

British Schools Overseas (BSO) inspection report

5 to 7 May 2026

The Edron Academy

Desierto de los Leones 5578

Col Olivar de los Padres

Álvaro Obregón

Mexico CDMX

01780

Mexico

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards, with minor issues identified for improvement and/or the principle of proportionality has been applied.

1. The newly convened governing body works well with leaders and provides appropriate support and challenge. Leaders and staff make strategic decisions and take actions that develop the school's provision for pupils. Policies are implemented effectively. As a result, the British Schools Overseas (BSO) Standards are met.
2. Leaders and staff place pupils' emotional wellbeing at the centre of their decision-making. The school's values are understood well and underscore all aspects of school life. Pupils are respectful and courteous towards each other and towards staff. The school is a friendly and welcoming community. As a result, pupils approach their education with enjoyment, confidence and determination.
3. Staff have secure subject knowledge that they use to plan and teach effective and interesting lessons. Pupils learn to develop diligent and independent attitudes to their learning so that they make good progress in their work.
4. The school implements an appropriate assessment framework overall. Pupils receive thorough and focused guidance, marking and feedback about their work. Leaders analyse assessment outcomes to clearly identify and support pupils whose work requires further consolidation. However, leaders do not identify pupils who have higher prior attainment, particularly in Years 7 to 13, with the same level of precision. As a result, these pupils are not provided with consistently high levels of challenge.
5. Pupils who have special educational needs and/or disabilities (SEND) are supported well. Leaders provide staff with clear information so that pupils' individual needs are understood and met effectively.
6. Most pupils in the school speak English as an additional language (EAL). Pupils are assessed when they join the school so that their language and communication needs are identified. However, leaders do not systematically track and monitor the language needs of individual pupils who speak EAL as they move through the school.
7. The school provides pupils with an appropriate programme of physical education (PE) and extra-curricular opportunities overall. However, the current extra-curricular provision is not as well developed, which limits opportunities for pupils to develop new interests and skills.
8. Children in the early years and pupils in Years 1 to 9 receive coherent, age-appropriate and well-planned personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes that prepare them well to take responsible decisions. However, in Years 10 to 13, the PSHE and RSE programmes are not structured or planned as effectively as in other phases of the school. As a result, pupils in these years are not prepared for future experiences as well as possible.
9. Leaders in the early years provide children with a well-planned and stimulating curriculum. Leaders consult closely with staff to ensure that the curriculum continues to meet children's individual needs consistently.

10. Leaders typically provide, and make available to parents of current and prospective pupils, all required information, mainly through the school's website. However, at the start of the inspection, the school did not make available information about the number of formal complaints submitted during the previous academic year, nor did the complaints policy provide clear information about the composition of stage three panels, the retention of records of complaints and timescales for stage one complaints. In addition, parents of prospective pupils could not access the safeguarding policy on the school's website, although parents of current pupils could. Leaders rectified these oversights during the inspection.
11. Leaders implement a detailed and clear behaviour policy. The values of truthfulness and respect underscore the school's high behavioural expectations. Leaders maintain meticulous behaviour and bullying records. These are closely tracked and monitored so that staff continue to take appropriate and effective actions that promote inclusive and respectful behaviour.
12. The school provides pupils with a wide range of well-considered opportunities to develop their leadership skills and to offer service and help within and beyond the school community. Pupils actively promote and support a range of local and international charities. Younger and older pupils assume positions of responsibility and act as positive role models around the school.
13. Leaders promote an effective safeguarding culture throughout the school. Staff receive suitable safeguarding training and understand the school's safeguarding procedures. Leaders complete required safer recruitment checks before adults commence working at the school. The safeguarding policy is written clearly and reviewed in a timely manner. The safeguarding team responds appropriately to any safeguarding concerns that arise.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the school consistently provides and makes available to parents and prospective parents all required information
- strengthen the use of assessment data, particularly for pupils in Years 7 to 13, to inform curriculum planning for pupils who have higher prior attainment
- strengthen the identification and monitoring of pupils who speak English as an additional language so that teaching strategies consistently support their individual needs
- develop the programme of extra-curricular activities so that pupils have a broader range of opportunities to develop new interests and skills
- strengthen the personal, social, health and economic education and relationships and sex education programmes for pupils in Years 10 to 13 to better prepare them for adult life.

