- Trombone
- Guitar
- Piano
- Voice
- Drums

*These options may vary

The British Council School offers a wide variety of groups for students to develop their musical skills through teamwork. Students get to enjoy being part of instrumental ensembles such as:

- Orchestra
- Chamber Groups
- Rock Bands
- Big Bands
- Ensembles
- Music Band
- Choirs

Our young musicians frequently perform at musical events both inside and outside the School, giving students the opportunity to demonstrate their progress and talent. We participate in several events, such as the Hay Festival in Segovia, Educar es Todo, various charity concerts collaborating with highly relevant foundations, and we perform several concerts throughout the year.

Many of our students have belonged to groups performing in prestigious auditoriums and concert halls including the National Music Auditorium, the Complutense University Auditorium, the Círculo de Bellas Artes, the Hard Rock Café and the Clamores Hall.

They also participate in every ceremony that takes place at the school and in external celebrations offering musical performances for the rest of the students as well as for the families and teachers from our school community.





Music 21

On top of the music subjects taught in the sections our Music21 supra-curricular programme allows students from an early age to learn to play instruments, including: violin, viola, cello, flute, clarinet, saxophone, trumpet, trombone, guitar, piano, drums and voice.



Music 21 is aimed at all our students from Reception to Year 13. We have a team of highly qualified teachers with more than 20 years of experience developing young musicians.

We strive to offer our students musical training that covers not only learning an instrument, but also acquiring a series of key skills such as:

1. TEAMWORK
2. DISCIPLINE
3. COORDINATION
4. SENSE OF RHYTHM
5. ARTISTIC SENSIBILITY
6. PRESENCE ON STAGE

Music has always been and will be a unique element of our school and our students. It is part of their day to day and undoubtedly makes them better people, opens their minds and offers them many opportunities.

11. Sports and physical activity



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Regularly participating in physical activity has a clear benefit on intellectual activity. We are also aware of the importance of generating healthy habits that are maintained into adulthood.



Our academic programme and our facilities are focused on fostering interest in sports among our students, both individually and as a team. The challenge, leadership, desire to excel, self-confidence and knowledge of one's own limits are key issues when designing our sports programmes. Younger students start with games

and psychomotor activities and go on to play rugby, basketball or soccer and even individual sports such as swimming or athletics as they progress in their education

Ballet and dance

These disciplines give students a great degree of personal, physical and social well-being. Children in Early Years begin with movement and psychomotricity activities. Coordination and bodily ability are fostered during the Primary cycle.



Some students take the official Imperial Society of Teachers of Dance exams and achieve excellent results. We facilitate both classical ballet and Spanish dance at our School.

Psychomotricity

Psychomotricity during Early Years seeks to encourage and develop physical, social and emotional skills through a variety of activities that foster curiosity, present a challenge and allow students to have fun while moving.

Physical exercise and psychomotricity skills are fundamental areas of the Early Years curriculum and are used as common threads in the learning process. Opportunities to develop psychomotricity skills can be found in all spaces: from the classroom, focusing on improving fine motor skills; at breaks by providing access to structures and materials that encourage children to experience climbing and symbolic play; during the bike sessions that they have once a week; or taking advantage of the new multifunctional space that offers dance and movement classes.

Early Years students also have the opportunity to participate in sensory excursions, climbing at professional centres, swimming, and experiencing a community project with Year 12 students to learn traditional games. Sports Week gives our children the opportunity to demonstrate their progress, interest and enjoyment of psychomotricity skills, competing, working as a team and

responding to the challenges that arise, such as races, obstacles, parachute, bike races, long jumps, etc.

Sport and physical exercise continue to be equally relevant during Primary and Secondary. The academic team strives to foster essential skills such as leadership, creativity, discipline, and the value of teamwork.

In addition to Physical Education classes, our students can also join different clubs such as football, volleyball, basketball, rugby and handball.

There are also different leagues that offer positive competition, both in tournaments inside and outside the school. Activities such as Family Olympic Days allow students to learn and collaborate with other year groups, building and fostering a sense of community.



