



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College The British School of Latvia

Date
Inspection

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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 the report 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, where applicable); 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, the whole of the first day and much of the second day were spent in classrooms with the pupils and teachers. All teachers were observed and many learning walks took place during the visit. School documentation and policies were analysed and academic data reviewed. Students' workbooks were scrutinised, and discussions were held with the head, the senior staff, teachers, other school staff, representatives of the school council, parents and groups of students. Interviews with key members of the King's Group board and administration team took place before and during the visit. The team was in school on three days.

The lead inspector was Dr Mark Evans. The team member was Ms. Jaime Thistleton.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

King's College, The British School of Latvia (KCL) is a brand new school that has made remarkably good progress in its first year. It is already well on the way to providing the high quality British education that it aims to do. Many aspects of the school are already good and some are excellent. It easily meets the requirements for accreditation under the UK government's scheme for British Schools Overseas. Under the current leadership and governance, it has huge potential and a great capacity to improve even more. It provides a high quality of care. Spiritual, moral, social and cultural development of the students is good. Parents, staff and students are very supportive of the school. The accommodation and facilities are good with many outstanding features.

3.1 What the school does well

KCL has many strengths.

- The provision for the health, welfare and safety of students is a strength.
- The role and impact of the school's board and council is very positive.
- There is a strong and effective focus on pastoral care and on continuous improvement.
- The hard work, energy and passion of the headteacher has had significant impact.
- Some teaching is exciting and focussed on developing skills, knowledge and understanding at an appropriately challenging level for all pupils.
- Child protection is very strong: pupils are safe and well cared for.
- The emphasis on community ethos and the cultural balance of the school is given due significance.
- The strong focus on healthy eating, matched by outstanding food provided within the school, results in a formidable positive influence on healthy children and staff.
- Parents feel that the school is outstanding
- The school building is purpose-built and includes many impressive features, such as the dining area, the hall and the outdoor area.
- The premises are very well maintained, providing spacious accommodation which supports the learning of all students.

3.2 Points for improvement

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

1. Improve the quality of learning and teaching further, including by
 - ✓ ensuring the main focus in lessons is on learning, not the activity
 - ✓ focussing strongly on the provision for pupils who speak English as an additional language
 - ✓ strengthening the support for pupils who have special educational needs
 - ✓ considering the role and function of classroom displays (for example interaction, information, celebration...)

2. Continue to promote and monitor the impact of staff training and professional development on (for example)
 - ✓ assessment for learning
 - ✓ differentiation
 - ✓ tracking of pupil progress
 - ✓ child-centred learning and pupil voice

3. Seek ways to distribute further the leadership roles in the school, to strengthen the drive for school improvement

4. The context of the school

Full name of school	King's College, The British School of Latvia				
Address	Turaidas iela 1, Piņķi, Babītes novads, LV 2107, Latvia				
Telephone number	+371 67630563; +371 25759043				
Fax number	-				
Website	latvia.kingscollegeschools.org				
Email address	latvia@kingscollegeschools.org				
Head	Adele Stanford				
Chairman of Board of Governors	Sir Roger Fry				
Age range	3 - 11 years old				
Total number of pupils	82	Boys	42	Girls	40
Numbers by age	0-2 years	0	11-16 years	0	
	3-5 years	31	16-18 years	0	
	5-11 years	51	18+ years	0	
Total number of part-time children	n/a				

KCL is part of the King's education group. The mission of the group is to be at the forefront of British education internationally. The group has 50 years of experience of delivering the English national curriculum and British education based on Christian values.

The student population consists of thirteen nationalities which generally reflects the make-up of Latvia. The largest nationalities represented are Russian and Latvian at around 30% each, with British at 9% and American at 8%. About 4% of pupils are from Belarussia, 3% from Azerbaijan and a further 9 nationalities with under 3%.

4.1 British nature of the school

The British nature of the KCL is evident throughout the school.

