



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College
The British School
Alicante

Spain

Date **28th – 30th October 2019**

Inspection **20191028**

28th – 30th October 2019

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	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	13
6	Standard 2 The spiritual, moral, social and cultural development of pupils	15
7	Standard 3 The welfare, health and safety of pupils	17
8	Standard 4 The suitability of the proprietor and staff	19
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	22
11	Standard 7 The school's procedures for handling complaints	23
12	Standard 8 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 80 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Karen Hanratty. The team members were Silvana Murphy, Justin Blakebrough and Phil Holden

2. Compliance with regulatory requirements

King's College, The British School of Alicante meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

King's College, The British School of Alicante (KCA) is an outstanding school.

As a result of a strong curriculum and excellent approaches to teaching and assessment, academic attainment standards are high. The behaviour and attitudes of the pupils are impressive. Leadership of the school at all levels is excellent. Care and support offered to pupils are exemplary.

3.1 What the school does well

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

- The pupils, who are enthusiastic, eager learners; caring; happy; polite; well behaved and proud of their college, and the standards they achieve.
- The comprehensive and consistent support provided by the college's owner and managing board.
- The vision and drive of the senior leadership team, focused on continuous improvement in all aspects of college life.
- Highly visible and proactive middle leaders who lead by example to drive developments in specific key areas.
- Commitment and passion of all members of staff to secure the best possible outcomes for pupils.
- Cohesive approach to the curriculum and teaching strategies adopted by both Spanish and British staff.
- High expectations throughout the college – of self and others.
- Opportunities made available for staff to develop professionally and pursue fulfilling careers.
- Focus on the welfare, health and safety of pupils, particularly systems around safeguarding and child protection.
- Breadth of opportunities available to pupils beyond the curriculum to develop interests and skills which will prepare them for the future.
- Prompt, targeted and effective support provided for pupils when particular needs are identified.
- Involvement of parents in their child's academic and personal and social development, and the college's quick response to any concerns that may arise.

3.2 Points for improvement

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

- Create further opportunities for open-ended and enquiry-based learning to provide greater challenge, extend pupils' learning and promote critical thinking and problem-solving skills
- Enhance the acquisition of English language skills for all pupils to enable them to express themselves fluently and confidently
- Optimise the use of learning technologies in lessons across the college.

4. The context of the school

Full name of School	King's College Alicante				
Address	Glorieta del Reino Unido 5 Agua Amarga 03008 ALICANTE Spain				
Telephone Number/s	+34 965 106 351				
Fax Number	+34 965 108 096				
Website Address	https://alicante.kingscollegeschools.org				
Key Email Address/s	info.kca@kingsgroup.org				
Headteacher/Principal	Iain Blaikie				
Chair of Board of Governors/Proprietor	Sir Roger Fry				
Age Range	3 - 18				
Total number of pupils	1119	Boys	549	Girls	570
Numbers by age	0-2 years	0	12-16 years	427	
	3-5 years	120	17-18 years	126	
	6-11 years	446	18+ years	0	
Total number of part-time children	0				

28th – 30th October 2019

King's College, The British School of Alicante (KCA) is a co-educational day school for pupils aged from 32 months to eighteen years. It is situated on the outskirts of Alicante in south-east Spain. It opened in the current building in 2001 as a parent cooperative and successor to the British Council School. Academic management of the college was entrusted to King's Group in 2005 with full control and ownership assumed by King's Group in 2010. The school is divided into two sections according to age: the primary school (including EYFS) with pupils from nursery to year 6 and the secondary school (including sixth form) with pupils from year 7 - 13. The college generally has three classes in each year, up to and including year 13. In years 7 and 10 there are the equivalent of four teaching groups.

KCA is ultimately governed by the King's Group Board (KGB) which takes all strategic group decisions, delegating more detailed planning for all its schools to the academic sub-committee and individual school senior leadership teams. In common with all King's Group schools, KCA operates under the direction of the chief executive officer (CEO) and the chief academic officer (CAO) and is led by the headteacher and the college SLT.

Key features of the school include the following:

- Over 50% of the pupils travel to school by bus with journeys of up to one hour.
- 93% of the pupils come from non-native English-speaking families – 70% Spanish, 23% other, predominantly Chinese and Russian.
- Parents are not familiar with the British education and assessment systems.
- Sporadic absences occur with Spanish pupils due to local public holidays in home towns and villages.
- Non-Spanish pupils may have extended journeys to their home country resulting in school absenteeism.
- The school licence requires that pupils receive the equivalent of one day's tuition in Spanish language and culture per week, impacting on the time available for the English national curriculum.
- A significant proportion of pupils – 28% – are up to 4 months younger than their UK peers in each year group, due to the Spanish admission year running from January to December
- Restricted campus space and limited specialist facilities impact on timetabling and school events and activities.