Extracurricular sporting activities

Our students also have the opportunity to participate in after-school sporting activities which are organised and developed by the Sports Club.



We offer more than 25 sports and cultural activities for students from the Somosaguas campus from Nursery to the second year of Baccalaureate. We aim for our students to continue learning, educating themselves and having fun, in an equally protected environment and with the same values and principles that are promoted at the British Council School.



The main sports activities offered by the Sports Club are:

- Athletics
- Basketball (with competition in U10, U12, beginners, children and youth categories)
- Golf
- Football
- Volleyball
- Gymnastics
- Karate
- Skating
- Pre-sport

Some of our classroom and art activities are:

- Study classroom
- Pottery
- Mandarin
- French
- Spanish dance
- Funky – Modern Dance
- Ballet
- Cookery
- Play art
- Robotix
- Theatre

12. Alumni Stories



British Council School
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MÁRIO RODRÍGUEZ LLORENTE

1. What did the British Council School mean for your academic and professional decisions?

I believe that the School gave me a comprehensive education, not only at an academic level but also personal. The combination of teachers and students contributed to this extensive training and definitely helped me to focus on my professional career, allowing me to discover what I wanted for my future and to make the best decisions from a wide range of possibilities.

2. What are the three most important skills that the British Council School has provided?

The first would undoubtedly be English, which has allowed me to navigate with great confidence through the professional world and has made a difference

in my life. Another skill would be teamwork and companionship. Finally, the British Council School allowed me to develop my communication skills, giving me the ability to address audiences calmly and with clarity, which has been very useful throughout my professional career.

3. Were you able to study and/or follow the path that you wanted?

Completely. Thanks to all I learnt in School I could choose the degree that I wanted to study, and it has opened doors for me in the job market. I was able to work with what I wanted and with what I love the most, which is business and finance.

4. What opportunities would you highlight which were provided by the British Council School?

Mastering English at a native level is an extremely valuable skill in an increasingly globalized business world. I also believe that the School gave me the opportunity to meet people and make very good friends, building a network that has been with me since I graduated.



SUSANA SERRANO DE FRUTOS

1. Define the British Council School in just a few words

The British Council School is the ideal place to become an open and multi-faceted person, with the aptitude to always think “out-of-the-box”.

2. Were you able to study and/or follow the path that you wanted?

I have always wanted to be a lawyer, and the British Council School has allowed me to develop key skills to achieve my goals and stand out in a competitive, professional environment.

3. What would you recommend to a current or future student?

I would recommend them to make the most of all the opportunities that the School offers and to take the chance

to study abroad. At the same time, I would tell them to make great friends, because they will be with you your entire life.



JAVIER LAS HERAS

1. What are the three most important skills that the British Council School has provided?

The ability to appreciate diversity, by studying in an environment that is open to it, cultivating empathy, teamwork, and open-mindedness.

Public speaking, which is so important today. Especially for me, who was shy as a boy, so it helped me to achieve higher positions in my professional career.

Finally, the love for drawing. There are hardly any days when I do not draw something with my children or sketch an idea for a meeting with a pencil.

2. What opportunities would you highlight that the British Council School has provided to you?

Allow me to pick two. First, meeting wonderful people, friends, and teachers. Second, being able to travel around the world using English, a truly international language.

3. What would you recommend to a current or future student?

It is impossible to know if you will fulfil your dreams, but if you are fortunate enough to study at the British Council School, the whole world will know where your path has started. Study a lot and make the most of it.

ENRIQUE CORTINA

1. What did the British Council School mean for your academic and professional decisions?

The rigorous and varied British curriculum opened doors to multiple subjects, whilst giving me the flexibility to focus on what I enjoyed the most (for example, Economics and Mathematics). Moreover, with advanced classes in core subjects, such as English and Mathematics, I was able to develop a very solid foundation from an early age, which allowed me to attend pre-university programmes in the United States.