Section 1: Leadership and management, and governance

14. Leaders benefit from a close and collaborative working relationship with the school's newly convened board of governors. The governors provide effective oversight of the school's work, and support leaders' implementation of the development plan. Leaders maintain a friendly, active and visible presence throughout the school that enables them to monitor the effective implementation of the school's provision. As a result, the school meets the BSO Standards.
15. Leaders work well with staff to ensure that the school promotes pupils' wellbeing effectively and thoroughly. The school's values are prominently displayed around the school and remind all members of the community about the importance of acting with honesty, integrity and respect. Leaders implement compassionate and effective pastoral systems which provide pupils with consistent support that helps them to approach their education with determination and confidence.
16. Leaders and staff work well together to evaluate the school's provision and take effective actions to improve it. For example, leaders educate pupils effectively about the positive advantages of removing the use of mobile phones during the school day. Following consultations with staff, leaders implemented recently introduced behaviour management strategies so that pupils' behaviour is managed and supported more effectively. Such actions ensure that the school's provision supports pupils effectively.
17. Leaders provide parents with a complaints policy that includes a three-stage process. Leaders and staff manage complaints appropriately and in line with the policy. However, at the beginning of the inspection, the policy did not provide clarity about the timelines for managing stage one complaints or include information about the retention of records relating to formal complaints on the school's premises. In addition, the complaints policy did not make it sufficiently clear that one member of the panel convened to consider any stage three formal complaint would be fully independent of the school. Leaders amended the complaints policy to rectify these issues during the inspection.
18. Leaders in the early years promote children's wellbeing effectively. Leaders and staff work closely together to provide a nurturing and stimulating environment. Lessons and activities are planned carefully to support children's individual and emotional needs. Leaders consult regularly with parents so that children's interests are identified and supported. Children enjoy their education, make good progress and are prepared well for their next steps.
19. Leaders provide parents with a wide range of policies and other useful information on the school's website and the parents' portal. Leaders and staff arrange a suitable schedule of parents' meetings and write detailed reports so that parents are informed about their child's academic and personal progress and attainment. However, at the start of the inspection, the school did not make available information about the number of formal complaints submitted in the previous academic year. Leaders rectified this oversight during the inspection.
20. The school maintains constructive relationships with a range of local safeguarding partners and external agencies. These links provide expertise and advice that inform leaders' decision-making and promote the wellbeing of pupils effectively. For instance, leaders invite external speakers to visit the school to deliver presentations and workshops that help pupils to understand the importance of digital responsibility and countering toxic masculinity. In accordance with Mexican regulations, the school notifies the local authority whenever a pupil joins or leaves the school.

21. Leaders implement a thorough approach to managing potential risks. They identify, mitigate and reduce risks promptly by taking careful and well-managed actions. For instance, leaders have considered pupils' movements around and between both the school's sites and provide highly effective and thorough supervision and security arrangements at all entrance points. Staff receive guidance and training so that they understand how to write suitable risk assessments. Leaders ensure that risks assessments covering the premises and accommodation and a range of educational visits and trips are thoroughly evaluated. The school's management of risk is comprehensive and supports pupils' wellbeing effectively.
22. The school is inclusive and seeks to make its educational provision accessible for all pupils. Leaders identify and support pupils' individual, academic and pastoral needs effectively. For instance, leaders adjust pupils' timetables so that they can access classrooms, facilities and the curriculum. When required, staff provide appropriate assistance so that pupils can physically move around the school's two sites safely.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

23. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

24. Leaders implement a well-planned curriculum that combines Mexican educational requirements with the English national curriculum. Typically, the curriculum is matched carefully to the needs of pupils and prepares them well for the next stage of their education. In the primary section of the school, teachers plan cross-curricular links so that pupils broaden their knowledge and understanding. For example, in science lessons, pupils explore the solar system and widen their understanding by listening to, and learning about, music inspired by the planets. Pupils in Years 7 to 9 participate in philosophy lessons that help them to develop independent thinking and prepare them well for their IGCSE examinations. Pupils in the sixth form follow the International Baccalaureate Diploma Programme (IBDP) and participate in the creativity, activity and service (CAS) component that provides them with opportunities to develop academic and personal skills.
25. Leaders maintain regular oversight of the curriculum to ensure that it remains suitable for pupils. For instance, leaders conduct lesson observations, learning walks and scrutiny of pupils' work. Staff work together closely to share planning, resources and successful teaching strategies. Curriculum activities support pupils' understanding of values such as inclusion, respect and tolerance. In history lessons, for example, older pupils learn about apartheid and develop an understanding of human rights and individual freedom. Younger pupils study books and poetry that reflect cultural diversity so that they develop an empathetic understanding of others.
26. Staff demonstrate secure subject knowledge and plan and teach well-paced, interesting and effective lessons. Teachers use resources well and ensure that lessons provide opportunities for pupils to build on their prior knowledge and widen their skills and understanding. For example, in business management lessons, teachers ask probing questions and provide clear instructions that help sixth-form pupils to extend their understanding of critical path analysis. In computer science lessons in Year 8, teachers help pupils to develop their information and communication technology (ICT) skills as they collaborate constructively to create imaginative computer games. As a result of effective teaching, pupils throughout the school make good progress in their work.
27. Staff provide effective opportunities for pupils to develop diligent and responsible attitudes towards their learning. In art lessons, for instance, senior pupils choose from a range of artistic mediums to create independent pieces of art that explore their personal interpretation of how war affects children. In mathematics lessons, pupils in the primary school work together respectfully and explain the methods they use to solve questions based on equivalent fractions.
28. Leaders implement a suitable assessment framework overall. Teachers provide clear guidance, feedback and marking so that pupils understand the work they do well and the steps they need to take to make further progress. Leaders analyse assessment outcomes to identify and support pupils who require further consolidation effectively. However, leaders and staff do not routinely use assessment information to identify those pupils who have higher prior attainment. As a result, these pupils are not consistently challenged in lessons.
29. Leaders in the early years provide effective opportunities for children to develop their language and communication skills. For instance, children participate in a range of reading and writing activities that support their understanding of the sounds that letters make. Teachers model language clearly so that children learn to use the English language conventionally in speaking activities. Children develop their use of mathematical language when they discuss repeating numerical patterns and

sequences. Teachers use a range of suitable books and other texts, and ask children challenging questions that help them to retrieve information about the characters in the stories. Such measures help children to use language confidently and to develop key communication skills.

30. Most pupils in the school speak EAL and are provided with appropriate support overall. Leaders assess pupils' English language proficiency when they join the school. Staff employ a range of suitable strategies in lessons to support pupils' English language development, including the use of vocabulary lists and sentence starters for written tasks. However, leaders do not monitor the language needs of pupils who speak EAL as they move through the school to enable staff to implement the most effective teaching strategies to support them.
31. The leaders of provision for pupils who have SEND provide thorough and well-disseminated information to staff so that they understand the individual needs of the pupils they teach. Leaders conduct a detailed initial assessment of pupils who have SEND and regularly monitor and track their progress so that help and support continue to be effective. Pupils who have SEND collaborate with teachers to write individual learning plans (ILPs) that identify helpful teaching strategies and set aspirational and achievable targets. Leaders provide staff with specific training so that they develop their understanding of how to provide pupils who have SEND with consistently effective support so that they make good progress during their time at the school.
32. The school provides an extra-curricular programme of clubs and activities. Pupils participate in sporting activities such as Irish dancing, karate and football. Pupils in the sixth form develop their leadership skills by organising a range of clubs, such as the debating society. Pupils attend a cooking club, learn to make Mexican tortillas, and develop an understanding of how to prepare food hygienically. However, the extra-curricular programme of activities is not as well developed, well attended or engaging as it could be. This means that pupils currently have limited opportunities to develop new skills and interests through the range of activities provided beyond the curriculum.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

