



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**King's College**  
**The British School**  
**Murcia**

**Spain**

Date **26<sup>th</sup> - 28<sup>th</sup> October 2022**

Inspection **20221026**

| Contents |  | page |
|----------|--|------|
| 1        | Purpose and scope on the inspection  | 2    |
| 2        | Compliance with regulatory requirements  | 2    |
| 3        | Overall effectiveness of the school  | 3    |
|          | 3.1 What the school does well  | 3    |
|          | 3.2 Points for improvement   | 4    |
| 4        | The context of the school  | 5    |
|          | 4.1 The British nature of the school   | 7    |
| 5        | <b>Standard 1</b><br>The quality of education provided by the school                 | 8    |
|          | 5.1 Curriculum   | 8    |
|          | 5.2 Teaching and assessment  | 10   |
|          | 5.3 Standards achieved by pupils   | 13   |
| 6        | <b>Standard 2</b><br>The spiritual, moral, social and cultural development of pupils | 15   |
| 7        | <b>Standard 3</b><br>The welfare, health and safety of pupils                        | 17   |
| 8        | <b>Standard 4</b><br>The suitability of the proprietor and staff                     | 19   |
| 9        | <b>Standard 5</b><br>The premises and accommodation                                  | 20   |
| 10       | <b>Standard 6</b><br>The provision of information for parents, carers and others     | 22   |
| 11       | <b>Standard 7</b><br>The school's procedures for handling complaints                 | 24   |
| 12       | <b>Standard 8</b><br>Leadership and management of the school                         | 25   |

## 1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Dr Mark Evans. The team members were Nan McKeown and Samantha Cuthbert.

## 2. Compliance with regulatory requirements

The Kings College, Murcia meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Kings College Murcia (KCM) provides a very high quality of education and care for its pupils. The leadership provided by the head teacher, deputy head teacher and other senior leaders is excellent. It allows and encourages the highest standards of academic attainment. Teaching is excellent. The personal development of pupils is outstanding. Behaviour is exemplary and learning is a process that the pupils really enjoy.

In secondary, teachers challenge their classes to learn more and give excellent feedback. In primary, there is a clear focus on independent learning, which is a real benefit later on in the children's education. There is strong provision for the learning of English, throughout the school.

#### 3.1 What the school does well

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

- the curriculum is excellent, and the recent significant change with the introduction of International Baccalaureate Diploma Programme (IBDP) in secondary has been very well handled;
- the range of extra -curricular activities that enhance the taught curriculum;
- the best teaching is creative, exciting and really engages pupils – excellent lessons where seen across the whole school;
- meeting the needs of pupils with specific learning needs is a strength of the school;
- the priority of the school to continue to refine the curriculum and embed high standards of teaching across all areas;
- the school is bright, airy and spacious - classrooms and corridors have natural light creating a positive learning environment throughout;
- the recent renovation of the sixth form area is an asset to the school;
- the head teacher and deputy head teacher, with the senior and middle leadership team drive for school improvement is impressive, built around a strong ethos of teamwork and a shared vision;
- the provision for the health, welfare and safety of pupils is a strength of the school;
- the school actively promotes strong links with parents - communication is excellent and the availability of senior leaders was commended by parents.

## 3.2 Points for improvement

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

1. Further improve learning, teaching and assessment, so that all matches that of the best, for example by:
  - a) further developing the curriculum to ensure there is challenge in all lessons for the more able;
  - b) encouraging pupils to take risks in their learning;
  - c) refreshing the approach to continuous assessment across primary;
  - d) develop questioning techniques across the school to ensure pupils are independent and active learners in all subjects;
  - e) continue to embed *High Performance Learning and Assessment for Learning* throughout the school.
2. Build on the excellent start made using a coaching/mentoring approach to lesson observation within the school, linking it to a consistent feedback approach for pupils' learning, too.
3. In line with creating 'World Ready Learners', continue to monitor the success of the IBDP implementation in secondary and build further links to and from the curriculum in primary and Key Stage (KS) 3.

