



**British School
Overseas**
Inspected by Penta International

Inspection report

Kings College

The British School

Latvia

Date **30th May - 1st June 2022**

Inspection **202205301**

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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 students; 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 students and students' 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 25 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students.

The lead inspector was Dr Mark Evans. The team members were Alistair Downes and Lydie Gonzales.

2. Compliance with regulatory requirements

Kings College, the British School of Latvia (KCL) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

KCL provides a high quality of education in an excellent stimulating learning environment. The relationships at all levels are warm, professional and productive, further supporting strong learning.

3.1 What the school does well

There are many strengths at the school, including the:

- vision, cohesion and hard work of the leadership team
- students who are confident, open minded, articulate and courteous
- ethos of the school: caring, approachable and responsive staff team, resulting in students who feel a true sense of self-worth and belonging
- parents who feel included, involved and valued
- high level of care for the students' wellbeing, including very frequent and effective cleaning and outstanding, healthy meals - breakfast, snacks and lunch
- student voice: actively involved students who are aware of their responsibilities, for themselves and others, and think creatively to be problem solvers
- high quality relationships exist between all stakeholder groups
- the premises are well maintained and include impressive facilities which support the delivery of a broad and balanced curriculum

3.2 Points for improvement

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

- i. Further improve the quality of learning, teaching and assessment so that all are as good as the best, including by
 - a) embed the monitoring, moderation and support processes to identify school priorities and increase the overall standards of learning in lessons
 - b) focussing on specialist provision for students with SEN
 - c) developing the provision of students who speak EAL
- ii. Develop the analysis and use of data to inform teaching, over time
- iii. As the school gets even bigger, review the leadership and staffing complement, to ensure that there are sufficient personnel with enough time, to meet fully the needs of pupils

4. The context of the school

Full name of School	King's College, The British School of Latvia				
Address	Turaidas iela 1. Pinki, Marupes Novads, LV 2107				
Telephone Number/s	+371 257 59 043				
Fax Number	-				
Website Address	https://www.latvia.kingscollegeschools.org/				
Key Email Address/s	latvia@kingscollegeschools.org				
Headteacher/Principal	Adele Stanford				
Chair of Board of Governors/Proprietor	Nicholas Wergen and Nadim Nsouli				
Age Range	2-16 years (at present)				
Total number of students	364	Boys	180	Girls	184
Numbers by age	<i>0-2 years</i>	5	<i>12-16 years</i>	101	
	<i>3-5 years</i>	56	<i>17-18 years</i>	0	
	<i>6-11 years</i>	202	<i>18+ years</i>	0	
Total number of part-time children	0				

The school was founded by King's Group in August 2017. The current headteacher took up the post in April 2017 and is still in post. Both King's Group and the headteacher are grounded in British education.

The mission of the Inspired group and of the Kings schools within it, is to be at the forefront of British education internationally. The Kings group schools have over 50 years of experience of delivering the English national curriculum and British education.

The student population consists of 37 nationalities, generally reflecting the make-up of Latvia. The largest nationalities represented are Russian and Latvian at around 30% each, with smaller proportions of British and American students.

4.1 British nature of the school

KCL is part of the King's Group, which has more than 50 years of experience running British schools throughout the world, and is owned by Inspired. The school is also a member of the Association for British Schools Overseas and is an active members of the British Chamber of commerce in Latvia. Beneficial relationships have been developed with both the British Embassy and the British Defence attaché.

The school is organised as would be expected in UK Schools with separate sections for Early Years and Foundation Stage (EYFS), primary and secondary. The curriculum mirrors that of UK Schools with the EYFS guidance being followed from pre-nursery to reception. From Year 1 the National Curriculum of England is introduced. Student assessments are based on national standards and the curriculum for England. From Year 10, students study for IGCSE examinations through the Cambridge exam board.

The majority of teachers have a UK teaching qualification and all are fluent in English. British students are represented in all year groups and the school is the first choice for all families working at the UK embassy.

British values are taught through the curriculum and UK themed displays are evident across the school, including in the main school entrance. A whole school competition is currently being held to commemorate the Queen's Platinum Jubilee. A house system is well established, similar to those found in UK schools, with students elected democratically to the position of house captains.