4.1 British nature of the school

KCA is the only school in this region of Spain that is truly able to evidence its British style and character. The indicators for this are:

- Teaching is based on the national curriculum for England including the Early Years Foundation Stage programme.
- GCSE and A-level examinations are offered.
- The school offers preparation for Cambridge English examinations.
- All lessons, with the exception of Spanish language and culture, are taught in English.
- Approximately 50% of year 13 pupils go on to UK universities.
- With the exception of Spanish language and culture teachers, all teaching staff have either UK qualifications or overseas qualifications converted to QTS.
- Every year, selected staff attend INSET in UK, including the prestigious Chartered Teachers course; UK trainers also visit the school to provide focused CPD.
- All staff that are in regulated activity are Disclosure Barring Service (DBS) checked or International Child Protection Certificate (ICPC) (as appropriate, in relation to recent changes in legislation).
- All UK Government guidelines are followed, provided there is no direct conflict with Spanish law.
- KCA has a partnership with a sister group of schools in the UK, King's Group Academies, with whom resources are shared at leadership level. This helps to ensure that the school is up to date with current UK best practice.
- British values are clearly displayed around the school and form part of the school ethos and culture.
- Personal, social and health education (PSHE), including assemblies, develop pupils' understanding of discrimination and inclusion.
- Pupils develop an understanding of British culture and wider world cultures through lessons, assemblies, focus activities and displays.
- Recent visitors to the school from the UK include two British children's authors during the school's book fair, an English storyteller, and staff trainers for differentiation, EAL and 'Ready, Respectful, Safe' schools' theory.
- Children regularly transfer successfully to schools in the UK.

5. *Standard 1*

The quality of education provided by the school

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

5.1 Curriculum

The quality of the curriculum is outstanding.

Full-time supervised education is provided for pupils of compulsory school age, meeting local requirements. The principal language of instruction is English. The college has a very comprehensive and detailed curriculum policy, supported by suitable schemes of work, which take into account the needs of different groups of pupils. The curriculum is broad and balanced, and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Consequently, pupils acquire strong speaking, listening, literacy and numeracy skills. Written policy, plans and schemes of work do 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. Thorough curriculum mapping activities ensure progression and continuity of learning.

The Early Years Foundation Stage (EYFS) forms the basis of the curriculum for the youngest pupils in the college, working towards the early learning goals. This effectively develops their personal, social, emotional and physical development and communication and language skills. Where necessary, in recognition of the difference in age between pupils in the college and their peers in the UK, pupils may continue with some elements of the EYFS during their first term in year 1. Teachers are careful to blend an objective led curriculum with child-initiated learning and continuous provision. The use of Tapestry software ensures coverage of all elements of the curriculum. A systematic and progressive curriculum for phonics skills acquisition is in place, this is taught daily in early years and KS1.

In the primary school, Talk for Writing (T4W) is employed, in which a topic is first explored orally and pictorially before moving on to a written task. In maths, lessons follow the White Rose scheme of work, which has a strong emphasis on problem solving and the understanding of mathematical concepts being taught. The college has moved away from setting in maths in order to raise expectations and to remove any perceived ceiling on achievement. Coupled with this, a mastery approach to mathematics fully embeds concepts taught. A cross-curricular thematic approach is adopted where each topic starts with a “wow/hook” and closes with an end product or presentation to a real audience which include may include parents and other classes. Educational trips and visitors to the school are used to good effect to further enhance the curriculum.

28th – 30th October 2019

The curriculum in KS3 is mapped to that in the upper years of KS2, to provide appropriate challenge in Year 7 and clear progression across KS3. Throughout KS3, there is also an emphasis on providing pupils with rigorous preparation for the demands of the curricula in KS4 and KS5. The school is currently undertaking a thorough, systematic review of the KS3 curriculum, based on subject specific skill-based progression within a more cross-curricular approach. An increased emphasis on the skills of creativity, communication, collaboration and critical thinking is a key feature of the review. Each stage of curriculum development is carefully monitored, evaluated and reviewed.

In KS4, pupils pursue up to 9 subjects in preparation for the examinations of the Cambridge, Edexcel or AQA iGCSE or GCSE. Most pupils study English language and English literature, mathematics, at least one science and Spanish. In order to comply with local regulations pupils are tested in *lengua y literatura, sociales* and *lengua Valenciana*. Pupils over the age of 16 follow A-level courses, with an increasingly wide range of subjects offered. The college has moved to a structure of 5 taught lessons and 1 tutorial lesson for A-level subjects, which enables more personalised provision. Attention is also given to sixth form tutor groups; pupils studying similar subjects are placed in the same tutor group to facilitate peer tutoring. The college also offers some AS courses and the Extended Project Qualification, which provides a more open-ended challenge, particular for more able pupils and gives a good preparation for university.

Across the school, personal, social, health and economic (PSHE) education reflects the college's ambitious aims and ethos and is a cornerstone of provision. In primary, lessons follow the Jigsaw scheme of work which includes units such as Celebrating Difference, encouraging respect for people with different characteristics. There is a strong focus on well-being and mental health. In secondary, the college has developed its own PSHCE programme, being partially shaped by pupil voice. Health and moral issues are covered in assemblies, topics such as mental health and healthy eating and wider worldwide issues relating to food production and consumption are dealt with thoroughly and sensitively. The college actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. Diversity is celebrated and prejudices and biases challenged; in a KS2 assembly on Diwali, pupils responded maturely when a boy, rather than a girl, was selected to be dressed in a sari.

