



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College
The British School
Murcia

Spain

Date **22nd - 24th October 2018**

Inspection **20181022**

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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 pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

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

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

The lead inspector was Dr Mark Evans. The team members were Lesley Birtwell and Colin Dyson.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

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

It offers high standards of academic attainment. Teaching is very strong. The behaviour of the pupils is exemplary. The leadership provided by the Headteacher and other leaders, the care and support offered to pupils, and the curriculum provided for all, are excellent.

3.1 What the school does well

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

- The school has made excellent progress since the last inspection.
- Academic and extra-curricular standards are very high.
- There is an outstanding curriculum, which provides for, supports and challenges pupils.
- Pupils learn the English language quickly.
- Teaching is excellent: a large proportion of lessons are outstanding, and very few are less than good.
- The best lessons are inspiring, challenging and fun.
- There is very high-quality pastoral care, which means pupils are safe, secure, supported and happy.
- Spiritual, moral, social, cultural and personal development are excellent.
- There are strong and individualised relationships between pupils and teachers, which supports excellent learning.
- The Headteacher and his senior and middle leadership team's continued drive for school improvement, built around a strong ethos of teamwork and shared vision, is exemplary.
- The provision for the health, welfare and safety of students is a strength of the school.
- The role and impact of the school's board and council is very positive.

3.2 Points for improvement

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

- further improve the good quality support for pupils to self-assess, by ensuring the overall quality matches that of the best
- share the outstanding provision for teaching English as an additional language, so that all teachers (and therefore pupils) can benefit from the best practice
- extend the excellent leadership opportunities for pupils, so that even more can benefit

4. The context of the school

Full name of School	King's College Murcia, SL				
Address	Calle Pez Volador s/n, Urbanización La Torre Golf Resort 30709 Roldán, Murcia, Spain				
Telephone Number/s	+34 968 032 500				
Fax Number	+34 968 032 738				
Website Address	http://murcia.kingscollegeschools.org/es/				
Key Email Address/s	helen.stevenson@kingsgroup.org murcia.info@kings.education				
Headteacher/Principal	Mr Stefan Rumistrzewicz				
Chair of Board of Governors/Proprietor	Sir Roger Fry CBE DLitt				
Age Range	18 months to 18 years				
Total number of pupils	571	Boys	313	Girls	258
Numbers by age	0-2 years	18	12-16 years	196	
	3-5 years	61	17-18 years	22	
	6-11 years	273	18+ years	1	
Total number of part-time children	1				

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

Key features of the school include the following:

- Because of the location of the school, some pupils have long journeys to school.
- In many families, both parents work to pay the fees.
- Approximately 80% of the parental body is Spanish and/or non-British: the majority of these parents have little or no English language.
- Local laws (e.g. local holidays for different towns/villages) lead to pupil absences.
- Adherence to Spanish curriculum regulations causes difficulties with creative timetabling and increases the length of the school day.
- Spanish school entry academic years do not align with the UK, meaning there is a high number of young learners - 28% of the pupil body.
- Legal constraints mean that work experience for pupils under the age of 18 is prohibited.

4.1 British nature of the school

KCM is the only school in this region of Spain that is palpably British in style and character. The indicators for this are:

- It provides the national curriculum for England.
- GCSE, A-level and Cambridge English examinations are offered.
- All teachers (with the exception of Spanish language teachers) have British qualifications.
- British values are clearly displayed, throughout the school.
- Weekly class assemblies in EYFS and primary, and regular assemblies in secondary, cover a variety of UK themes, ranging from British values to aspects of British culture.
- Personal, social and health education (PSHE) lessons give due regard to discrimination and inclusion.
- Social, moral, spiritual and cultural (SMSC) lessons include consideration of British culture and a wide-ranging understanding of others.
- All lessons (apart from modern foreign languages) are in English.
- All in-service training (INSET), including that which is on child safeguarding, follows British Schools Overseas (BSO) and Department for Education (DfE) guidelines.
- 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.
- KCM has a partnership with a sister schools group, King's Group Academies, which are state schools in the UK, with whom resources are shared at leadership level. This helps to ensure that the school is up-to-date with current UK best practice.
- Approximately 40% of Year 13 pupils go to UK universities, though this varies because of the size of the cohorts in the 6th form.
- All musicals and school productions are in English: termly music recitals and annual music productions broaden pupils' experience of British culture.
- Recent visitors to school from the UK include wellbeing coaches, Scottish sports teaching students, a study skills instructor, a UK-experienced school improvement partner, the British author Pip Carr, and the former DfE Strategy Unit lead for Primary Education.
- Children regularly transfer successfully from KCM to schools in the UK.
- Where appropriate, staff attend INSET 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 excellent.