- The language of instruction is English; signage and most communication amongst pupils, is also in English.
- Parents suggest that they chose KCL because they seek a British education and cite values and the UK pedagogical style as reasons for their choice.
- Many suggested that they would like their children to study in English at university, whether in the UK or elsewhere.
- All the class teachers are native British and have been trained to deliver either the English national curriculum or Scottish curriculum for excellence, both of which hold the British way of life central to their expectations.
- The curriculum at KCL is based on the English national curriculum, adapted where necessary to the local context.
- Music and the arts are given equal importance (not equal time) to academic areas.
- As part of the King's Group, there are links to UK schools especially St Michaels in Tenbury Wells Worcestershire.
- Many other aspects of school life also demonstrate the British heart of the school, from the house system, the strong pastoral care and the school uniforms.

5. *Standard 1*

The quality of education provided by the school

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

5.1 Curriculum

The curriculum is satisfactory. It is broad and balanced, primarily based on the national curriculum of England. It gives pupils experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It meets and reflects the needs of the diverse community of Riga, while promoting a real love of learning.

There is full-time supervised education for students of compulsory school age, meeting local regulations. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy.

It takes into account common practice in UK schools. This enables pupils to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do. The subject matter is appropriate for the age and aptitudes of pupils, including those students with learning difficulties and/or disabilities.

The curriculum policy details the expected amount of time to be spent teaching subject areas each week. KCL school teaches these subjects through a combination of discrete and combined methods, for the coverage of learning objectives. The school has created a curriculum that engages learners through using a topic each half term. When designing topics, local context was important, so the school does not teach certain topics such as World War 2 but instead uses the fact that Riga is famous for its chocolate: thus Year 5 have a whole topic on the subject. Similarly, Year 2 study castles nearby being near the beach, Early Years and Foundation Stage (EYFS) and Year 1 will use it as their study trip.

Under Latvian law as a registered British school, KCL is not subject to specific laws on curriculum coverage: however, the school does choose to teach Latvian Language and Culture to all our students. The Latvian teacher recognises special Latvian days and traditions in her teaching.

The school has a strong commitment to enriching learning through trips and activities. A recent whole school international week culminated in an event for children and parents to learn together, including experiencing Indian cooking and Mendi hand painting. Learning about animals and habitats was enriched by visiting the zoo and the local vets, learning about transport was supported by a visit to the train museum; the Year 5 Space topic was supported by a visit to the space exhibition and conference.

Being so new, the school has yet to transition any pupils from one class or phase to another but it has already diarised a transition day in June for all students to meet their new teachers. Newly enrolled students are also invited to spend the day at school on that date.

The school has an appropriate policy for special educational needs (SEN), but it is not yet fully embedded. Work has started collating the SEN register, now that any issues that are actually about language access are clearer. There is a clear intent to appoint a SEN coordinator next year. Issues of social and emotional care are already being addressed well, through the appointment of a pastoral coordinator. The school has a safeguarding group that meets weekly to address these and related issues, and plan solutions.

5.2 Teaching and assessment

Teaching and assessment are satisfactory; some teaching is good or excellent.

The school has been developing teaching and learning to best meet the needs of all learners. Lessons are usually well planned; teaching methods are effective and sometimes they are great fun. Classroom time is managed well and teachers usually show understanding of the aptitudes, cultural background, needs and prior attainments of the students.

In the EYFS classes, the rooms are attractively decorated and there is good use of singing and other routines to signpost the schedule for the day. Activities such as playdough, toy cars and gluing shapes together keep the pupils busy and mainly on-task. In Key Stage (KS) 1 classes, there is good use made of the outside learning spaces, and pupils enjoy their work both in the classroom and out. Year 2 for example, concentrated well on their PE lesson in the hall, bouncing plastic balls.

KS2 pupils have some opportunities to direct their own learning, for example Year 5 when going to and working in the library. Many Year 3 pupils worked very successfully programming movement into floor-based robots. Some teachers make good use of the pupils' work to display and celebrate.

Relationships are mainly good: in some classrooms, they are excellent. However on some occasions, the teacher has set work which will keep the pupils gainfully occupied, without it being clear to the pupils why they are doing the activity. In these lessons, the focus is too much on the activity, and not sufficiently on the desired learning outcomes.