2. Apart from the classes, what clubs and extracurricular activities did you participate in?

I took part in volunteering activities in Romania with the BLOOR foundation. I also participated in the Model United Nations club, where we simulated inter-government negotiations with other schools in Madrid.

3. Were you able to study and/or follow the path that you wanted?

Faculty support was essential for me to apply for the universities that I wanted in the United Kingdom, where I studied Economics. My strong base also allowed me to consolidate my degree with advanced Mathematics classes, which I was also interested in.

TRISTÁN SAVOYE MATAMOROS

1. How would you evaluate your time in the British Council School?

My time at the British Council School defined me as a person. Having studied there from the age of three until completing my university entrance exams, I do not really remember a moment of my life where I was not there! From start to finish, the School was a safe environment that motivated me to bring out my best.

2. Apart from the classes, what clubs and extracurricular activities did you participate in?

When I started Secondary, I joined the String Orchestra, practising during lunch time - I was part of it until my last year. I also had the opportunity to take on the trombone through the Band Class and continued having private lessons during my Baccalaureate years. During this period, I also participated in the School's Big Band.

3. What are the three most important skills that the British Council School has provided?

- Organisation skills
- The ability to work with other people
- Making me aware of how essential effort is.



4. Were you able to study and/or follow the path that you wanted?

I started playing violin at the age of 3 and, way before finishing my studies at the British Council School, I already knew I wanted to study music. Now I am starting my 3rd year of university in the Netherlands - happy and proud to be able to study what I really like. Balancing my music studies with my academic progress has been possible thanks to the support provided by the British Council School, helping me to fulfil both goals.

5. What opportunities would you highlight which were provided by the British Council School?

The British Council School really supported my attempts to enrol in foreign universities, apart from Spanish universities. This is a great opportunity to discover possibilities beyond the national scope. In my case, this was decisive for my music education.

IDOIA MONJE

1. What did the British Council School mean for your academic and professional decisions?

I felt very supported and well advised during the process of choosing both the academic branch and my university options. The British Council School taught me to reconsider the easiest and most comfortable option, because excellence had to be pursued.

2. What are the three most important skills that the British Council School has provided?

The value of effort, empathy, and education. Apart from the obvious level of English.

3. What would you recommend to a current or future student?

Look up from your screen, look around. You learn much more from people than from screens. Work hard to be your best version - life will reward you. Do nothing to the others that you would not wish upon yourself and remember that anything you write may end up being read by your loved ones. Do not make them ashamed.