Extra-curricular and enrichment provision is a strength of the college. Every fortnight, pupils in secondary have an afternoon of enrichment activities including many off-site activities, some of which lead to qualifications. The range of activities is extensive, including rock climbing, scuba diving, yoga, dance, chess, beach cleaning and candle making. The college also offers lunchtime and after-school activities to pupils from the reception class up, including a very popular judo club. There are three dedicated activity weeks per year, when the timetable is collapsed, which include sports, STEM and well-being activities. Various competitions throughout the year offer opportunities for pupils to work in mixed-age groups within house teams. Creative education features highly at the college. Examples of this include a lunchtime boys' singing group which is well attended, various dance groups and an impressive secondary school art exhibition which was open to parents. The college puts on

28th – 30th October 2019

dance shows, music concerts and productions using local theatres; these performances are very popular with parents and pupils alike.

Careers guidance is evident throughout the college. In Primary, adults including parents come into lessons to talk about their particular career; sessions have included a firefighter and a footballer. There is a particular emphasis on careers guidance in years 9 and 11, when pupils make their option choices for iGCSE and A-level courses. The college offers comprehensive guidance and support for university applications to pupils in the sixth form including the use of the Unifrog platform and university fairs. During years 10 and 12 pupils undertake a work experience placement.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent. Most lessons are at least good and a large proportion is outstanding.

Across the college, teachers demonstrate deep knowledge and understanding of the curriculum and subjects they are teaching. They skilfully employ a range of methodologies suitable to age, stage and subject being taught. They have high expectations for their pupils, manage behaviour effectively and work hard to create safe and stimulating learning environments that support pupils' academic, social and emotional development. Resources and pupil work are displayed in an attractive and colourful way. Learning walls are language rich and in the primary area there is a clear focus on maths and literacy skills.

Teachers plan and teach well-structured lessons that are based on 'Quality First Teaching' (QFT) philosophy and have a high impact of inclusion and challenge so that most pupils make rapid and/or sustained progress. Topics are introduced with a strong stimulus. Several examples are: a crime scene to be investigated, the caveman who arrived at college and could only communicate with grunts and a 'Live link' with secondary teachers pretending to be on a NASA space station. Topics finish with a final presentation or activity, often to an audience, such as the Greek Museum put together by year 5 pupils and a reception class short film created using 'ChatterPix' to give voice to their character.

Teachers have high expectations which inspire, motivate and challenge pupils. They check for understanding and in the best lessons, develop thinking by asking probing questions and adapt teaching to respond to the strengths and needs of all pupils. They often direct pupils to use the resources available to them to extend the range and complexity of their work. The use of iPads, Chromebooks and other learning technologies in some lessons enhances pupils' learning and complements more traditional teaching methods. There are, however, missed opportunities for pupils to use technology purposefully and further develop their skills, for example, all the resources and leaflets pupils produced for the year 5 Greek museum were created by hand. Teachers allow adequate time for practice to embed the pupil's knowledge, understanding and skills securely.

Spanish teachers employ teaching techniques with which pupils are familiar from English language lessons, such as T4W. This provides greater cohesion between the two languages and supports pupils who are non-native Spanish learners. Teaching assistants and Interns are used to good effect. They work closely with individual or small groups of pupils of all abilities and provide additional teaching input and challenge to the pupils they support.

Teachers in EYFS and KS1 are flexible and adapt their practice to the needs and interests of the children and ensure progression. They create a secure and safe environment where there is no fear of failure and children are resilient and persevere in their learning. Continuous provision is used effectively in the EYFS and at the start of Year 1, and a safe environment has been created both indoors and outdoors. This enables children to explore, challenge their own learning and become independent in making choices. Pupils can return to their

28th – 30th October 2019

explorations and consolidate their learning over the course of a day or a more extended period. Teachers ensure that there is a stimulus for play to ensure creative and purposeful learning. Enhancements are added throughout the year to follow the children's interests and improve topics. Adults use open-ended questioning to engage the children in conversations and prompt their creative thinking.

In phonics and maths, teachers use a more structured but active approach. Clearly scaffolded learning allows children to use and build on previous learning, achieving high levels of success. Phonics lessons are fun, children engage enthusiastically, moving to music, using funny voices, and practising skills on mini whiteboards. Phonics progression is supported by learning to read and write 'tricky words' and apply *kung fu* punctuation, enabling children to write whole sentences using a blend of skills learnt.

In KS2, lessons are epitomised by a sense of purpose and achievement. Pupils engage eagerly in their learning. In the best lessons, pupils are given the opportunity to apply skills learnt to real life, meaningful activities. In a series of Year 5 maths lessons, pupils worked with a partner to calculate their joint income and fixed outgoings, and make decisions about how they would spend any disposable income. 'Lucky dip' cards then affected their finances in terms of additional income or expenses and pupils had to respond to this in their future spending plans. Pupils were able to set their own level of challenge by choosing from easier or more difficult variables.

T4W is having a very positive impact on pupils' language acquisition. In a year 6 English lesson on *Oliver Twist*, children referred to text maps which they had created in the previous lesson to rehearse and learn the dialogue for the Artful Dodger. They then went on to have an in-depth discussion on the physical features and character of the boy, and to apply these language skills to an unknown character whose picture they were given.