Not every child is fully engaged during the learning process and lessons do not always inspire and encourage, as well as teach. Not all pupils have enough opportunities to learn by solving problems.

In a few lessons, the most able are not sufficiently challenged, leading to wasted opportunities, and others struggle to keep up with the work set. The large proportion of pupils who speak English as a second language are mainly supported appropriately.

There is a sound understanding in the school as to how to move the quality of learning, teaching and assessment up to the next level: specifically, the headteacher is appropriately focussed on the need to ensure every pupil understands what they are learning, why they are learning it and how they can take their own learning forward.

On enrolment, all pupils are baselined. EYFS were baselined against *Development Matters*; KS1 and KS2 pupils were measured on a one-to-one basis using the CAT4 standardised assessment tests, and teacher assessment in phonics, reading, speaking, listening and mathematics. Detailed assessment records for these assessments have been recorded and are monitored. Standardised numerical graphing has been established and shows a steady

improvement in the percentage of students achieving the expected standards in some areas of the curriculum. Assessment of learning and assessment for learning are not yet fully developed.

The school uses *Classroom Monitor* for ongoing tracking of objectives met. This has been most successful in EYFS. The school has identified the need for further staff training with the use of the programme and plans to dedicate one staff meeting per month to ensure that objectives are updated, tracked and that information is analysed and acted upon.

5.3 Standards achieved by students

The standards achieved by students at KCL are satisfactory; progress is often good, but given the very new nature of the school, data is not available over any significant length of time.

80% of pupils enter the school speaking English as an additional language (EAL). Some 17 out of the 82 students had previously attended schools that taught in English prior to enrolling at KCL. Year 3 pupils are particularly strong in English and speak it in the dining room and on the playground, without thinking.

Teacher assessment data in mathematics suggest that all pupils have made good progress. It appears that the vast majority of pupils are now working within the expected level for their age expectations. Some pupils in Years 1 and 2 have made excellent progress. Where pupils have not made the expected progress, and EAL has been excluded as an issue, pupils have been given specific targets to support them.

Reading has been identified as an area for improvement by the school. Accelerated reader has been introduced to students from Years 2 to 5 and Star Reader assessments will be tracked on a half termly basis. There is no data to inform progress yet, however, students are engaging with the quizzes, reading more and understand their areas for development.

Teacher assessment has identified that the vast majority of pupils from Year 1 to Year 5 are working at below the expected level in English in writing. As a result, attainment of writing will be in the school development plan for next year which will include a focus on vocabulary, grammar and independent writing. The school has a marking and feedback policy that is in its early stages of implementation. The focus of this policy is to ensure that feedback has an impact and progress is obvious throughout pupils' work.

The school has identified national standardised tests that are to be administered in the next academic year to track the progress of pupils. An assessment schedule has been collated to include PIM, Abacus, PIE in addition to PASS, CAT4 and Star Reader assessments.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral and social development of the pupils is good: cultural development is particularly strong.

The school actively promotes tolerance of and respect for human differences, through whole school themed value assemblies that are planned for and related to class circle time. Respect for each other and different cultures was identified as needing improvement and staff suggest it has improved over the last two terms. For example, there is evidence of students holding doors open, saying 'good morning' and having an understanding of what respect is.

The school has delivered PSHE lessons to pupils as the need arises. Development of a more formal programme has been identified as an important development for next academic year.

The school actively promotes the British value of democracy, and the rule of law and individual liberty. For example, a school assembly was given to pupils about what democracy is and why we do it this way. Pupils have been able to apply for house captain positions, prepare presentations on why they should be chosen and why they would be a good role model, present to other pupils, and sign contracts. All pupils were given the opportunity to vote, showing the fair democratic process that was taken.

Pupils are encouraged to develop their self-knowledge, self-esteem and gain in confidence during class lessons. Pupils have been given the opportunity to apply to be a librarian, for instance. Through these processes, pupils have been able to gain confidence by using more vocabulary and taking on extra responsibilities. The formation of a school council would further involve students in the running of the school and provide additional opportunities to exercise leadership.