#### 4. The context of the school

|  |  |      |                    |       |     |
|--|--|------|--------------------|-------|-----|
| Full name of School                    | King's College Murcia, SL  |      |                    |       |     |
| Address                                | Calle Pez Volador s/n,<br>Urbanización La Torre Golf Resort<br>30709 Roldán, Murcia, Spain   |      |                    |       |     |
| Telephone Number/s                     | +34 968 032 500  |      |                    |       |     |
| Fax Number                             | +34 968 032 738  |      |                    |       |     |
| Website Address                        | <a href="http://murcia.kingscollegeschools.org/es/">http://murcia.kingscollegeschools.org/es/</a>  |      |                    |       |     |
| Key Email Address/s                    | <a href="mailto:murcia.info@kings.education">murcia.info@kings.education</a><br><a href="mailto:gabriel.sosapons@kings.education">gabriel.sosapons@kings.education</a> |      |                    |       |     |
| Head teacher/Principal                 | Ms Dawn Akyürek  |      |                    |       |     |
| Chair of Board of Governors/Proprietor | Ms Elena Benito  |      |                    |       |     |
| Age Range                              | 18 months to 18 years  |      |                    |       |     |
| Total number of pupils                 | <b>542</b>   | Boys | 288                | Girls | 254 |
| Numbers by age                         | <i>0-2 years</i>   | 12   | <i>12-16 years</i> | 232   |     |
|  | <i>3-5 years</i>   | 65   | <i>17-18 years</i> | 44    |     |
|  | <i>6-11 years</i>  | 189  | <i>18+ years</i>   | 0     |     |
| Total number of part-time children     | 0  |      |                    |       |     |

KCM is one of the King's Group of schools, part of the *Inspired* group. The mission of the group is to be at the forefront of British education internationally. The group has 50 years of experience of delivering the English national curriculum and British education based on Christian values.

It is a co-educational day school for pupils aged from 18 months to 18 years. Situated next to the La Torre Golf Resort, near Roldan in south-eastern Spain, it opened in 2007 in purpose-built buildings as a joint project between the King's Group and Polaris World, a Spanish construction company. In September 2014, it was purchased outright by the King's Group. The school is divided into three sections: the Early Years and Foundation Stage (EYFS) with pupils under five; the primary section with pupils aged five to eleven; and a secondary section and sixth form with pupils up to the age of eighteen. The school has two classes in each year up to and including Year 11, with a few year groups having three classes. The 6th Form is currently one form entry.

Key features of the school include the following:

- Because of the location of the school, some pupils have long journeys to school.
- It is in a rural community of an economically deprived area, with more limited academic aspiration; also from expatriate parents who have relocated or taken early retirement.
- In many families, both parents work to pay the fees.
- Approximately 64% of the parental body is Spanish and/or non-British: the majority of these parents have little or no English language.
- British parents who have relocated or taken early retirement.
- Local laws (e.g. local holidays for different towns/villages) lead to pupil absences.
- Adherence to Spanish curriculum regulations causes difficulties with creative timetabling and increases the length of the school day.
- Spanish school entry academic years do not align with the UK, meaning there is a high number of young learners - 21% of the pupil body.

## 4.1 British nature of the school

KCM is the only school in this part of Spain that is obviously British in style and character.