English is the language of instruction throughout the school, apart from in modern foreign languages (MFL) lessons: students are encouraged to speak English both when in lessons and during break times. Parents receive all the school's letters and reports in English and the school website and social media channels are also in English. Policies and procedures are in line with those expected in the UK. The school follows a three-term academic calendar and has a uniform policy, as in many UK schools.

British values are promoted and reinforced through the school's PSHE programme, which follows the requirements of the National Curriculum for England, where culturally appropriate, and includes all safeguarding elements.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at KCL meets the standard for BSO accreditation.

5.1 Curriculum

The school's curriculum is good, with some excellent elements.

The curriculum is broad, balanced, based on the English National Curriculum and documented in a published Curriculum Policy. The curriculum is mapped from EYFS through to Key Stage 4, ensuring continuity and progress, and supported by schemes of work. The schemes of work enable students to acquire skills in speaking, listening, literacy and numeracy, and continue to consolidate those basic skills in all year groups. It is acknowledged that special provision must be further developed for students with SEN and EAL needs. As acknowledged by the leadership team, strengthening the articulation of PSHE between primary and secondary is another priority for September. Curriculum overviews and learning objectives are shared with parents every term.

The curriculum is fit for purpose. It follows the Latvian legal requirements for international schools, mandating three hours a week, across the school year, dedicated to Latvian language and culture. The geography scheme of work takes into account the students' nationalities in order to add relevance to their learning. The intention to offer the International Baccalaureate Diploma Programme (IBDP) at Key Stage 5 is a result of assessing what was best for the preparation for the students heading to university.

The curriculum is responsive to its context, in the sense that it is pragmatically adapted to the changing world circumstances and ever-evolving needs of the students. As schools in Latvia reopened after the covid-related restrictions, the staff team modified and moulded the curriculum into a recovery curriculum to enhance pastoral care, time for discussions and maximise students' wellbeing. With the recent events in Ukraine, opportunities are created to provide a safe, neutral, mutually respectful platform to deepen students' appreciation of facts, opinions and sensitivities through considerate freedom of speech. The leadership team is acutely aware of the school community climate and is able to gauge to what extent the curriculum provision can be advanced. Lately, the school was able to introduce and teach World War II impartially whilst the topic was not included when the school first opened. Similarly, the school was able to incorporate same-sex relationships to PSHE, reflecting the school's increasing ability to promote a broad and balanced curriculum thanks to trustworthy relationships built over time with the parents.

The curriculum seeks to meet the interests of the students by opening opportunities within subjects to enhance performing skills. The latest production, *An Inspector Calls*, and musical shows in assemblies illustrate the vast talents and passion of the students. Increasing the Modern Foreign Languages on offer, as an alternative to the only option of Spanish, would cater for students' interest further.

The curriculum is used creatively by teachers to plan learning that engage students. A Year 7 English lesson used a trailer about Shakespeare's *MacBeth* to trigger a discussion on scene interpretations, before challenging the students to think innovatively and collaborate to generate their own unique interpretation and perform it to their peers. Outdoor learning is actively promoted. The primary school takes students to the nearby forest to remove the inhibitions of the formal classroom for EAL students so language is naturally triggered by the amazement of the surroundings. In addition, through the impact of student voice, the school established an outdoor area for hands-on project-based learning.

The curriculum aims to go beyond academic and performing skills. The attributes of the International Baccalaureate (IB) Learner Profile start to be integrated into the curriculum content in Primary School, in order to progressively foster in students an ability to think critically, work collaboratively, reflect, take calculated risks and show care to others, and prepare them for success at Key Stage 5.

The curriculum is further enhanced by a range of extracurricular activities (ECAs). Since covid-related restrictions were lifted, sports clubs have been taking place every day, while all teachers have been offering an activity after school on Wednesdays. In line with the school's intentions, the students and their parents are looking forward to a return to normality and a wider range of extra-curricular activities in September as the school settles post-covid.