Teaching in KS3 is mostly strong with an element of fun. For example, as a prelude to a piece of writing, in an English lesson in year 9, the teacher acted out the start to a suspense scene with accompanying music. Lessons are well paced, with detailed explanations, good questioning and pupil participation. Teachers have high expectations particularly with verbal responses. Creative good practice was evident in an art lesson with year 7 pupils using Jim Dyson's work as an example.

Marking and assessment is detailed and varied. Some teachers use Google Classroom for online marking, others use pupil self-assessment sheets at the start or end of the lesson. Where teachers have marked work with written comments, they expect the pupil to respond to it. Despite QFT, the level of challenge and opportunities for open-ended tasks, critical thinking and problem-solving in KS3 are inconsistent, particularly for the most able. When observed, the use of learning technologies enhances teaching and learning, however, the use of these could be further exploited to greater effect.

Teaching in KS4 and KS5 is nearly always characterised by teachers responding sensitively and in a timely manner to pupils' needs, often with gentle humour that helps to enhance and

28th – 30th October 2019

secure pupils' learning. Teachers are adept at developing a collaborative learning environment where pupils feel safe to express the challenge they are facing. For example, in a year 12 maths AS-level lesson where a pupil was confident enough to declare "Sorry, but I still don't understand that", the teacher responded positively and swiftly to explain the problem further. Teachers adjust their teaching to suit the class' ability, showing their skill at sustaining an adequate level of challenge for the majority of pupils. An example of this is a year 10 English lesson where the teacher worked with a lower set group to develop a vocabulary list of expected words ahead of a GCSE listening exercise.

Across the college, teachers know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. They make use of formative and summative assessments to secure pupils' learning and use relevant data to monitor progress, set targets and plan subsequent lessons. They provide pupils with regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. Teacher feedback in exercise books, when provided, is detailed, supportive and clear, and often requires a response from the pupils. When Chromebooks are used the feedback is instant thus enabling rapid and relevant learning. In a large proportion of lessons, teachers provide opportunities for peer assessment which build pupils' skills of analysis and generate a critical distance for pupils to effectively reflect on their own work and learning. For example, in a year 11 English literature lesson, pupils were asked to critique another pupil's analysis of a Seamus Heaney poem using guidance rubrics displayed on the whiteboard.

Procedures and tracking are well established and appropriate to the age and stage of the pupils. Data is used effectively across the college to ensure that the majority of pupils make outstanding progress. There is a robust moderation system in place. Regular pupil progress review meetings are held to discuss data and identify pupils who need intervention and to establish action plans for them.

Since the previous report, the college has made significant developments to its SEN provision, which is now a strength of the college, through QFT and targeted support where required. In all phases of the college, in excess of 90% of pupils are learning English as an additional language. Through QFT, language rich learning environments and a specific focus on language acquisition, most pupils make rapid progress from low starting points and achieve well. However, a significant number of pupils demonstrate difficulty in expressing themselves fluently and confidently for a range of purposes and in a variety of situations. Currently the support for EAL pupils is encompassed within SEN. However, the college recognises the need to develop this area of practice to meet the needs of pupils who face particular challenges in this area.

5.3 Standards achieved by pupils

Standards at the college are very high, encompassing a high level of academic attainment, an excellent curriculum, good and outstanding teaching and impressive attention to pupils' care and well-being.

Overall academic progress and attainment are much higher than UK averages and also higher than comparable international schools, including other schools in the King's College group. Analysis of assessment data shows that nearly all pupils make at least expected progress and a significant number make progress well beyond this.

Pupils are assessed on entry to the EYFS, and their progress is constantly and consistently monitored through ongoing observations and teacher assessment. In 2019, 42% of pupils achieved a 'good level of development', an impressive result given that over 90% enter school speaking little or no English and have a 4-month deficit in age compared to pupils in the UK. This fact is evident in the relatively weaker outcomes in communication, language and literacy compared to other areas of learning.

Through strong curriculum planning and teaching, gains in English language skills and other curriculum areas are rapid for the majority of pupils. At the end of KS1 in 2019, 93% of pupils achieved average or above English scores with 37% achieving above average scores, while 93% achieved average or above and 33% above average scores in maths. In KS2, 89% of pupils achieved average or above English scores with 24% achieving above average scores, and 83% average or above in mathematics with 24% above average. These results all compare very favourably with the UK and other similar schools.

Pupils continue to make excellent progress in KS3 and KS4. Progress is monitored through teacher assessment and annual CAT4 testing, and aspirational targets set. In KS4 in 2019 69% of pupils obtained A*-A (9 to 7) grades compared to 22% in the UK, and 95% of pupils obtained A*-C (9 to 4) grades compared to 70% in the UK. Progress is strong, in KS3, the average progress made across different subjects is 1.2 GCSE grades above what would be expected. In KS4, pupils obtained iGCSE grades that were on average 1.4 grades higher than would be expected based on their CAT 4 scores in year 10.

In KS5, in 2019, 44% of pupils obtained A*-A at A-level compared to 25% in the UK. In addition to this, four pupils in 2018 obtained Pearson Awards for the highest marks in the world and in Spain. In KS5, the average progress made across different subjects is 0.8 grades above expected.