Through value assemblies, pupils have discussed self-esteem, and the difference between right and wrong. The school has introduced 'bucket fillers' and worry boxes within classrooms to encourage pupils to talk about their problems.

The school has administered the Pupil Attitudes to Self and School (PASS) GL assessment and identified areas for development. For example, year 1 showed low scores about preparedness for learning and in year 2 pupils showed low scores for response to learning. In KS2, there are children that showed lower than expected results. Focus group interviews for those students who received lower scores are being implemented to determine if there is cause for concern. Where a cause for concern has been identified, the pastoral leader will observe the pupils in class and the headteacher will meet with parents to discuss and plan next steps. The school has noted that when EAL is a significant issue for a pupil, PASS data is also low.

7. *Standard 3*

The welfare, health and safety of the pupils

The welfare, health and safety of pupils are good, with some outstanding practice. There are a few inconsistencies in classrooms, however.

Effective policies and procedures are in place to safeguard and promote the welfare of all students in the school. The school has a detailed and up-to-date health and safety policy, fire risk management policy and procedure, whistleblowing policy and safeguarding policy. Not all teachers were fully clear about the policies.

The school has a leaflet that outlines who the designated safeguarding leaders (DSLs) are and gives their contact details. These leaflets are readily available to all visitors to the school on arrival. Three teachers have completed level 3 safeguarding training. The leaflet also outlines what visitors are expected to do while at the school, explains what safeguarding is and describes types of abuse.

The school also a number of other strategies to safeguard pupils. For example: a security guard that monitors the entry and exit, a card entry system to enter different parts of the school; CCTV; security tags for all stakeholders; the US embassy does multiple drive by visits per day; all visitors and staff to the school sign in and out on arrival and departure.

All staff have completed 1 day of safeguarding and Child Protection Prevention Training from UK based trainers and companies. Pupils have been made aware of what safeguarding means and who the DSLs are. The school has identified that safeguarding be written into the PSHE curriculum for the next academic year.

Standards of behaviour at the school are high, underpinned by a behaviour policy and consistent approaches throughout the school. For example in Nursery and Year 1, classes use the sun and cloud display or happy and sad faces. From Year 2 to 5, classes use the rocket or rainbow charts to signify pupils' behaviour. Positive praise was also evident in all classes during observations. All students that have behaviour concerns are logged on the programme "My Concern". A policy that sets out the 'behaviours of a King's student' would enhance the collective responsibility that the school beholds.

The headteacher takes personal and direct responsibility for safety within the school. She has a strong health and safety team that ensure local laws are complied with. The school has a sound policy for the prevention of bullying and there are no recorded instance on file.

There is excellent support for the school from the King's Group. This resulted in a very positive result after an inspection by the health, hygiene and safety inspectorate for Latvia. This is a stringent process, but the school scored an A in all but one aspect. On that particular directive, the school will now conform to checking each child for head lice in the first week of each academic year. A health and safety officer within the school completes inspection walks each week.

The school has a suitable fire risk management policy and set of procedures in place that is regularly checked by the local authorities. The school has evacuation routes mapped out and have practiced fire drills. All teachers are trained in fire prevention and how to tackle fires with the fire extinguishers in the building.

There is a comprehensive first aid policy. All teachers are trained with a paediatric first aid course. The school has a first aid room that is resourced adequately. While there is not a first aid officer in the room full time, all children are seen by a trained staff member and supervised either in the first aid room or the headteacher's office if needed. There is a shared google drive folder in which all serious cases are documented.

The level of supervision at break and lunchtime is good, with a clear timetable of staff who provide a safe and caring environment for the pupils. At the beginning and end of the school day school staff, including a security guard, supervise the safe arrival and departure of students. Students that travel by taxi are supervised by a member of staff to and from school.