The school offers some career and university counselling, including through the King's Group platform, but there is the recognition that further support is needed to ensure students are empowered to make informed choices at critical times in their school journey, including for IGCSEs. As part of the school's continued growth, the leadership team acknowledges that consideration will be given to optimise IGCSE options and the IBDP offer so students' chances post-Secondary are maximised. For now, the students have access to King's InterHigh online school to study independently for additional subjects at IGCSE level and sit the examinations at school.

The quality of the curriculum is evidenced in the students' ability and willingness to articulate their love for their school, and in their strong attendance at ECAs. The Latvian language teacher recognises special Latvian days and traditions in her teaching.

5.2 Teaching and assessment

Teaching and assessment meet the BSO standards.

Teaching is good. Lessons seen were at least satisfactory and many were good or excellent.

Amongst the best of the teaching, a Year 7 geography lesson had students using a ‘think, pair, share’ activity. This allowed them to demonstrate their learning and practise their collaborative skills whilst also strengthening study skills, such as summarising, note taking and time keeping. Through purposeful movement around the classroom, the teacher provided immediate oral individual feedback that empowered students to identify their next steps to continue their progress. All students were actively engaged at all times, and able to articulate what/how they were learning and why.

Similarly, in a Year 9 music lesson illustrated the quality of the students’ musical and performing skills. The teacher’s passion for and expertise in her subject fostered a highly learning-conducive environment in which students felt confident to actively engage. A sense of collegial enjoyment of being part of an ensemble was evident in the classroom. The teacher provided individualised feedback and avenues for extension, and offered planned opportunities for student voice, giving students ownership of their group performance.

Teachers ensure that learning takes place in a supportive and positive atmosphere. In a Year 2 mathematics, for example, there was a very calm, ordered, friendly and welcoming learning environment. The teacher and the teaching assistant supported individuals through feedback and ‘next steps’ during the lesson. The lesson’s objectives and success criteria were well explained and discussed with pupils to ensure understanding. Throughout the lesson, the teacher encouraged the use of correct vocabulary and extended learning through targeted questioning. There was clear progress being made and pupils’ learning moved forward.

Similarly, in EYFS classes, the atmosphere was supportive and also the pace was very brisk. These factors ensured that pupil engagement was high.

Classrooms in general are highly inviting: there are good displays that enhance the learning environment and provide a balance between up-to-date working walls being used to aid learning and displays that celebrate achievement.

Lessons in the EYFS showed the skill and care with which the best teachers operate. In one lesson in Year 2, a student started re-telling the story of *Little Red Riding Hood*, in immense detail: the class and the teacher listened intently and she was allowed to finish

her recalling of the story. This illustrated the positive relationship between the students and between the teacher and the class.

Teachers' subject knowledge is good, as is their knowledge of the students they are teaching. In a Year 10 triple science lesson, the teacher demonstrated strong knowledge of his students by creating resources that provided effective visuals to reinforce prior learning and illustrate new concepts. The teacher effectively modelled the use of subject-specific terminology and successfully encouraged the students to manipulate it. Through impactful questioning techniques, the students engaged in a critical-thinking process, individually and as a group. The teacher successfully exploited students' questions and contributions as avenues for extension and higher-level reflections, relating the discussions to exam situations. The pace was maintained throughout the lesson, ensuring all students were actively engaged at all times.

In less successful lessons, the teacher's instructions were not clear and there were limited planned opportunities for individualised challenge; this limited student engagement, leading to off-topic chatter and lack of pace.

Ongoing assessment is a key part of the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape planning. During the first term in EYFS, the teachers assess the children to provide a baseline: they identify what the children already know, identify patterns of attainment within the cohort, to adjust the planning for individual or groups of children and to monitor progress throughout the year, identifying which children/groups of children are likely to need the most help.

Assessment in the EYFS is based on both formal and informal observations. The children's progress is tracked and monitored using *Tapestry*. This forms the basis of each child's individual profile and will naturally feed into subsequent curriculum planning. At the end of the EYFS, staff complete the EYFS profile for each child, and pupils are assessed against the 17 early learning goals, indicating whether they are meeting expected levels of development or emerging in levels of development.