There is full-time supervised education for pupils of compulsory school age, meeting local regulations. The principal language of instruction is English. The school has a written curriculum policy that ensures it is broad, balanced, relevant and innovative. This is supported by appropriate plans and schemes of work. The policy is implemented effectively, with the aim of ensuring high expectations are made for the progress of all pupils. The curriculum is rich and varied, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The national curriculum of England provides the framework for teaching and learning, but is reflective of its being in Spain and the school's international context: it fully compliments the school's mission to 'nurture world ready learners'.

The youngest pupils follow the EYFS curriculum, working towards the Early Years goals. It is well planned. Implementation is clearly articulated and ensures that pupils make good progress towards the expected levels of development. Pupils in EYFS and Key Stage (KS) 1 are taught phonics through a range of effective strategies. The EYFS curriculum ensures that all pupils have access to a wide range of opportunities to encourage and support their learning needs. Detailed planning and high-quality support from teaching assistants in EYFS ensures that pupils, with a wide range of learning needs, can fully access the curriculum, including child-initiated play and outdoor learning experiences. The PSHE 'Jigsaw' curriculum is innovative and has a beneficial impact on pupils' personal skills, as they progress through the school.

The curriculum in both primary and secondary parts of the school provides very well for the academic, moral, physical, creative and social development of pupils. Religious education is taught throughout the school. Links are made between subjects to give relevant contexts. A framework of transferable life skills is promoted in assemblies and through lessons. The curriculum is supported by a range of extra-curricular activities and local and residential visits of increasing length and challenge. Enrichment weeks make a contribution towards expanding the curriculum further and pupils have opportunities to take part in a range of cultural experiences such as visits to Murcia Cathedral, salt production plants, local factories and Roman amphitheatres. Pupils have opportunities to build their confidence by performing in assemblies, productions and musicals.

The school has implemented a range of innovative curriculum approaches based on an internal audit of pupils' learning needs. These introductions have had a positive impact on pupils' progress and include the 'Talk for Writing', 'Big Write' and a maths mastery program. The development of IT accessibility across the curriculum has enhanced the learning opportunities for all pupils. In appropriate lessons, the use of Chromebooks enabled pupils to undertake in-depth research activities and to share learning outcomes.

Pupils from KS1 – KS3 undertake a programme to enhance their learning opportunities in a balance between sporting, creative, practical and academic learning opportunities. They also take part in a wide range of sporting activities: collaboration with the University of Lanarkshire has enhanced the sporting success enjoyed by the school. All sixth form pupils undertake leadership and organisational roles to help develop their skills of collaboration, financial planning and organisation.

The school has implemented a number of intervention strategies for pupils who have difficulty accessing the curriculum, by providing for those pupils who have special educational needs. Those who speak English as an additional language (EAL) are identified and receive specific intervention. Pupils may be identified as gifted or talented from standardised assessments, baseline data and from teacher assessment.

The school has a written policy which is supported by long-, medium- and short-term plans within departments. Short term planning takes into consideration the learning needs of pupils, with a particular focus on the spiritual, moral, social and cultural development, literacy and numeracy, as well as the support and challenge for those who are identified as requiring it.

There is a strong and supportive pastoral structure which compliments the main curriculum. This further enables the school to deliver effectively its clearly defined mission statement. Senior pupils are provided with opportunities to explore environmental issues, health awareness, religion and study skills that are required for examinations. At post 16 level, this includes the preparation for the university application process. This programme of study is a significant enhancement to the curriculum.

Based on school self-evaluation and reviews, a comprehensive scheme of work for PSHE has been implemented in both the primary and secondary sections of the school. The impact of this development can be seen through the range of high-quality displays across the school that celebrate pupils' achievements. This is further underlined by the alumni board which showcases pupils who have left KCM to continue their studies at universities around the world.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent: there is no unsatisfactory teaching and much is outstanding.

Teaching and assessment in EYFS and primary are at least good and have many outstanding features. The language-rich environment ensures that all learners make good progress, including those with EAL. Learning outcomes and success criteria are differentiated to meet the needs of individuals and provide challenge. Teaching assistants support learning effectively. In Early Years and pre-nursery, learning is often particularly effective because of the excellent balance of child-initiated and teacher-supported learning. In primary, the most effective lessons are based on strong subject knowledge: they inspire and engage pupils through practical learning. Teachers use effective questioning and promote collaboration. Involvement in 'pupil voice' enables many to learn specific skills related to team work, communication and leadership.