The school has an admissions policy and admissions officer in place. The attendance register is maintained electronically and conforms to local regulatory requirements. Some parents have found the attendance rules of a British school challenging. The school has communicated to parents about the importance of having good attendance at school and this remains an area for development.

The school has an appropriate risk assessment policy. They employ an external organisation to support this. The Group's health and safety officer also makes risk assessments of the school and together they plan for improvements to safety. Risk assessments are written for any out of school activity and/or school trip and all trips are preceded by an advance visit.

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

The school is part of the King's Group, which has a long and celebrated history of educational leadership and management. Started in 1969, there are now nine schools, and multiple training centres and academies, too.

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.

In most respects, it is the headteacher who take day-to-day responsibility for this, but she is well supported by the advisory board and by the King's Group board. The latter takes the role of deciding on overriding principles, discussing and approving documents produced and receiving reports.

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.

KCL has a committed and highly professional advisory council, who give time voluntarily. They have demonstrated great wisdom during the set-up process and continue to support generously the progress and development of the school. The school takes all due steps to assure itself of the suitability of each individual who is responsible for the governance and leadership of the school. The chair of the council meets all local requirements, and in addition has been subject to checks confirming her identity, right to work in the host country, and suitability to work with children.

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. This is an excellent and appropriate working document.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good with many outstanding features.

Even though the school building programme is not yet complete, it is already an excellent support for learning. The buildings and campus are well maintained, ensuring an environment that is conducive to learning. Classrooms and activity areas offer a lively and stimulating learning environment. They are spacious and equipped with age appropriate furniture, sensibly arranged to make resources accessible to all pupils and have the possibility to facilitate independent learning.

There are ample toilets and facilities for pupils and adults. Hand hygiene is very important in Latvian culture: hand basins are provided outside the dining hall, in classrooms as well as in the toilets. There are also toilet, washing and lift facilities for disabled students and visitors. The accommodation for sick pupils is very good: a medical room with nearby running water and separate toilet facilities is available. There is a bed, a fridge and drinking water available in the room. If a child is unable to go to the medical room, the child can be cared for in the headteacher's office where there is a sofa next to a toilet and running water. In either case the pupil is supervised at all times by a first aid trained adult. The next phase of the building will contain changing rooms and showers for Year 7 pupils.

The facilities are used well and timetabled to allow access to different year groups. Teaching rooms for music, computing and Latvian, further enhance the educational experiences of all pupils. A variety of outdoor play facilities support pupils' development of physical, academic, social and emotional skills.

The school is externally lit and these lights are set on a timer to ensure all staff are able to leave the premises safely. The lighting in the classrooms is assessed and inspected as part of the Latvian health and safety inspection and no issues have been detected. The classrooms have large windows to let light in and all windows are fitted with blinds to ensure that on hot days the sun is kept out. Staff open window regularly to ventilate rooms as is required in the Latvian health and safety regulations.

The school's water has passed tests to certify that it is drinkable from any tap, but there is also a water dispenser in the reception area that pupils can fill water bottles from during the day as well as taps. At lunch time, pupils are given homemade juice drinks and water: they are allowed one glass of juice drink and then as much water as they like. The quality of food prepared in the school is of the highest order: fresh, tasty, nutritious and fully supportive of the school's healthy eating programme.

10. Standard 6

The provision of information for parents, carers and others

Overall, the provision of information provided by the school to parents, prospective parents and the wider community is good with some excellent features.

Contact details of the school, and details about the Group's Board and the school's Council members are provided to parents and prospective parents on the website. The British ethos, values, vision and mission is explained clearly and shared with parents also through the website, and at the admissions stage. This ensures that parents can make an informed decision about enrolment for their child. There are many displays that confirm the Group's mission and values in classrooms and offices throughout the school.

Information about the school's policy on and arrangements for admissions, misbehaviour and exclusions are all provided clearly for parents. Parents and prospective parents are made aware of the education and welfare provision for students with special educational needs, or for whom English is an additional language.