In both KS4 and KS5 there has been significant improvement in the results of external examinations year on year over the last 4 years. Tracking analysis indicates that SEND pupils in general make significant progress and in particular with regard to reading ages. The college reports that there is no statistically significant variation between the progress made by boys and girls. The strong attainment and achievement are particularly impressive taking into account that 93% of pupils do not have English as a first language.

28th – 30th October 2019

Outside of the classroom pupils perform very well, with many participating in sports at national and international level. Each year pupils enter, and win, competitions covering various disciplines. Pupils have had poems or short stories published in anthologies or compilations. The college football team were champions of the King's games in Madrid in 2019 and regularly come top in a range of sporting events.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The college's provision for pupils' spiritual, moral, social and cultural development, and its impact on the personal development of pupils is outstanding. It is a key strength of the college.

Opportunities for reflection and the development of pupils' spirituality are found in the establishment of quiet rooms. Year 1 pupils' study of plants and gardens in a series of science lessons sparked contemplation of the nature of the world while in year 2, pupils explored faiths and cultures centred upon walking on a huge map of the world.

Staff at the college work hard to develop pupils' moral compasses and to raise pupils' understanding and awareness of cultural diversity and social responsibility. Age appropriate PSHE lessons, assemblies, wall displays, trips, collapsed timetable days and themes embedded within subject lessons are all utilised to ensure pupils' development is continually enhanced.

In lessons, opportunities for discussion and application of moral and social themes are created. From the youngest age, pupils learn the difference between right and wrong. A year 6 class studying the Aztec civilisation were able to explore the concept of fair trade in the context of the chocolate market. A year 9 humanities class considered goldmining in South Africa and its impact on workers. A year 12 economics class explored the morality of sin taxes on unhealthy consumer goods.

Key values such as respect, kindness, honesty and integrity are visible on displays throughout the college in common areas and in classrooms. The primary school proactively employs the motto 'Ready, Respectful, Safe' to guide pupils' behaviour and attitudes in all aspects of school life; secondary school pupils are also aware of these themes. Pupils are mindful of the need to show respect to fellow pupils, teachers and visitors and receive positive reinforcement for doing so. In KS1 and KS2 each year group has a 'Gold book' where children are nominated for awards for effort, attitudes and behaviour which are later celebrated in assemblies.

British values of the rule of law, democracy and individual liberty are creatively explored across the entire college. In EYFS, pupils were observed placing a pebble in one of two jars in order to determine which book the whole class would read that evening, in a very democratic manner. In the secondary school a display of British prime ministers celebrates a history of British democracy. Key British values were also explored during the recent United Nations day. All Primary pupils contributed a hand motif and discussed how British values also represent global ideals. There was also an opportunity for pupils to discuss differences and conflict resolution in a globally connected world with pupils in KS2 delivering speeches to peers.

There are multiple opportunities for pupils to develop and exhibit leadership skills. Pupils in years 2 to 6 elect representatives for the primary school council and as house captains.

28th – 30th October 2019

Primary pupils also have the opportunity to take on minor leadership roles within their class. In the secondary school, the council, sixth form committee, head boy and head girl, and house captains are all elected by pupils. Pupil voice makes a tangible impact, and has led to the introduction of quiet rooms, suggestion boxes and drinking fountains across the college.

Cultural differences are celebrated across the college. An upper KS2 assembly provided pupils with the opportunity to learn more about the festival of Diwali. Pupils listened to the story of Rama and Sita and looked at features of celebrations of the festival. They sensibly discussed these with a talk partner to deepen their knowledge and understanding. Pupils are taught tolerance of diversity in faiths and cultures and that lifestyle choices should be respected. In the primary school, teachers discuss with parents how this topic will be approached before its delivery. A year 5 pupil commented "Differences are great, otherwise we would all be like robots".

Awareness of global climate change issues and the social expectation of respect for the local environment are visible throughout the college. The canteen is now free of single-use plastic. Water is now only sold in cardboard cartons while most children use refillable water bottles. There are pupil-led drives across the canteen to conserve energy and the college has an extensive bank of solar panels in visible use which has cut energy consumption drastically.

In the primary school, the weekly PSHE lesson, guided by the Jigsaw programme, is central to every class; an extension of this programme into KS3 is being considered. In the secondary school two hours of dedicated PSHE are delivered on a fortnightly basis. To enhance the effectiveness of PSHE, the number of form groups in key year groups have been increased, creating smaller group sizes and thus more personalised care from form teachers. Older pupils receive support concerning the dangers of extremism and in response to older pupils' request, there is increased preparation for the cultural and social change awaiting them as they leave for higher education.

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

The provision for the welfare, health and safety of pupils is outstanding.

Pupils are exceptionally well cared for. They and their parents feel secure and safe within the college and on educational trips. The college is proactive in its approach to safeguarding and robust policies and procedures are in place relating to the welfare, health and safety of pupils in college and on activities outside college.