33. All the relevant BSO Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

34. Leaders and staff promote pupils' physical health and emotional wellbeing across the school effectively. Pupils benefit from a well-managed pastoral support structure that includes access to trained counsellors, school doctors and qualified psychologists. Leaders also provide senior pupils with appropriate training to enable them to lead the 'wellbeing committee' effectively and to offer ongoing guidance and support to younger pupils. Pupils experience and enjoy success in a wide range of activities, such as the debating society and the annual musical production. The school's provision provides opportunities that support pupils' emotional wellbeing consistently and help them to develop self-esteem and confidence.
35. Pupils develop their spirituality and moral responsibility effectively. Younger pupils write poems that reflect on nature and demonstrate an appreciation of the environment. Older pupils study poetry and music that explore religious and spiritual themes. Pupils participate in the 'Day of the Dead' festival and remember and are encouraged to reflect thoughtfully about family members. Leaders support pupils' understanding of how to act in a responsible and moral manner towards others. For instance, in assemblies, pupils learn about the importance of developing empathy and respecting the perspectives and opinions of others.
36. Leaders implement well-planned and coherent PSHE and RSE curriculums for children in the early years and pupils in Years 1 to 9. Pupils learn about mindfulness, develop strategies to manage their emotions and learn, at an age-appropriate level, about the onset of puberty and adolescence. Staff help pupils to understand that a nutritious diet, healthy sleep and regular exercise contribute positively to a balanced lifestyle. Pupils learn about coercion and consent and the differences between positive and negative peer pressure. Older pupils in Years 10 to 13 follow a suitable PSHE and RSE curriculum overall, complemented by visits from external speakers who discuss topics such as addiction and the dangers of alcohol and drug misuse. However, the PSHE and RSE programmes are not as well-developed, structured or coherent for pupils in these years as they are for those in younger age groups. As a result, these pupils are not prepared as effectively as they could be for the responsibilities and challenges of adult life.
37. Leaders implement a suitable PE curriculum. Staff deliver well-planned PE lessons and teach pupils specific skills, such as how to throw and pass a ball accurately. Pupils participate in a range of competitive sports, including football and basketball. The extra-curricular programme includes alternative physical activities such as dance. Leaders encourage pupils to follow the school's values of respect and trust during sporting activities. Pupils develop a secure understanding that regular exercise promotes their physical and mental health.
38. Leaders and staff implement the school's behaviour policy and anti-bullying strategy consistently and effectively. They set high behavioural expectations and support and encourage pupils to behave considerately and inclusively. Staff use assemblies to guide and remind pupils about the importance of equality, empathy and maintaining kind and respectful relationships. Leaders reinforce positive and responsible actions by awarding house points. Pupils learn about the harm caused by prejudiced or discriminatory actions. Leaders maintain and analyse detailed behaviour and bullying records, identify any emerging patterns or trends, and take effective and supportive actions in response.

39. Leaders in the early years support children's emotional wellbeing and physical development effectively. Teachers maintain positive relationships with children and regularly check how they are feeling. Children develop their physical skills and abilities well. For instance, specialist PE staff help children to develop agility and co-ordination in well-planned PE lessons. Children ride tricycles and use appropriate climbing resources during their breaktimes. They participate in music and drama activities that provide opportunities to sing, act and perform. Through such opportunities, children develop self-esteem and learn to approach new challenges with confidence.
40. Leaders implement thorough and systematic health and safety procedures throughout the school. Required checks are carried out in a timely manner and audited by external health and safety consultants. Leaders perform frequent visual checks of the school premises and take appropriate actions when any issues are identified. Fire evacuation routes are clearly marked. Pupils rehearse fire drills so that they know how to respond in case of an emergency. Leaders review fire drills carefully to identify how to make subsequent fire evacuation practices even more efficient. The school's conscientious approach to health and safety supports pupils' wellbeing and ensures that the premises and accommodation remain suitable for pupils.
41. The school provides appropriate first aid and medical procedures. Staff undertake suitable first aid training, including paediatric first aid training for those who work in the early years. Leaders keep clear records of any accidents, and of any first aid or medication that is administered.
42. Leaders implement appropriate measures so that pupils are supervised effectively. The school maintains secure procedures at entry points so that only authorised people are able to gain access to the school's premises. Most pupils use school transport, and the school implements highly effective and carefully managed transport and supervision arrangements at the beginning and end of the school day. During breaktimes, staff supervise in a friendly and supportive manner so that pupils can request help, if required. An appropriate adult-to-child ratio is maintained in the early years.
43. The school maintains appropriate admission and attendance registers in line with the requirements of the BSO Standards. Attendance registers are completed in the morning and afternoon for younger pupils and at the start of every lesson for senior pupils. Leaders analyse attendance data and take appropriate actions to promote high levels of pupils' attendance.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