- There is a uniform for pupils, which is similar to that which might be found in a school in the UK.
- The KCM curriculum is based on the national curriculum of England.
- Pupils are expected to leave the school with 9 (i)GCSEs alongside Spanish qualifications in *Lengua* and *Ciencias Sociales* and/or A levels/IB Diploma.
- All lessons (apart from modern foreign languages) are taught in the English language.
- Teachers (with the exception of Spanish language teachers) have British qualifications.
- The school's mission and values are entirely compatible with those of the UK, and are clearly displayed around the building.
- Assemblies cover a variety of UK themes, ranging from British values to aspects of UK culture.
- Personal, social and health education (PSHE) lessons give due regard to discrimination and inclusion.
- Professional development for teachers follows DfE guidance.
- KCM works in close partnership with other King's Group schools, which helps to ensure that the school is up-to-date with current UK best practice.
- Recent visitors from the UK include a British internet safety consultant and Scottish sports teaching pupils.
- Pupils transfer successfully from KCM back into schools in the UK.
- In June 2022, KCM celebrated the Queen's Jubilee with a variety of initiatives in classes culminating in a Queen's Jubilee day event for parents and pupils.
- In September 2022, the school marked the passing of Queen Elizabeth with two minutes silence, assemblies celebrating her life, a book of condolence in the reception area, flags at half mast and lessons focusing on the traditions of the royal family and her funeral.



## 5. Standard 1

### The quality of education provided by the school

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

#### 5.1 Curriculum

The quality of the curriculum is excellent.

The curriculum is broad, balanced, relevant, and innovative. The school follows the Early Years Foundation Stage Framework (EYFS) and the National Curriculum for England coupled with the local requirements of Spanish law. Approximately one sixth of curriculum time is required to follow the local Spanish curriculum. A 'through school' plan has been designed to ensure statutory requirements are met.

The curriculum at Kings has undergone significant development following the introduction of the International Baccalaureate in September 2022. High Performance Learning (HPL) and Assessment for Learning (AfL) strategies have also been implemented to improve the curriculum, although these are not yet fully embedded across the school.

The comprehensive curriculum policy sets learning firmly at the forefront of the schools aims and principals. The curriculum is appropriate for the ages and aptitudes of all pupils, equipping them with the necessary skills to make progress. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. British values are upheld across the curriculum.

The principal language of instruction is English with Spanish spoken in Spanish lessons and allowed during breaktime. Some pupils do fall back into speaking in their mother tongue during lessons which is not always corrected by teachers.

Comprehensive schemes of work are in place and ensure that the curriculum provides opportunities for pupils to learn and make progress. Where appropriate planning is adapted to meet the specific requirements of pupils with recognised learning needs. Pupils at Kings are motivated learners. They show interest in their learning and a desire to broaden their knowledge while developing their skill base.

Broader learning for all pupils is further enhanced through a wide range of extracurricular clubs and activities, including the Duke of Edinburgh International Award, instrumental tuition and Model United Nations. Lunch time clubs provide the opportunity for pupils to lead chess, robotics and a variety of sporting activities.

The curriculum ensures that pupils are knowledgeable about the subjects they take and allows them to pursue personal interests. It prepares them well for the next stage of their education. Specially designed software, and a well-developed university counselling system, assists secondary pupils to explore career pathways. In 2022, 96% of pupils entered their first-choice university.

Enrichment activities are broad and varied across the school. They are implemented into lunchtimes so that all pupils have the opportunity to participate. The school identified that enrichment was heavily focused on sporting activities and have designed the new lunchtime enrichment to target other interests. KCM engages pupils in key theme weeks to support the development of 'world ready learners'; Enrichment Week, MUN and International Day. Pupils visit a variety of different locations on both day and residential excursions to support their knowledge of the world around them.

## 5.2 Teaching and assessment

The quality of teaching and assessment is excellent: there was no unsatisfactory teaching and many lessons were outstanding, especially in secondary.

Teaching throughout the school enables pupils to acquire new knowledge, and make progress according to their ability. They increase their understanding and develop their skills in the subjects that are taught. For example, pupils in a Year 2 lesson were using higher level language skills, generating words like 'predator' and 'camouflage', using them correctly, which clearly demonstrated their understanding of the words. Teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. In a Year 6 PE lesson, excellent modelling and teacher feedback were used to generate and encourage progress and pupils engaged in self-reflection and self-assessment, throughout the lesson, linked to the learning objectives.