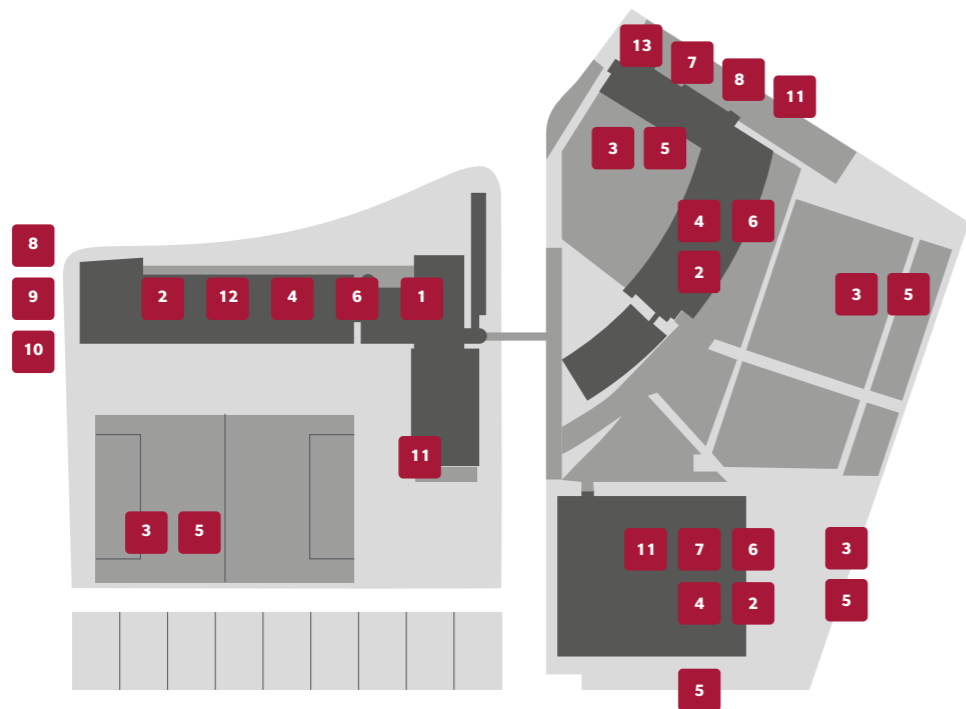
13. Practical details



British Council School
El Colegio Británico



Facilities



Our impressive Somosaguas campus spans 26,000 square metres, with 3 buildings, one per section. The school strives to maintain and develop excellent facilities for our school community.

The institution has worked to make all the necessary refurbishments in recent years to adapt to the new educational needs as the curriculum evolves.

The Early Years building accommodates more than 300 students between the ages of 2 and 5 with 20 classrooms designed to enjoy learning, as well as 6 multidisciplinary spaces.

The Primary building has 30 classrooms plus 12 multidisciplinary spaces.

The Secondary and BiBac® building is designed for students between the ages of 11 and 18. It is organised into 42 classrooms and also has multifunctional spaces to adapt to any learning and personal development needs of our students.

All our classrooms are spacious, bright and are equipped with the latest technologies, making them the ideal environment for learning.

Playground areas/patios are divided by section and fitted out to encourage students to play games and sports. We also have awnings to create shaded areas and different types of soil and tracks equipped to allow children to play and partake in a range of activities.

The school has a range of multi-use spacious rooms for musical and stage performances, rehearsals and events. We also have music rooms in the three sections equipped with the latest technological innovations and the best instruments, recording systems and the most advanced music software.

- 1. Administration.** The School's central administration is mainly located in the Secondary building. Each building also has its own secretariat and reception for families and additional spaces for central services.
- 2. Dining room.** Each building has its own kitchen and dining room service where healthy menus prepared the same day are served.
- 3. Playgrounds.** They have been designed and equipped for our students to exercise and have fun. They contain various play areas and awnings to offer protection from the sun and rain.
- 4. Gymnasium.** Each building has its own gym equipped for indoor sports and for events and assemblies.
- 5. Sports areas.** These courts allow students to play a large number of sports, from football or athletics to table tennis.
- 6. Technology.** All classrooms from Early Years to Year 13 are equipped with interactive screens. Teachers and students

can avail of the computer rooms, computers and tablets as part of their study and learning resources.

- 7. Music rooms.** Each building has its own rooms equipped for instrumental rehearsal and group work.
- 8. Performance zones.** These modular open spaces are focused on mini events or special activities such as theatre.
- 9. Art classrooms.** These renovated facilities are designed for students to practise painting, sculpture, and artistic and technical drawing.
- 10. Laboratories.** These five fully equipped labs are key to hands-on learning for science subjects and are available to our secondary students.
- 11. Libraries.** Each building has its own library which contains numerous books and audiovisual materials adapted to each key stage.
- 12. Secondary Auditorium.** Renovated in 2018, it is designed to increase the capacity and improve the acoustic conditions, where the School's main events and external exams take place.
- 13. Teatro del Británico.** Launched in 2013, as a result of our firm commitment to support the talent of our students, it has a large stage, music rooms and professional technical equipment.

Admissions



The admission process is an essential part of joining the School, since it is necessary to apply for a place to avail an excellent educational experience as early as possible.



1. VISIT

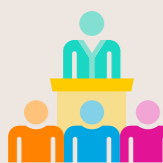
We always recommend visiting the School before or during your admission process. This is an excellent way to learn about our facilities, teachers and opportunities that the School offers to our community.

We receive visitors throughout the school year since this is the best way to get to know the School while it is in full operation.



2. APPLICATION FOR ADMISSION

All British Council School students must complete an admission process before starting the course. Candidates from Year 2 onwards must also take the relevant entrance tests.