Reports on pupils' progress are provided for the parents three times a year. They are also given the opportunity to discuss their child's progress and attainment, before they have been provided with the formal report. Interviewed parents commented that the meetings are very informative. Meetings clearly identify the progress made and the areas for improvement by providing each child with specific targets for mathematics and English.

Weekly newsletters are distributed to all parents and letters are regularly sent home informing parents of forthcoming events and policy matters. Of those parents interviewed, all stated that they were more than happy with the levels of communication from the school and that the school left no questions unanswered.

Parents are very happy with the school and the provision made for their children so they felt safe and happy. They are particularly impressed that the children were becoming more independent and by the school's focus on the whole child. They have been asked by the school to provide feedback about events and have identified the need to develop parent surveys.

The parents of KCL have open access to leadership and teachers, and can request meetings whenever they require to talk about issues of concerns. Normally they see parents the same day as a meeting has been requested but if that is not possible they will be informed of a date to meet within 24 hours of the request. Parents appear satisfied with the education offered.

The headteacher is available in the mornings and after school to allow parents to check things with her in an informal manner. The school is fully committed to engaging parents in their children's learning: they are often invited to school to see learning and participate in lessons.

11. Standard 7

The school's procedure for handling complaints

KCL has a clear policy that establishes a procedure for dealing with concerns and complaints relating to any provision of facilities or services provided. It is transparent, open and effective. It has due regard to local regulatory requirements and circumstances. It aims to ensure any concerns are dealt with honestly, politely and in confidence. The procedure confirms that all concerns and complaints are looked into thoroughly, fairly and in a timely manner.

The parents have three formal individual parents' meetings each academic year. Each of these meetings is set the week that the reports are released and the teachers speak about the reports as well as general points. These have been organised thus to minimise misunderstandings about the reports. Once the reports have been released through the parent portal, the school meets again with any parents who upon reflection still have questions. There are very few informal meeting requests to express dissatisfaction: a good measure of parental contentment.

There is specific reference to the school complaints policy on the KCL website that outlines the timeline for complaints. The headteacher and teachers strive to meet with parents on the day of complaint. There have been no formal complaints made. In parent interviews, parents stated that their concerns had been followed up personally by the headteacher within the same day and a meeting was set. All parents interviewed felt they had been listened to and were happy with the outcome of the meeting.

12. Standard 8 Leadership and management of the school

Leadership and management are good: the energy, vision and direction provided by the headteacher, the board and the council are excellent. The hard work, energy and passion of the headteacher have had significant positive effect.

KCL governance is provided by a two-tier structure, an advisory council and a King's Group board. The advisory council is a consultative body for educational policy, finance, admissions, performance, conduct, recruitment, change and innovation. It meets once per term. Details of membership are on the school website.

The King's Group board is chaired by the Group's founder. The board consists of nine members (two of whom also sit on the council) who bring a wide range of relevant experience of business management and development, education, finance, legal, diplomatic, and community affairs. The board directs all aspects of strategic direction, structure, activities, investments and performance of the schools. It guides the development and planning, financial success and opportunities for investment and welfare of their pupils, clients and employees. It meets five or six times a year. Details of membership are on the King's Group website.

The provision for the health, welfare and safety of students is a strength: the development role and impact of the school's board and council has very positive. There is a strong and effective focus on pastoral care and on continuous improvement. Child protection is very strong: pupils are safe and well cared for.

All appropriate policies and procedures are in place. The two bodies work closely with the headteacher and see it as very important to maintain a positive and productive partnership with the staff, parents and friends of the school. In this respect, they try to be readily available and approachable, and communicate well with the parents.

The way that KCL has developed was planned at the beginning of the year through the school development plan, but as a new school, other factors have also influenced the direction of the school. The headteacher has been able to harness her passion and energy wisely, developing and improving the school where is possible to do so at this early stage and keeping careful note of what needs to be further improved next.

The senior leadership team of the school has only been in place since January 2018. However there has already been positive impact, in particular in leading the development of house teams and driving pupil voice forward. Both coordinators have been proactive when possible and supportive of the headteacher.

13. *Standard 9* The quality of provision for boarding

Not applicable.