The primary school has some systems in place to assess and track students' progress and attainment and has a substantial amount of data, however further analysis need to be implemented to ensure data is used effectively to understand the progress of both individuals and groups of students to meet their needs.

There is extensive tracking throughout the primary department which is updated half termly – the following are use:

- Tapestry pupil progress (EYFS)
- Phonics tracker (EYFS - Y3)
- Primary teacher summative tracker

- Abacus Maths Markbooks
- Main KCL Primary Tracker 2021-2022

Assessment in the secondary school is in its infancy with little historical data available as yet. The data recorded suggests that progress and achievement are good. The current GCSE cohort are expected to have a 100% pass rate with 27% at a level 8 or above. Currently there are inconsistencies in how data is collected in the secondary school: senior leaders are well aware of this and are taking steps to address it.

5.3 Standards achieved by students

The standards achieved by students meets the standard for BSO. Students across all key stages make at least satisfactory progress and the standards achieved are good.

Almost all students enter EYFS with no English and working below age-related expectations, however they progress well so that by the end of EYFS achievement is good across all areas of learning with a large majority of children meeting the Early Learning Goals. Progress continues through Primary so that by the end of Year 6, the majority of EAL students are proficient in both English language and literacy skills.

In the primary school standardised assessments are used annually and combined with ongoing teacher observations to assess student progress and achievement. In the current academic year, the majority of students in primary are at or above age-related expectations in mathematics (54%), writing (62%) and reading (54%). However, levels of attainment vary significantly across classes.

Senior leaders are aware of the importance of implementing closer moderation and monitoring of both teaching practice and assessment judgements to ensure student progress and attainment is tracked more carefully and supports ongoing learning.

6. Standard 2 Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of the students is excellent.

This is an area of strength of the school that permeates through all year groups. In the corridors, the students are keen to greet their teachers and visitors, and actively seek the opportunity to engage in considerate conversations. They display courtesy to all and speak proudly of their school.

Under the leadership of the wellbeing team, the school prioritises students' social and emotional health. Key moments of the week include a shared breakfast, a PSHE lesson, a tutorial session (Secondary only), and an assembly, all with their class teacher/form tutor, offering the opportunity to discuss matters of their school life and beyond. Although assemblies and House events were held online during the pandemic, the student voice leaders and wellbeing team acknowledge that reigniting a strong sense of community continues to be a priority

El Pulse was introduced in September 2021 for students and staff from Year 3 to 10. It consists of a six-question survey completed in 60 seconds every week. Similar information is collected in the younger year groups via 'how are you feeling today' displays. The weekly data enables the Wellbeing Team to measure the mood of the school, identify patterns, and intervene as necessary, in line with their Pastoral Care for Wellbeing steps, with the ultimate aim to progressively increase the level of wellbeing for all. The app also allows students the option to express gratitude to others. The data shows that students show empathy and feel cared for. In discussions, students are able to articulate their level of wellbeing: 'I feel safe at school', 'I know my teachers care', 'They know me well, it is not the same level of care for my friends in other schools', 'There is no bullying here'. A Year 7 boy's mother commented on the impact the school has on students' self-esteem and sense of self-worth: 'My son has blossomed since joining the school. He has gained self-confidence and thanks to the rewards and teachers' support, feels proud of his achievements.'

The students' positive attitude towards the school is reflected in their self-confidence, impeccable behaviour and pride of wearing their uniform, which some Year 9 girls think is 'nice and comfy'.

The attributes of the IB Learner Profile contribute to the school's ethos, feeding a growth mindset, open-mindedness, willingness to take risks and show initiative. Care is given to develop an appreciation of and respect for the students' own culture and that of others, through school events and specific lesson activities, such as the compulsory Latvian language lessons and log competition, Spanish cuisine cooking, or the design of a tourism brochure on Spanish-speaking countries. An English lesson on *the Merchant of Venice* provided the opportunity to discuss religions and how people may be treated because of their beliefs,

helping students develop sensitivity to differences, empathy and deepening their ability to distinguish right from wrong.