Lessons are well planned, teaching methods are effective, suitable activities are used and class time is managed properly. In many secondary lessons, there was strong linkage to the core pillars of high performance learning (HPL), such as enquiry-based learning and resilience. Not all teachers however are as skilled as the best are, using these HPL concepts. KCM teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners, of which there are many) and the prior attainments of the pupils. They ensure these are taken into account in the detailed planning of lessons. They also demonstrate appropriate knowledge and understanding of the subject matter they teach.

- a) further developing the curriculum to ensure there is challenge in all lessons for the more able;
- b) refreshing the approach to continuous assessment across primary;
- c) develop questioning techniques across the school to ensure pupils are independent and active learners in all subjects;
- d) continue to embed *High Performance Learning and Assessment for Learning* throughout the school.

Teachers encourage pupils to behave responsibly, and pupils respond very well to this. In a Year 10 English lesson, photographs of Time magazine's front pages reporting on poverty in Africa provided thought-provoking visual stimuli, to which there were sensitive and well considered responses from pupils. Skilful questioning by the teacher challenged the pupils to explore their opinions on journalism and relate these to real life events, attitudes and human emotions.

Sometimes, opportunities for independent learning are missed. Similarly, taking 'risks' in their learning is encouraged for many pupils, but not yet all. In one geography lesson, there was a high level of subject knowledge and excellent links to previous

learning. There was however limited time devoted to pupils developing their own thoughts to further expand their thinking.

Classroom resources are of an excellent quality, quantity and range. They are used effectively throughout the school.

There is a strong framework in place to assess pupils' work regularly and thoroughly. The information from this assessment is utilised to plan teaching effectively, so that pupils can make progress. It allows pupils' performance to be evaluated by reference to the school's overall aims as provided to parents, as well as by comparing standards to averages derived from externally accredited assessments. In a Year 6 English lesson, the teacher engaged an excellent level of previous learning to drive the lesson forwards. Assessment for learning was engaged through targeted questioning, followed by adaptive teaching to support and challenge identified pupils.

The styles of teaching, learning and assessment equip pupils very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

## 5.3 Standards achieved by pupils

Academic attainment combined with an excellent curriculum, good and outstanding teaching and high-quality care means that the standards at the school are also outstanding. Standards of attainment in GCSE and A-level are excellent, and pupils make at least good progress throughout the school. KCM pupils make at least good progress and achieve excellent results in the secondary external summative examinations – iGCSE and A-Levels.

The school has updated policies in place to encourage even more progress across the school. The leadership team has a clear focus on developing assessment based around the child as an individual, through the use of triangulation of data from PASS, progress tests and continuous teacher assessment.

Pupils in EYFS and primary make good progress. In June 2022, pupils in KS1 and KS2 made good progress across the core areas of reading, writing and mathematics. Reading was the strongest area with 75% of pupils making good progress and 24% excellent. Writing and mathematics showed pupils making good progress, with 60% achieving in writing and 66% in mathematics. Primary teacher assessments, against age-related expectations, show that pupils are working at expected levels or above.

KCM has implemented the 9-1 grading system across KS3 and KS4 to ensure consistency. In the secondary part of the school, pupils make excellent progress, as determined by the external examinations. In 2022, 94% of pupils achieved 9-4 (A\*-C) grade, with 58% achieving 9/7 (A\*/A) grade. There has been a steady increase in results since the last inspection in 2017, where 89% of pupils achieved A\*-C grade with only 41% achieving the A\*/A grade.

The secondary part of the school provides a range of subjects for the Spanish *Especificas* to support entrance to Spanish universities. After A-Levels, currently, the highest percentage of KCM pupils will enter Spanish Universities for further education. In 2022, pupils made excellent progress in these subjects with a 90% pass rate, which is double the expected national average.

Pupils are well-prepared for the next stage of their education. The school has a newly refurbished sixth form area for independent learning. KCM provides support across KS4 and KS5 in the next steps of education through option choices, careers education and University choices. Pupils engage in a variety of extra-curricular activities to develop their skills in all areas, for example, STEM, debates, politics, and sport.