Pupils' behaviour is excellent; in lessons, in corridors, at breaktimes, pupils are responsible and polite, and show consideration and respect. The behaviour policies and behaviour management systems, in both the primary and secondary schools, reflect the positive culture of the college. A record is kept of sanctions imposed on pupils for serious misbehaviour, however, very few behaviour incidents are sufficiently serious to require such interventions. There are many opportunities to celebrate success and for pupil voice to be heard. Pupils are keen to receive gold behaviour certificates or pupil of the month awards, or to be chosen to have tea with the head of school. As part of the quality assurance processes pupils are interviewed to canvas their opinion and where possible action is taken to reflect their likes and views.

Positive and warm relationships between all stakeholders are a key characteristic of the college. Strong staff-pupil relationships mean that there are always staff with whom pupils feel they can share their concerns. The anti-bullying policy ensures that any concerns are dealt with rapidly and fairly; however, instances of bullying are extremely rare. The college is compliant with current UK guidance on extremism and prevention of radicalisation. The college has a highly effective firewall system that prevents pupils from accessing harmful material if they are connected to the college's network.

The well-being of all is actively promoted in the college. Displays which promote healthy lifestyles, mental health awareness, and positive relationships are abundant across the college. Safeguarding is a high priority and effective systems are in place, which are clearly communicated to everyone including visitors and parents. Effective and regular training ensures that the staff is vigilant and fully aware of procedures. Concerns are recorded on my 'MyConcern'. On a regular basis they are logged, updated and discussed, and the next steps, required to safeguard the pupils, are taken. The PSHE program covers a wide range of personal safety and well-being topics, which include internet safety, health relationships and personal hygiene. It encourages open, inclusive and positive community values.

'Team around the child' or 'pupil progress review meetings' take place weekly to triangulate a variety of academic performance and behavioural statistics that may lead to interventions being put into place. Pupil support may involve the college psychologist or counsellor. Unless there is a specific safeguarding reason not to do so, parents are always involved and invited in

28th – 30th October 2019

to work with the college to resolve identified issues. The college has links with outside agencies who may be called upon as required.

Medical support for pupils is excellent. The college has a full-time qualified nurse. She provides first aid and emergency aid when this is required. She is also invited to comment on safeguarding cases on a need to know basis. The first aid policy is compliant and consistent across the King's group of schools. First aid boxes are carefully positioned around the college and a defibrillator is kept in reception. 25 staff members are fully first aid trained and 10 staff are also defibrillator trained.

Systems are in place for effective supervision at all times, including the college buses. Staff ensures that pupils leave calmly at the end of the day and all younger pupils are collected from their classroom. Staff is highly visible at break times and interact with the pupils. Pupils are aware of safety issues and appropriate precautions are taken. For example, in a year 11 chemistry lesson pupils wore white coats and safety spectacles before commencing an experiment requiring the heating of copper sulphate over Bunsen burners.

Attendance across the college averages 97% and clear systems are in place to monitor and escalate concerns for individual pupils. Key stage and phase leaders monitor pupil attendance and punctuality, and the registers, including admissions, are maintained through iSAMS and comply with local regulatory requirements. Paper copies are kept in the event of a technical problem or emergency evacuations.

Risk assessments at secondary are carried out by an external company. In primary, staff carry out their own risk assessments which are all signed off the head of primary, before the visit proceeds. The educational visits policy and procedures are monitored, and effective action taken and recorded on the 'risk assessment' file, which is overseen by the SLT of the college. All off campus visits are rigorously risk assessed.

The health and safety committee, including representatives from King's group central services in Madrid, meet regularly and create action plans, and ensure all procedures and policies comply fully with government legislation and guidance. The health and safety officer is responsible for the implementation and monitoring of the policy and procedures, he ensures compliance with fire standards and completes a weekly/termly checklist to ensure continuous monitoring of standards in each area of the college. The catering company, Nexalia ensures compliance and safety of the kitchens.

The college complies with all local regulations on fire safety and annual inspections are carried out by the relevant authorities. The alarm system is regularly tested to ensure it is in full operational order and regular checking of extinguishers and all other fire equipment takes place as required under Spanish law. All staff and pupils are familiar with evacuation procedures and at least one fire evacuation drill per term is carried out. Lockdown policy and procedures are currently being developed.

8. *Standard 4*

The suitability of the proprietor and staff

KCA is part of the King's group of schools, which was established in 1969. There are currently ten schools in the group, across Europe and Central America. Training centres and academies also form part of the wider group.

The procedures used for staff recruitment and selection are rigorous. Teaching advertisements include a job description and person specification; face-to-face interviews involve a group activity to assess candidate's suitability as well as safeguarding questions. The college ensures it obtains written and verbal references and that gaps in employment are investigated. Prospective staff complete a medical form to indicate their medical fitness. The college completes checks on the person's identify, their right to work in Spain and their qualifications.

Appropriate checks are made on suitability to work with children. All staff have an ICPC check, Spanish staff have a Spanish CDS check and staff from, or who have worked in, other countries must provide a certificate of good conduct from the relevant embassy or police force. These checks apply to all staff in the school, including interns, volunteers and supply teachers.