Students are introduced to democracy and its principles, through MUN-like debates for example, as observed in a Year 10 Geography lesson. Student leaders are elected democratically. They work hard to fulfil their responsibilities, through active listening, communication, negotiation and collaboration, whilst keeping a balanced perspective. They are keen to engage in the process of school improvement, and have learnt to be realistic about requests made to the school leadership. ‘This position keeps you grounded’, an older student leader said, whilst another one feels that ‘It helps you build better relationships with your peers and get more creative’. A dedicated room for Year 10 students at breaks was the direct result of student voice, and this privilege equipped the students with a sense of collegial responsibility and ownership. The outdoor learning area, the security system in the library, a non-uniform day, salt in the dining room or a change in the uniform, as well as a sleepover at school, a talent show or a football tournament, are other examples of how student voice and leadership positively impacted school life.

Students think about their future, and are keen to discuss their IGCSE options, future IBDP opportunities, and ultimate university aspirations. Older students benefit from some career guidance and university counselling, in-house and through the King’s Group.

The parents met are vocal advocates of the school and strongly believe that it is the best place for their children: the academic standards are high, the discipline is rigorous, the staff care, the curriculum and extra-curricular activities are excellent. They value opportunities to develop leadership skills and student voice, a sense of responsibility for themselves and others, an ability to problem solve and work as a team, and perform in front of others. The parents mentioned the charity events held as outstanding examples of how the school contributes to their children being well-rounded, caring and involved young people.

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

The welfare, health and safety of the pupils is excellent.

Students feel safe and cared for at the School and reported feeling confident to raise concerns with the school if needed.

Safeguarding at the school is a considerable strength. The school has a comprehensive policy in place which is overseen by the designated safeguarding lead (DSL) and eight deputy DSLs who meet weekly. All staff members are trained in safeguarding children and the school uses *MyConcern* to ensure safeguarding concerns are recorded across the School.

All staff members involved in staff recruitment have completed safer recruitment training. A robust procedure for safeguarding checks for all permanent staff, supply staff and external providers ensures all students are safe. The school has a compliant single central register.

A comprehensive security system is in place, including card access and CCTV cameras. All staff, parents and visitors to the school are recorded and issued with a pass. Established procedures are in place for the beginning and end of the day, however as the school expands these may need to be reviewed and the car park supervised.

The school has a health and safety policy and also adheres to the Latvian health and safety rules. Regular inspections from the health, hygiene and safety inspectorate for Latvia take place, including the kitchen every two months.

The school is clean, tidy and well maintained. Regular maintenance and cleaning of facilities is monitored by the business manager and weekly maintenance meetings take place. The business manager also liaises with companies the school uses to provide services relating to health and safety, including a service group that address ongoing planned maintenance.

The school reported that fire drills take place three times each year, in line with local requirements. Both the UK and Latvian legislation is followed regarding fire protection and all staff are trained annually in the use of fire extinguishers for all types of fire. Evacuation maps and procedures are visible in all classrooms and throughout the School. Fire equipment is inspected and maintained regularly.

Standards of behaviour are high, underpinned by a behaviour management policy and positive approach by the school. An anti-bullying strategy is in place and when issues have arisen these have been dealt with by the school. The level of supervision at break and lunchtime is appropriate and provided by all staff.

A healthy lifestyle is promoted by the school through regular exercise and a balanced diet. All students benefit from swimming and PE lessons weekly and there is a range of activities and after school clubs which promote active play and sport. The canteen provides high quality, healthy and nutritious food which is a strength of the school. There is adequate provision for access to clean drinking water. Washrooms designated for the sole use of pupils are easily accessed and are cleaned regularly.

There is a full-time nurse available on site in a well-resourced nurse's room. 90% of staff are trained in paediatric first aid. There are comprehensive risk assessment processes and policies for both school and off-site visits which the headteacher authorises.

Lifesaving equipment is easily accessible in the swimming pool area and staff: student ratios for swimming are appropriate. Swimming pool maintenance takes place three times each week and water quality is tested daily.

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

The suitability of the proprietor and staff is in line with the standard for BSO.