Attendance is a core focus and teachers monitor it daily. Systems are in place to follow up on absences and there is a clear escalation policy for any causes of concern. Current attendance stands at just over 94.5% and it is trending upwards.

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

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

Pupils are inspiring ambassadors for their school and have excellent relationships with their peers, teachers and with external visitors. The whole school approach to promoting the emotional well-being and personal development of pupils is evident.

KCM is a calm, welcoming and purposeful environment in which pupils can learn confidently. Pupils demonstrate confidence within themselves and are very welcoming to visitors who enter the school. They have a clear sense of pride for their school and its community.

A real strength of the school is the strong relationships between pupils and staff. In all sections of the school pupils have excellent relationships with all members of staff and this can be seen reflected within the learning of the lessons. Pupils are confident asking questions, discussing topics and engaging in lessons assuredly.

Pupils are supported with their development through a structured PSHE programme. EYFS follows the teaching from 'Developmental Matters' and *Jigsaw* is implemented from KS1 through to KS4. Weekly assemblies are delivered across all sections of the school and are planned to follow the *Jigsaw* themes. KS3 assemblies are planned and delivered by the pupils each week. PSHE is delivered through discrete teaching in KS1 to KS4, targeting specific issues within individual classes or cohorts, when the need arises.

Pupils have an excellent level of moral understanding, and this can be seen by the exceptionally high standards of behaviour and adherence to school rules. The pupils demonstrate impeccable behaviour around the school and exhibit a clear sense of purpose when they are moving around the building from lesson to lesson or during break times and lunchtimes. In secondary, pupils move independently around the school without the need for strong adult support or reminders for positive behaviour. Introduction of the new sanctions and rewards policy has created a balanced approach to behaviour strategies; the Friday detention scheme provides an opportunity for pupils to reflect on their choices and the introduction of online vouchers to reward consistent positive behaviour.

The school is built up of a variety of different cultural backgrounds with pupils from China, Spain, Russia, UK and Ukraine. English is used as the common language to ensure an inclusive environment for all pupils. Pupils demonstrate clear tolerance and harmony towards different cultures, and this is demonstrated most recently by new pupils who have joined the school from Ukraine and from Russia. The school developed teaching into their curriculum to ensure

that all pupils are aware of the current conflicts and to support any pupils that have joined the school.

KCM is an inclusive school and encourages the development of the 'whole-child'. Pupils are very happy in school and feel supported by their teachers. KCM uses PASS to assess the social and emotional development of pupils. The school takes a 'holistic' approach and uses the PASS data alongside academic data to try and identify areas of need for pupils. The school implements IEPs for any pupils who are identified as needing further provision. A School Counsellor is employed to support any pupils with their individual needs. Parents agree that the school is very inclusive, and they encourage all pupils to thrive by supporting individual needs and choices.

Opportunities for pupil leadership are provided throughout the school through the pupil council, buddy and mentoring systems and the *Inspired* Virtual Pupil Leadership. During the visit, sixth form pupils planned and delivered a range of Halloween themed activities for all sections of the school, including Halloween discos for the Primary School, a movie, and a Haunted House. The sixth form pupils dressed up, scheduled, and hosted all activities across the day – with great success. Pupil leaders are also engaged in the lunchtime enrichment activities, with the example of a Robotics club delivered by secondary pupils to primary pupils.

## The welfare, health and safety of the pupils

The provision for welfare, health and safety is outstanding.

The school has effective procedures in place to safeguard and promote the welfare of pupils. Written policies and procedures for off site visits, including comprehensive risk assessments, are in place.

The school has created an inclusive environment where diversity is celebrated. A dedicated Safeguarding officer oversees all aspects of child protection. All concerns are logged in the schools' MyConcern system and tracked confidentially. All staff receive training in safeguarding. The school maintains strong links with outside agencies should further advice and guidance be required.