The high quality of learning and teaching was epitomised by a year 2 presentation to parents and the school. The cross-curricular sharing of learning about the Fire of London included elements of literacy, music, history, art and design technology. The pupils communicated a detailed knowledge of the event in an enthusiastic way. Their confidence, independence and mature stage presence was a credit to themselves and their teachers. They clearly enjoyed their learning.

The language-rich primary environment promotes progress. Staff interact effectively with individuals and groups, to develop language skills and model good English. Quality questioning moves learning forward. In Early Years, progress is evident when after 6 weeks in school the youngest learners no longer require instructions to be repeated in Spanish. In most lessons, new vocabulary is introduced and explained, for example the different materials being used in a year 2 science lesson. Opportunities for extended talk and explanation are frequent. Year 2 children were encouraged to explain a right angle to their peers. Year 3 boys gave detailed teaching points for a good pass in football.

In Early Years and pre-nursery, the strong emphasis on personal and social development ensures learners are confident in the environment and ready to learn new skills. With the support of their teachers, pupils are encouraged to collaborate and share. Pupils are actively engaged in the activities available. Behaviour is excellent. There is a calm environment where pupils are playing and learning happily alongside each other. Independence is encouraged and pupils know teachers are there to support them. They manage their own breakfast, including spreading butter. Pupils in the creative area sought teacher support for more glue or assistance with aprons. Staff made use of the opportunity to model good language and reinforce 'please' and 'thank you'. Lunchtime was a learning opportunity for children, with good manners being modelled and

promoted. Moments for learning were effectively used. In one example, a teacher interacted with a reception child who had decorated a pumpkin with drawing pins to count to 20 and beyond. Carpet time gave all reception children the opportunity to practise counting forwards and backwards.

In most lessons in KS1 and 2, pupils are actively engaged. Good behaviour and excellent relationships enable humour, fun and laughter to be a feature of learning. For example, Year 1 pupils enjoyed learning about the difference between their own bottom and the use of 'bottom' to describe position in mathematics. Year 3 pupils were enthralled in a Spanish lesson by the teacher's use of voice, suspense and a picture book. Collaboration and creativity are strong features of practice. Year 4 pupils developed a good understanding of the difference between fact and interpretation when using primary sources, working in small groups to create accurate models of Boudicca based on a Roman description.

Staff have an excellent knowledge of their pupils as individuals. Assessment and feedback are embedded, ensuring learning meets the needs of individuals and challenges them. A nursery child who persevered to make a spout for the Incy Wincy Spider display was asked, 'Are you happy with what you have done?' When he replied 'yes', the teacher said, 'I am happy too.' Pupils are proud of their efforts. Praise is effectively used. For example, a child struggling to share was praised for agreeing to let someone help to make the water spout. Next steps learning for individuals and groups informs both teacher planning and future learning, including enhanced provision in early years. For example, in reception a 'proper' shop on the patio was set up to enhance the interest of the boys. *Class Dojo* shares the pupils' learning with their parents effectively, on a regular basis. In KS1 and KS2, marking is a strength. There is a good balance of in depth feedback, praise and targets for development. Pupil feedback is well established. In the best lessons, this provides opportunities for discussion about why learning was tricky or difficult. Pupils take pride in their learning and believe that teachers challenge them to try hard. They have high aspirations.

Staff work hard to provide a stimulating and fun environment, including enhanced continuous provision inside and outdoors for early years and key stage 1. Pupils enjoy engaging with all the opportunities available. Opportunities for incidental learning in the outdoors vary. In the best areas, flooring and walls enable pupils to be immersed in mathematical concepts, for example shape and colour, and there are permanent opportunities for mark making.

Teaching and assessment in secondary are nearly always good and many times, are outstanding. In the most effective lessons, the success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of pupils. Progress made by the pupils is strong.

There is clear evidence that the positive relationships between adults and pupils support effective teaching. In the best lessons, clear planning with a strong focus on differentiation ensured good or better student progress was made. In a particularly effective English lesson, the teacher's acute awareness of students' capabilities informed the planning and delivery of the lesson, resulting in challenge for all as they created 'Horror Characters'.