All teaching staff are suitably qualified for their role. British staff have UK qualifications and experience with the age range and subjects being taught. Spanish teachers have appropriate local qualifications and experience. The college has an induction programme to ensure teachers are fully informed about policy and practice across key areas. The college also has a rigorous performance management system based on the UK teacher standards; where there are concerns the college makes use of a very thorough staff support plan to ensure that any weaknesses are addressed.

The school keeps a very thorough single central register of all staff and volunteers who currently work in the school, and made this available to inspectors. This list details all background checks undertaken on staff, and the dates they commenced and ceased working in the school. It is maintained securely and kept rigorously up to date.

9. *Standard 5* The premises and accommodation

The college is housed in purpose-built facilities, which it has occupied since 2001. The buildings provide for the suitable delivery of all curriculum areas and wider college needs, however, due to recent expansion in pupil numbers, space is now tight. College leaders have been creative and proactive in their approach to this, ensuring the best possible use of the facilities available.

Classrooms are well-ordered and maintained. Teaching rooms are fit for purpose. Classrooms make excellent use of natural light, are well-ventilated and an optimal temperature in classrooms is maintained through efficient air-conditioning and central heating. Acoustics in classrooms are generally excellent, however, physical education lessons can cause a noise distraction to some lessons given the close proximity of sports areas. Specialist subject areas such as science laboratories and music rooms are spacious and permit effective learning. The secondary school art classrooms are particularly effective at harnessing natural light generating an outstanding open plan space for art lessons.

Primary classrooms are well equipped and allow for a creative delivery of the curriculum. Sinks are available in all classrooms. Furniture is age appropriate and well maintained. Interactive whiteboards and digital projectors in all classrooms enhance curriculum delivery. Shared indoor spaces in the early years provide opportunities for small group withdrawal and for collaboration between classes; these are bright and friendly and create an excellent learning environment. All early years' classrooms have a well-resourced outdoor space which allows for free flow between indoors and outside. Extensive use of this excellent facility is made to provide high quality continuous provision for much of the day.

The dining room is maintained to high standards of hygiene. Due to pupil numbers, mealtimes are staggered over a two-hour period. The dining room is located at a considerable distance from the early years centre, involving a long walk for the youngest pupils; this is an issue which school leaders are seeking to address.

The college makes best use of available space in its provision of physical education lessons and sporting extracurricular activities, including an all-weather five-a-side football pitch and a multi-purpose hall. Changing facilities are appropriately supplied. Outside areas, used for PE lessons and KS2 and secondary break times, are fit for purpose and well maintained, but limited in terms of quantity and space; their use is maximised through staggered break times. A range of secondary PE lessons are taught off-site to ensure adequate curriculum coverage.

Staircases and corridors are narrow and busy, but movement is well-ordered and corridors efficiently exploit space for displays of pupils' work, teacher produced displays which support specific curriculum and PSHE issues, and lockers for pupils.

28th – 30th October 2019

Drinking water is available at many points throughout the college. Pupils are encouraged to bring a refillable bottle to school every day and are given ample opportunity and encouragement to drink throughout the day. Toilets and hand-washing facilities are abundant, being on every floor in both the primary and secondary sections of the college. The toilets are for the sole use of pupils, with separate toilet facilities for boys and girls above the age of eight. The toilet blocks are hygienic and regularly cleaned. Water supplies to toilets and washing facilities function well and the temperature of the hot water poses no risk of scalding at the point of use. There are toilets suitable for use by wheelchair users which are likewise fully equipped and there is a lift for access between floors. There are currently no users of wheelchairs in the college, and for safety reasons the lift is kept locked.

A medical room is available at all times and is suitably equipped for the treatment of pupils and is staffed by a nurse.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided to parents, carers, prospective parents and others is excellent.

The college maintains a clear, informative and easy to navigate website which offers visitors an accurate and comprehensive description of the college's processes and achievements. The website contains the college's address, telephone number, the name of the headteacher, and clearly explains the college's attachment to the wider King's group. Governance of the college is explained logically and prominently on the website, with full contact details for the board available.

The ethos of the college and of the King's group are expressed on the website. The message from the headteacher, both written and in a short introductory video, identifies for all visitors the guiding principles which underpin life at the college.

Specific policies are available on the website giving parents and prospective parents detailed information on areas including the college's policy on admissions, on expectations of behaviour, and on how complaints are processed. The college makes clear the provision it offers for those pupils who have special educational needs or who are learning English as an additional language. The most recent inspection report is available, as are clearly presented statistical data on public examination results with comparisons to other years, other schools in the King's group and UK national averages. Information is readily available concerning the higher education destinations of pupils who have recently left the college.

Communication with parents concerning the progress of their children is extensive. Parents report they are very satisfied with the frequency and depth of information they receive from the college concerning their children's progress in equal degree from early years, through the primary school and right through to KS5 pupils. Reports detailing progress of pupils, containing detailed statistical data and written comments, explaining grades and setting targets based on schoolwork and assessment testing and tracking are produced three times each year. A small number of parents comment that they find such reports overwhelming in their detail and even with the accompanying descriptor guide they have found the reports difficult to understand. Face to face parent teacher meetings help to fill any gaps in understanding. Parents express that they trust in the college's collection of data and are grateful for the information that is continually gathered and shared concerning their child. Parents in the primary school are particularly supportive of the introduction of Dojo and other similar platforms as a means of instant communication with the college and as a record of their child's daily progress.