3. ADMISSIONS COMMITTEE

The Admissions team contacts families to inform them of the Committee's final decision between one and three weeks after completing the admissions process.

Once the student has been admitted, the Admissions Team guides the families to allow them to become familiar with the School, the teachers and the community.

ENTRANCE EXAMINATIONS



EARLY YEARS

- No entrance examination needs to be taken.



PRIMARY:

YEAR 1

- No entrance examination needs to be taken.

YEAR 2-6

- Chat in English.
- Literacy and numeracy in English and Spanish.



SECONDARY:

YEAR 7-9

- Interview in English.
- Online entrance examination.
- A brief interview in Spanish will take place if necessary.

YEAR 10

- Interview in English.
- Written examination in English, Spanish.
- Online entrance examinations.
- A brief interview in Spanish will take place if necessary.

YEAR 11 Y 13

- Interview in English and Spanish.
- Examinations in English, Spanish, Maths and Science.
- Students must have at least IGCSE 6 (grade B), have passed the ESO or equivalent.
- Students must have at least a B2 level in English.



Frequently asked questions

1. How many students are there per class?

There are normally about 12-14 students for Pre-Nursery; about 24 children for Nursery and Reception; and 6 classes per year in Primary and Secondary, with approximately 23/24 students per class.

2. What are the teaching hours?

Classes start at 9.05 am and end at 4.35 pm. There is an optional breakfast service from 8.00 am to 9.00 am. The Sports Club offers extracurricular activities between 4.45 pm and 5.45 pm. Early Years schedules may change.

3. What services does the School offer?

Along with the canteen, nursing and psycho-pedagogical and university guidance services, the School has a club for extracurricular cultural and sports activities taking place within the School's facilities. All these ser-

vices prioritise quality, care and the well-being of the student.

4. How is the British system combined with the Spanish system in the curriculum?

Students from 2 to 16 years of age follow the British educational system (National Curriculum). This is supplemented with classes on Spanish Culture (Geography and History), Language and Literature that are taught in Spanish. IGCSE (General Certificate of Secondary Education) results are validated by the Ministry of Education for the Graduate in Secondary Education qualification.

5. Does the School prepare students for the EvAU (Assessment for University Access) in Spain?

Yes, traditionally 100% of our students pass the University Entrance Exam. Madrid's Complutense University has awarded the British Council School with an "Honourable Mention" for more than ten years for the

excellent results of our students in the selectivity tests, some of whom have been ranked among the 100 best in Spain. The average was 8.3 in 2023, 8.23 in 2022 and 8.4 in 2021. Worthy of note is that the average in Spain was 6.85 in 2021 and 6.87 in 2022.

6. What body inspects the School?

The School is inspected by the Spanish Ministry of Education, in accordance with the agreement established between it; and the British Schools Overseas Inspectorate (BSO) for British Schools operating in Spain. Our School currently follows the model developed by the National Association of British Schools in Spain (NABSS)

7. Does the School prepare students to enter universities in other countries?

Yes. Our students enter the best universities in the UK, the USA and Europe. Students must also pass the SAT (Scholastic Assessment Test) to be admitted to US universities, an exam we can prepare them for from our University Guidance department.

8. Does the School teach religion?

Our School is non-denominational in nature and promotes an inclusive school environment. Our values reflect religious beliefs from several denominations.

The School follows the Religious Education curriculum (based on the Catholic religion).

The alternative subject to Religion is Civics from the English curriculum and taught in English, during Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. Our students also have the option of preparing for First Communion, as well as for Confirmation at the School outside of regular class hours.

9. Does the School have transport?

There are currently more than 20 different routes with the aim of providing an excellent service to families from the School. School buses meet the highest quality standards, and all seats have seat belts and are no more than 7 years old.

A team of monitors also manages the arrival and departure of students to the School every day, as well as their return to their destination stops.

The School's bus service covers practically all of central Madrid and the main areas where students travel from.



British Council School
El Colegio Británico

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