- 44. All the relevant BSO Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

45. The school's well-considered curriculum develops pupils' understanding of the values of respect, inclusion and cultural diversity. For example, pupils celebrate Black History Month and learn about the dangers of prejudiced and discriminatory attitudes towards others. Leaders organise an 'empathy in action' week so that pupils develop an appropriate understanding and appreciation of those who are different from themselves. The school observes International Women's Day and celebrates successful female role models. Leaders provide pupils with a wide selection of resources that reflect a range of characteristics protected by Mexican law. Pupils learn, at an age-appropriate level, about sexual identity and the rights of individuals to make personal choices. In geography lessons, pupils learn about immigration and explore some of the reasons that influence people to relocate to different countries. Such opportunities support pupils to develop a mature and balanced global perspective and prepare them to make a positive contribution to society.
46. Staff teach pupils to develop an effective and age-appropriate understanding of finance and money management. Children in the early years learn about the value of money through activities such as exploring the cost of ingredients needed to make currant buns for sale in their role-play shop. Pupils in the primary school consider the costs associated with household expenses, including water charges and taxation. Older pupils study budget management and expenditure in their PSHE lessons. In economics lessons, pupils in the sixth form learn about mortgage statements and develop business plans that enhance their understanding of product management, profit margins and consumer spending.
47. Leaders provide pupils with a broad and well-structured careers programme. Younger pupils are introduced to a range of professions through their PSHE lessons. Pupils in Years 7 to 9 attend a programme of careers talks and begin to develop an understanding of the skills and attributes required for different occupations. Older pupils learn how to prepare letters of application and understand the purpose of a curriculum vitae. Pupils in the sixth form attend university fairs and undertake work experience placements. As a result, pupils are prepared well to make informed decisions about future university pathways and employment opportunities.
48. Leaders plan carefully so that pupils are prepared well for their next steps. For instance, pupils in Year 1 benefit from regular opportunities to visit the Year 2 premises, which enable them to approach their next school year confidently. Leaders arrange for older pupils to visit pupils in Year 6 to answer their questions about moving into the senior school. Pupils in Year 9 attend IGCSE subject information meetings so that they are well informed about the range of subject choices available to them. Prior to joining the sixth form, pupils in Year 11 participate in a range of lessons that offer them an insight into unfamiliar IBDP subjects.
49. Leaders in the early years act as positive role models and demonstrate kindness and cheerfulness so that children learn to treat others in a friendly and courteous manner. Staff implement well-established routines so that pupils learn to wait their turn and demonstrate helpfulness when routinely clearing away resources. Children participate in gardening activities with visiting adults and confidently discuss planting seeds and nurturing plants. They maintain polite and inclusive interactions with others and develop confident social and communication skills.

50. The school provides effective and well-planned opportunities for pupils to learn about law and order, democracy, and the importance of behaving in a responsible manner. Pupils in the sixth form are taught about a range of Mexican laws, including legislation relating to registering a birth or marriage. Staff teach pupils in Years 7 and 8 about the Mexican juvenile justice system. Pupils in the primary school learn about the purpose of laws and rules in maintaining a lawful and democratic society. Senior pupils participate in Model United Nations debates. They democratically vote on topics such as those relating to the recognition of the importance of laws and boundaries within society.
51. Pupils receive balanced and impartial teaching about politics and British and Mexican institutions. Staff teach pupils about the history of the Mexican political system and constitution. Pupils learn about the role of the Mexican president. Pupils in the sixth form explore global politics and debate themes such as whether it is appropriate for an international country to exert influence on neighbouring countries' political decisions. Pupils learn about the role of the British monarchy and the work of the National Health Service in caring for those who are injured or unwell.
52. The school encourages and supports pupils to assume positions of responsibility and to provide service to others. Pupils in Year 6 support staff as 'play leaders' and ensure that younger pupils play inclusively and kindly during breaktimes. Pupils across the school participate in the school council and represent the views of others. Leaders respond considerately to ideas raised by the school council, such as by providing resources that allow pupils to produce a school newspaper. Senior pupils are appointed as ambassadors and support leaders by showing visitors around the school. Pupils in the sixth form serve as house captains and committee members and work closely with staff to arrange school events and competitions. Such opportunities help pupils to develop effective public speaking and leadership skills, self-esteem and confidence.
53. Pupils develop a secure understanding of social responsibility and provide thoughtful and regular support to local and international organisations. Children in the early years donate toys and books to charities that support disadvantaged children. During the school's 'empathy week', pupils undertake activities that support people with sight loss and those who suffer from serious illness. Pupils visit and dance with elderly residents in their local community. Senior pupils engage in charitable activities such as organising a 24-hour fundraising football match. Pupils participate in The Duke of Edinburgh's Award scheme (DofE) and volunteer to work in local schools and with charities that support people who are hungry or homeless.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