Parents of primary and secondary school pupils make regular use of the parent portal app supplied by the iSAMS management information system, although a small number of parents

28th – 30th October 2019

of secondary school pupils would appreciate more information via the app regarding the content of their children's curriculum in some subject areas.

Parents are invited to meetings and presentations throughout the year. These range from formal orientation meetings concerning pupils' transitions between key stages within the college and options choices as they select examination courses, to more informal coffee mornings and information workshops where parents, and especially parents of newly admitted pupils, are given the opportunity to meet their children's teachers.

Parents are very happy with the knowledge, visibility and approachability of senior leaders and teachers and feel reassured that they are able, at any time, to contact their child's teacher or a member of the leadership and can anticipate a rapid and considerate response. One parent commented, "The Headteacher is amazing – he knows every child's name!"

The college provided extensive, detailed information and data to the inspection team including the school's admission and attendance registers.

11. Standard 7

The school's procedure for handling complaints

The college has a clear written policy for handling complaints, detailing specific steps taken to resolve any issues, in line with best UK practice. The complaints policy is available to all stakeholders through the college's website. Consequently, KCA fully meets the standard.

Detailed written records are kept of any complaint lodged and the processes undertaken to reach a resolution. The college aims to resolve complaints informally within 14 days, starting with the pupil's class teacher / form teacher, escalating in stages through to the head of primary or secondary school.

If no solution has been reached through these steps, the process becomes more formal with a written letter from the complainant to the headteacher. The headteacher or a senior colleague not previously involved, meets the parent within seven working days and a timeframe required for a thorough investigation established.

If, following a full investigation, the parent is still not satisfied, the matter is referred to the King's Group CEO for further action by the complaints panel. This panel consists of at least three people who have not been involved in the matter, at least one of whom is not part of the management of the college. Both parties submit their evidence to the panel before the hearing. The complainant may be accompanied by a supporter to the hearing.

Decisions are made by the panel by means of a majority vote. The panel's decision and recommendation are documented in a written report, which is sent to both parties for factual checking before a final report is completed.

12. Standard 8 Leadership and management of the school

Leadership and management of the college are outstanding.

Led by an experienced and committed headteacher, well supported by his deputy and head of primary, the senior leadership team of the college have an unrelenting focus on school improvement. Taking a collaborative approach to school self-evaluation, they work with all staff to regularly evaluate the college across a wide range of domains. Self-evaluation is accurate and leads to precise and focused improvement planning. Developments are systematically reviewed, alongside assessment data, survey responses and other relevant information, and appropriate targets for the next stage of improvement are set. Innovation is valued, staff are encouraged to share their ideas, previous experiences and expertise in a drive to develop aspects of curriculum, teaching and assessment, and other aspects of the college to the highest possible levels.

Recent changes made to the structure of the middle leadership in both primary and secondary are already having a positive impact. Middle leaders focus on their specific responsibility area, working closely with teachers across their section of the college. The new leadership structure is learning and pupil-focused, and cohesive. Strong communications are a key strength of the college. Clear messages are shared in both directions between different layers of leadership and all members of staff, ensuring that effort is aimed on the same key areas, resulting in rapid developments. There is an emphasis on teamwork. Non-contact periods are timetabled together for teachers working in the same year group or department to facilitate collaborative lesson planning and peer observation. Effective integration of Spanish staff who teach the local curriculum and staff who teach the UK national curriculum ensures pupils receive a similar experience in all subjects.

The college's vision and mission are visible around the college and on the college's website. They provide ambitious targets in terms of the college's commitment to excellence and pupil outcomes. The headteacher's personal aspiration – "Excellence in everything we do" – translates into high expectations: of pupils, teachers, leaders, parents and himself. Trust based relationships between all stakeholders and a highly visible and approachable leadership team allow for open and honest communications.

Staff performance and continuous professional development (CPD) are seen as key drivers to learning focused school improvement. The staff appraisal system, Annual Performance Review (APR) takes a collaborative, target based approach, based on the UK teacher standards. A coaching style system is adopted to encourage teachers' self-reflection and needs identification, with support provided in terms of appropriate CPD and mentoring if required. Underperformance is challenged, and detailed and well thought out performance support plans are developed for any teacher for whom there might be concerns. Informal peer to peer observations are established across the college. CPD is targeted according to

28th – 30th October 2019

college development priorities and individual professional development needs. The college provides regular opportunities for in-house training and skills development; these optional after-school weekly sessions are well attended and are having a measurable impact on practice. Wider CPD opportunities are provided via off-site training, King's Group staff development weekends and guest providers.

College leaders ensure that the pupils are provided with a safe, welcoming, caring environment in which they can develop academically, socially and emotionally. Parents express their satisfaction and faith in the college. In a recent parent survey, the aspects most appreciated by parents were children's safety, happiness, progress in learning English, and standards of education and care provided. Parents are seen as partners in their child's learning. There are frequent opportunities for parents to become involved through open sessions and workshops, book look weekends, and use of Tapestry, Class Dojo and Doodle to communicate with parents about their child's learning.