The school is part of the Inspired Education group, a co-educational, non-denominational, international provider of private schools. It was founded in 2013 by Lebanese-British businessman Nadim Nsouli and is headquartered in London. Its international network of 80 schools, across 23 countries on 5 continents, strive to deliver proven best practice from every corner of the globe. The schools focus on three pillars: academic excellence, sport and performing arts and the individuality of every student.

Prior to the confirmation of the appointment of all KCL staff (including volunteers), appropriate checks to confirm their identity, medical fitness, right to work in Latvia, previous employment history, character references and, where appropriate, qualifications and professional references. Such information is taken into account in determining whether appointments are confirmed.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check 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.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

9. *Standard 5* The premises and accommodation

The premises and accommodation at KCL are excellent.

The school building consists of separate EYFS, primary and secondary areas which have been designed and equipped to meet the specific needs of students in those phases of the school. It is well ordered and provides an attractive and stimulating learning environment for students and staff.

Classrooms are light and well ventilated and provide ample space for the number of students in each class. Drinking water is readily available and all students bring a water bottle to school daily. Locally sourced furniture compliments the wide range of UK sourced resources and interactive whiteboards or digital screens are installed in each classroom. Specialist teaching areas are provided for sport, swimming (a competition pool and separate training pool), languages, art, music, science and ICT and these are well equipped. The primary and secondary libraries are welcoming and well resourced.

The school has a large indoor sports hall for PE lessons, competitions and whole school events. Students also benefit from expansive outdoor spaces which include age appropriate play equipment and safe surfaces, hard court areas, a grass field and an outdoor learning garden. Further plans are in place for an artificial grass football pitch and running track, an additional science laboratory and a community coffee shop.

A comprehensive security system is in place which includes a card entry system and extensive CCTV network. Staff are required to wear an ID lanyard and encouraged to challenge any adult on campus who is not wearing an ID. The school has a lift which ensures access is available to all areas of the school. Across the school appropriate toilet and washing facilities are available to students and there are separate staff and student toilets. A well-resourced and maintained nurse's room which is staffed by two nurses.

All spaces, both indoor and outdoor, are clean and well maintained. The school employs a team of cleaners and a person who works full time on maintenance. A thorough maintenance programme has been established and systems are in place for staff members to report concerns. Currently this is overseen by the business manager, however plans are in place to employ a full-time facilities manager from next academic year to support the continued growth of the school.

10. Standard 6

The provision of information for parents, carers and others

The school's provision of information for parents, carers, and others is excellent.

All basic information about the school, the King's Group and Inspired is available on the school's website, as well as the latest BSO inspection report. There is a dedicated section for policies and those are clearly labelled.

The leadership team has invested time and made a concerted effort since the school opened to build a strong, mutually trusting relationship with the parent body and embed efficient communication channels that meet the needs and demands of the parent cohort. Specific attention is given to new parents to welcome and integrate them to the school community.

The school seeks feedback from the parents to ensure procedures in place continue to meet their needs and those of their children at the highest standard.

Parents are highly satisfied with the quantity, quality and frequency of information shared and the channels of communication. They strongly feel that all staff are approachable, able to anticipate concerns and willing to address queries promptly if any arise. Parents use words such as 'welcoming', 'positive' and 'safe' to describe the way the school cares. They believe that this degree of personalised care cascades down from the leadership team and that there is an aspiration to help at all levels of the school.

Emails are used by parents and the school for formal matters but *Class Dojo* is the preferred platform for teacher-parent dialogue. In addition to academic overviews shared with parents termly, teachers post on *Class Dojo* daily updates and pictures of the students' learning, ensuring parents are up to date, involved and included in their children's school life. A parent shares, 'I feel I am part of the school. I am busy but I am not missing anything of my children's education'. Another parent expresses that *Class Dojo* gives them peace of mind and the confidence that there is efficient, transparent and supportive communication between the classroom and home. Messages between teachers and parents on *Class Dojo* support the wellbeing of the children but also that of the parents, contributing to the parent body being happy, valued, included and engaged.