- 54. All the relevant BSO Standards are met.**

Safeguarding

55. Leaders and staff work well together to create an effective safeguarding culture that reflects British guidance and Mexican requirements. The safeguarding policy is detailed, clearly written, reviewed appropriately and implemented effectively. However, at the start of the inspection, the safeguarding policy was not provided to parents of prospective pupils on the school's website, although it was made available to parents of current pupils. Leaders rectified this oversight before the end of the inspection.
56. Staff receive effective safeguarding training, including at induction, and demonstrate a thorough knowledge of the school's safeguarding procedures. Training includes the latest updates to the 'Prevent' guidance so that staff remain alert to the dangers of extremism and radicalisation. Staff are also trained to recognise and respond to different forms of child-on-child abuse. They demonstrate a secure understanding of low-level concerns and know how to report any concerns or allegations relating to adults who work at the school. Leaders meet with staff to share and discuss any safeguarding concerns so that pupils continue to receive appropriate and effective support.
57. Leaders with responsibility for safeguarding are trained appropriately for their roles. They meet regularly to discuss vulnerable pupils and to ensure that the decisions and actions they take are suitable. The school consults appropriately with local safeguarding partners when required. Leaders maintain detailed safeguarding records that include summaries of meetings, the decisions taken and related external reports.
58. Pupils understand the importance of requesting support should they have any concerns and know how to do so. For example, leaders provide younger pupils with 'empathy boxes' in their classrooms. Older pupils can seek guidance and help by submitting a digital form which is directed to the safeguarding team. Leaders display posters throughout the school reminding pupils about the identity of the safeguarding and pastoral teams.
59. Staff in the early years understand and adhere to the specific safeguarding requirements that relate to working with young children. In accordance with Mexican requirements, the early years accommodation, provision and safeguarding requirements are inspected annually by the local authority to ensure that they remain suitable and effective.
60. Leaders and staff demonstrate a thorough understanding of the potential contextual risks that pupils may encounter, including online. Pupils are taught about online safety in computing and PSHE lessons. Younger pupils, for instance, learn about the importance of not sharing personal details and reporting any online activity that makes them feel uncomfortable to a trusted adult. Older pupils are explicitly taught about strict Mexican legislation relating to sharing inappropriate online images. The school implements an appropriate internet filtering and monitoring system and procedure. Senior staff investigate any alerts promptly and take suitable actions.
61. The school's safer recruitment procedures are managed appropriately and reflect the requirements of the BSO Standards and Mexican law. Pre-employment checks are carried out promptly. These checks are accurately recorded on a suitable single central record of appointments (SCR). Staff personnel files are well organised and contain appropriate information.

The extent to which the school meets the BSO Standards relating to safeguarding

62. All the relevant BSO Standards are met.

School details

School	The Edron Academy
Department for Education number	000/6325
Address	The Edron Academy Desierto de los Leones 5578 Col Olivar de los Padres Álvaro Obregón Mexico CDMX 01780 Mexico
Phone number	+52 55 5585 1920
Email address	james.hughes@edron.edu.mx
Website	https://edron.edu.mx
Proprietor	Asociación Civil
Chair	Mr Jorge Reyna
Headteacher	Mr James Hughes
Age range	1 to 18
Number of pupils	964
Date of previous BSO inspection	15 to 18 May 2023

Information about the school

63. The Edron Academy is an independent co-educational British international day school situated in the south-west of Mexico City. The school occupies two sites located close to each other. The main site is for pupils in Years 2 to 13. A further site, for children in the early years and pupils in Year 1, is about five minutes' walk away. The school is a not-for-profit organisation. Members of the Assembly appoint governors who provide oversight of the school's work. The current chair of governors was appointed in September 2025.
64. The school is divided into three sections: the Kinder section, for children in the early years and pupils in Year 1; the primary section, for pupils in Years 2 to 6; and the secondary section, for pupils in Years 7 to 13. The current headteacher took up his position in May 2024.
65. The school has identified 140 pupils as having special educational needs and/or disabilities.
66. English is an additional language for 940 pupils.
67. The school states that it aims to provide pupils with a safe and secure environment. It endeavours that each pupil is valued for their unique abilities and character. The school intends that pupils should be emotionally secure, international in their outlook, creative and prepared well for future opportunities and challenges. The school seeks to prepare pupils to be responsible and successful global citizens and to make a positive contribution to society.

Inspection details

Inspection dates

5 to 7 May 2026

68. A team of eight inspectors visited the school for three days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders, including those responsible for learning support
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

70. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net