Through PSHE and ICT curricula, pupils learn how to stay safe and who to contact if they feel vulnerable, physically or emotionally. In KS3 pupils learn about some of the common health and safety problems associated with computer use and ways of avoiding these. Pupils know who they can talk to if they have a concern. In a secondary school survey in April 2022, 91% of pupils reported they felt safe and cared for.

Workshops are held with parents include internet safety awareness. The school has introduced a "no mobile phone in school" policy. Parents interviewed are confident of their child's safety in school.

Fire drills and lockdown drills are held. All appropriate safety records are maintained, complying with local regulations. Fire safety equipment is maintained by an outside provider. Exit routes are clearly signposted.

There is a fulltime school nurse in attendance who plays an active role in promoting good health. All staff have annual health checks. Healthy eating is promoted in school. Dining room meals are carefully balanced to provide nutritious meals. Pupils and staff have access to multiple water coolers which are available throughout the school.

Supervision is high at break times and throughout the school day. Corridors are monitored, classrooms and outside play areas are checked during breaks with particular attention taken of areas where pupils may not be easily seen.

The school takes all aspects of security seriously. The site is secure. High fencing and CCTV cameras are evident. Police routinely patrol the roads around the school. There are strict exit and entrance procedures in place at the end and beginning of the school day. These are well established and followed. All visitors are required to submit identification and are presented with visitors' badges at reception.



## The suitability of the proprietor and staff

The school is owned by the *Inspired Education Group* which is a co-educational, non-denominational, international provider of private schools. It was founded in 2013 by a Lebanese-British businessman and is headquartered in London. It provides education for children aged 1 year up to 18 years, and currently has around 50,000 pupils globally.

As part of *Inspired*, KCM follows the group safer recruitment policy and ensures that all recruitment checks are made before staff start work.

A comprehensive register of all staff (including the chair of the Inspired board and the board itself) and volunteers who currently work in the school, or who have worked in the school since the last inspection, showing the dates when they commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained, is kept in locked cupboards in the head of administration's office. The single central register (SCR) is stored on a separate dedicated drive shared with HR in Madrid and the head teacher. The SCR, recruitment checklist and staff files provide triangulation to ensure all checks are appropriate and correct.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check, or ICPC where applicable, are made by the school in respect of all members of staff appointed. There are appropriate checks in the host country and in overseas countries where the person lived, obtaining certificates of good conduct from the relevant embassies or police forces, where practical. There is no evidence that any member of staff or volunteer carries out work at school in contravention of local, overseas or British disqualification, prohibition or restriction.

All teaching staff have teaching qualifications and/or experience in teaching in British schools. The leadership structure is shared with all staff. They are aware of their line manager and understand their roles. Job descriptions are provided for all teaching roles. All staff are trained and/or experienced in the provision of age-appropriate education and support.

All staff are trained and/or experienced in the provision of age-appropriate education and support. Employees (full time, part time and extracurricular/external staff) in school and bus monitors take part in safeguarding training. Risk assessments exist to help external staff who come to do activities in school (for example music and judo) and their coordinators, to understand their roles, expectations and responsibilities whilst in school

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

The school is a light, airy and spacious building for the pupils to learn in. Classrooms and corridors have access to natural light creating a positive learning environment throughout. EYFS and KS1 have access to outdoor spaces. EYFS utilise these well for planned continuous provision. The school has different library spaces for different sections, and these are being developed well with new resources. The recent renovation of the sixth form area is a real asset to the school and is well-used by the pupils to support their social and academic development.

The school site is safe and secure. Access to the school is through security gates that are always monitored. Staff and visitors are provided with lanyards to identify themselves when they are in the school grounds and are accompanied to shared office spaces by members of staff. The school currently has building work on the new swimming pool. All construction staff were easily identifiable with visible jackets and lanyards. When the construction team needs to move around the school building, beyond the construction site, they are escorted by a member of the maintenance team. Construction site was sealed off from any unauthorised staff, parents or pupils.