The school produces academic reports and holds parent-teacher meetings three times a year. Parents are in agreement that the reports are informative and easy to understand for all, including non-native speakers of English. Parents share that meetings with teachers evidence that they know their students very well, academically, but also socially and emotionally. Parents can request a meeting with a teacher at any time outside the scheduled parent-teacher meetings to get an update on their child's progress and wellbeing at school, and this request is granted promptly. Parents strongly believe that staff are proactive in offering support to all learners, thoughtful to praise and reward the students, and are the key element

to their children flourishing at school. Parents are very appreciative of the opportunities and support available. The parents look forward to the resumption of school events that they can attend.

Parents mention the effectiveness of the admission process. They feel it is simple, fast, supportive and personalised, which resulted in students being excited at the prospect of joining the school and parents being comforted in their choice of school for their child and their family. A parent who recently joined suggests that the school website could be enhanced with a section on the teaching staff and their background.

11. Standard 7

The school's procedure for handling complaints

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

The policy is available on the website for all, current and prospective parents and students, to access. It is easy to follow, transparent and effective. It is compliant with local laws, the King's Group's regulations and British standards. The policy details the process, timetable of events and anticipated time. The school maintains a record of all parent complaints for at least three years for regular review by senior management and for inspection by inspectors.

Parental feedback indicates a high degree of satisfaction with how concerns and complaints are addressed. The staff work hard as a team to provide a good service for all parents and has established trusting relationships with parents, students and the wider community. The school takes informal concerns seriously, and aims to resolve them quickly (within 14 days) and informally. The procedure to address informal concerns mirrors the school's management structure (form tutor, head of phase or deputy head of school, head of school). If the matter is not resolved to the complainant's satisfaction through the informal process, the complainant may write to the headteacher. Should the matter remain unresolved, the complainant may first appeal to the headteacher, then to the complaints panel, which consists of at least three persons, selected by the King's Group CEO and who have not been directly involved in the matters.

During the inspection, the school's records and documents showed that concerns are addressed effectively, and treated with care and consideration in line with the policy.

All concerns were resolved at the informal stage, and only 4 reached the headteacher this academic year. No complaint has ever reached the head office level.

12. Standard 8 Leadership and management of the school

Leadership and management at KCL are good, with significant elements that are excellent.

The school is run in a highly efficient manner. The senior leadership team (SLT) are hands-on, flexible and highly committed to the students and to the school. The headteacher provides an outstanding example to all, being a hard-working, dedicated and down-to-earth leader who knows her staff and her students very well, and provides strong direction for all.

The headteacher and senior leaders have a highly accurate and shared understanding of how well the school functions and what needs further improvement. Staff morale and engagement is high and teachers enjoy being associated with the school .

The leaders clearly and effectively communicate the vision and culture of the school: safeguarding the students and their interests is integral to the overall ethos of the leadership team. This is fully embraced by stakeholders. Students' welfare is actively promoted: they feel safe.

Concern for wellbeing of staff, students and families is another crucial part of the approach of the SLT. The *Change* team work closely the DSL to support wellbeing throughout the school. Teachers drive this agenda with regular communication through Dojo and meetings with parents. The school counsellor who is line managed by the SDL and the school nurses are also well aware of the wellbeing agenda and often flag this to the SLT and counsellor when a child comes to them. The investment in *Pulse* as a means of monitoring the feelings and emotions in the school is valuable: each week all students are checked by the wellbeing lead and emails sent to ensure staff have followed up any students of concern.

A direct result of the leadership and management of the school is that the students at KCL are happy and motivated to learn. They enjoy their education and even the very youngest are able to develop their personal qualities to the full. Relationships in the school are positive and strong. Leaders model the best examples of relationships and behaviours, so that respect, courtesy and good manners are the norm.

Whole school strategic actions, such as appointing a lead for writing, are well thought out and effective. All staff in leadership have their own action plans: these link to the main school development plan. Whole school SLT have to submit their own targets for the year to the Inspired Group. All staff have been through a self-evaluation process which involves setting targets for development. The Inspired teaching standards are used to self-evaluate and ensure they and the leadership are meeting Inspired standards and thus BSO standards. From the self-evaluation document, all staff met with their line manager to decide on targets. Each teacher has personal and whole school impact targets.