The parking and bus areas of the school are very well-organised and always ensure the safety of the pupils. They are monitored by members of admin and SLT each morning and afternoon. The buses have a designated area where the pupils can disembark safely into the school. The buses are provided by an outside agency and all bus drivers and monitors have been through the schools safeguarding procedures. The school has a simple car parking area outside the school and they have regular patrols, up to three times a week, from the local police station. This supports the school in ensuring the rules are followed and all members of the school community are safe.

The school provides appropriate washing and toilet facilities across the school for all age ranges. This includes a separate changing area in the Pre-Nursery section of the school and wash basins within the EYFS. The new swimming pool will have appropriate changing facilities for all pupils, with a separate specialist disabled changing space. There is also a separate changing room for staff.

The outdoor spaces are utilised well during break times and lunchtimes, with different spaces identified for different aged pupils. Rotas are used to ensure that all pupils have access to different spaces across the week. The school has large outdoor pitches that are used for teaching PE.

The school provides a full-time qualified nurse and has a clinic on site. The clinic is well-resourced with the appropriate medical equipment and medication that may be required. All medicine and medical records are kept in locked cupboards. The clinic has clear procedures

in place for accidents, medical care and communication with parents and staff. The nurse delivers training and information sessions to teachers to ensure that they are current with any relevant medical knowledge about individual pupils across the school. Pictures and information about pupils with specialist medical needs are displayed in all private staff areas to make them known to all staff across the school.

A strategic review of the current facilities is ongoing with planned developments to ensure continuous opportunities for high-quality teaching and learning. The school presently has a brand-new outdoor swimming pool being built, with plans to replace the existing tennis courts in this space. They are finalising plans to remodel their EYFS and KS1 area to create more open space for continuous provision throughout.

Drinking water is available at a number of points both inside and outside. Pupils bring water bottles that can be refilled at the points and used these throughout the day. They are expected to use the water bottles during PE lessons.

Air conditioning ensures that the building is a comfortable place in which to learn, although some rooms do get warm in the afternoons. Acoustic conditions and sound insulation are suitable.

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

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

The school works hard to engage with its parents, many of whom speak English as a second language. They successfully achieve their aim to be a school that “actively encourages effective communication between school and parents.” For example, during a well-attended assembly for parents, the information at the beginning and end of the performance was provided in both English and Spanish. The school website is clear, informative and easy to navigate. It is accessible in both Spanish and English. Parents are happy with the information they receive.

The school has been proactive in promoting strong links with parents. Communication is excellent. The school website is regularly updated. It contains a wealth of information on all aspects of school life. School policies and curriculum overviews can be downloaded from the website. Social media channels provide regular information updates.

The school has an open-door policy. Parents can also make appointments to speak to a member of staff. The visibility of the Head and senior leaders at start and end of day is valued by parents. This provides an opportunity to raise questions and have any concerns dealt with swiftly. *Class DoJo* is used from EYFS to KS3. Parents are also provided with the e-mail address of their child's teacher.

Breakfast with the head teacher meetings have proved popular with parents who have the opportunity to meet staff in an informal and relaxed way. Workshops are held regularly on a variety of topics including curriculum matters and online safety. The school has been reflective in its planning of the workshops with timings varied to meet the needs of working parents. “Letter from the Head” is sent out weekly highlighting school events and recent developments.

Three parents' evenings are held during the school year. Parents can choose between online and face-to-face options. Reports are accessible on the parent portal at the end of each term. In addition, Secondary parents receive a grade card at the start of November. Pre-Nursery parents receive two reports and an EYFS review when the child turns 2 years. From Nursery onwards, a total of 3 full school reports including attainment, effort grades and progress information are issued in December, March/April and June. Reports can be downloaded from the Parents portal on the website or using the school mobile app.

Parents interviewed spoke of the efficient manner at which enquiries are dealt with and about their faith in the school to listen to and act on parental concerns.

## The school's procedure for handling complaints

KCM has a detailed written policy and appropriate procedures in place, which reflect good practice from the UK: in reality, complaints are rare. As a result, the school easily meets the standard.

KCM works hard to resolve complaints and concerns (within 14 days) and to do this informally, if at all possible. If a parent of any pupil has a complaint, they contact one of the following in the first instance:

- the pupil's form tutor (or in the case of a child in EYFS, their class teacher)
- the pupil's head of year
- the pupil's head of school

A written record of the concern/s is made and the date on which they were received. If the matter is not resolved to the complainant's satisfaction, they are then advised to proceed with their complaint in accordance with the formal resolution complaints process.

In this scenario, the complainant can write to the head teacher giving details of the complaint and the outcome they are seeking. The head teacher will then either take the case forward or appoint a senior colleague who has had no prior involvement in the matter to do so. The head teacher offers to meet with the complainant to discuss the matter, normally within seven working days. Written notes are kept of all material meetings and interviews held in relation to the complaint.

The complainant will be notified in writing of the decision reached.

If the complainant is not satisfied with the head teacher's (or other person's) decision, they can write to the Chief Operations Officer (COO) of the Inspired Group. The matter is then referred to a complaints panel for consideration. The panel would consist of at least three people who have not been directly involved in the matters detailed in the complaint, and at least one member of the panel is independent of the management and running of the school.

The panel's findings and recommendations in relation to the complaint are documented in the form of a report. Within five working days of the panel hearing, the COO will send the complainant and the head teacher a copy of the draft report. The complainant has the right to comment on that report, by writing within 5 working days.

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

The leadership and management of the school are excellent. Recommendations that were made in the last BSO report have been met and exceeded.

Governance of the school is provided by the Inspired Board. The CEO and the education director, head teacher, deputy head and heads of primary and secondary sit on the board which meets termly. These meetings follow an agreed agenda set by the CEO and education director. Standing items include safeguarding, health and safety, school development plan, academic performance and an *Inspired* traffic light report completed by the school.

The Spanish CEO and the education director control the strategic direction of the schools within the group. The head teacher has operational control and strategic input including budget and financial planning. Inspired central office services, provide and manage HR, health and safety, ancillary staff, legal representation, finance, facilities and building contracts.

The leadership structure at KCM has undergone significant development since January 2021 when a new head teacher was appointed. During the period January 2021 to June 2021, the leadership structure was re-organised in order to ensure clear and coherent lines of communication. Roles of all senior leaders were clarified and streamlined leading to an even more cohesive team. Middle leaders re-applied for their roles.

With this new team in place, the focus was paced firmly on raising expectations even more and providing the best learning opportunities for the pupils. Leaders at all levels have clear and challenging goals set in a comprehensive and well-structured school development plan. The vision and mission statements are displayed around the school and on the school website. The school leaders share a determination to make a positive difference to the future of the pupils, in all they do.

Leaders continually and systematically review developments, alongside analysing assessment data, survey responses and other relevant information in order to plan for the high-quality learning opportunities.

Professional development both challenges and supports staff to improve their skills and individual talents. Leaders at all levels spoke of their growth in expertise and confidence in recent times. They share a passion for school improvement and are genuinely proud of the school and the accomplishments of their pupils.

Leaders communicate in clear and effective ways. They encourage all stakeholders to play an active part in the school. There are numerous leadership opportunities for pupils. The Pupil Council is active. Senior pupils are encouraged to voice their opinions and willingly offer suggestions and ideas for school projects and events. A real sense of community exists within the school. KCM provides a safe, secure and caring environment, in which the pupils can

thrive educationally, socially and emotionally. The impact of this has been seen in the recent PASS survey 2021-2022, that showed 88% of pupils in primary and 94% in secondary graded their satisfaction level at Kings as *high*.

The day to day running of Kings is highly efficient. Administration systems are effective, efficient and streamlined.