Nearly all teachers in secondary use a highly effective range of questioning to assess pupils' understanding in lessons. In a science lesson on chemical changes, for example, the teacher encouraged a high level of student interaction that was very supportive in the development of specific technical language. The use of partner talk in an English lesson on evaluating writing was highly effective and pupils demonstrated a high level of empathy as they reviewed each other's essays.

In most lessons, students are actively engaged in their learning with a high level of challenge. In science, pupils became molecules to demonstrate atomic diffusion through the air, physically. In some lessons, new vocabulary and terminology is not sufficiently reflected upon to ensure that the many EAL pupils have a firm understanding.

Successful teaching is supported by the application of effective assessment for learning techniques. Across the secondary school, small class sizes combined with a clear teacher understanding of the learning needs of each student, ensure at least good and often excellent progress is made. A focus group of students were highly complimentary about their learning.

KCM has an excellent framework in place to assess student performance, regularly and thoroughly. The school has focused on enhancing the use of collaborative learning to support pupils' understanding and progress: this was a key feature of the most successful lessons. The good quality support for pupils to self-assess seen in some classes in primary and secondary, is not consistent.

Across the secondary school, the use of a range of teaching evaluation strategies has highlighted key areas such as effective assessment, differentiation and the use of questioning that has had a positive impact. Students identified these developments in their lessons and valued the quality of teaching they received.

5.3 Standards achieved by pupils

Academic attainment combined with an excellent curriculum, good and outstanding teaching and high-quality care means that the standards at the school are very high.

Overall, the progress achieved by pupils in all phases of the school is above UK expectations. Data for GCSE and A-Levels show pupils' attainment significantly above UK results. Assessment data shows that nearly all pupils make at least expected progress and significant numbers make above expected progress.

Pupils in the EYFS are assessed on entry. The school has implemented a rigorous process for monitoring and measuring pupils' progress against the Early Learning Goals. Nearly all pupils make good or better progress, and many achieve a 'good level of development' from a much lower starting point, as many have no English language on entry. Teachers observe and record pupils' progress effectively, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence. During the initial two years in school, English language acquisition is rapid. Early Years pupils are happy, secure and enthusiastic about their learning

Good progress is maintained across KS1 and 2. Attainment in English, mathematics and science at the end of Key Stage 1 is broadly in line with UK expectations. Progress is more rapid in reading than mathematics. By the end of KS2, most pupils are working at least at UK national expectations in reading, writing and mathematics. In 2018, 33% of pupils significantly exceeded UK national expectations in mathematics and 27% in English. Moderated examination results compare favourably to UK national expectations with significant numbers of pupils achieving above UK expectations, based on external progress tests. Primary assessment data for pupils at the end of KS2 indicate they exceed UK national averages in mathematics and English. In mathematics, standards attained by pupils at the end of KS2 show that 81% are in line or above expectations. In reading, 95% are in line or above and in writing 81% in line or above. In nearly all year groups, the long-term trend is very positive. The analysis undertaken by KCM identifies some key areas to be explored further, including variation between English and mathematics.

Pupils continue to make good progress across KS3 and 4. Aspirational targets are set for pupils in all subjects. Data analysis highlights that English, French, mathematics and PE are particular strengths in KS3. In 2018, 100% of KCM pupils achieved 5 A*-C grades, including English language and mathematics, compared to 67% in the UK. This underlines the positive trend over the past 4 years. There are no significant gender differences. At the end of KS4, 44% of pupils attained A*- A grades compared to the average UK figure of 20.5%. The A-level results demonstrated the continued progress made by pupils where 29% achieved an A*- A grade significantly above the UK figure of 26.4%, and 89% achieved the higher grades of A* to C. The achievement of 6th Form

pupils is further underlined by the fact that in 2017, 83% of them were accepted to their first choice of university.

Detailed post examination analysis of results informs future planning. The school has completed a detailed evaluation of each subject area and identified those in which progress is significantly above UK national figures and highlighted areas where further progress could be made.

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

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

The school is highly effective in ensuring teaching supports fundamental British values and there is evident respect for individual human differences and a range of life styles. Pupils display an empathy for the needs of others and this creates a harmonious learning environment.

The school has a real sense of community and team spirit. Spirituality is developed in lessons including religious education lessons, through community service and assemblies. The pupils develop a strong awareness and understanding of how others may hold different beliefs and principles. The PSHE curriculum supports pupils to develop a willingness to reflect on their own experiences and those of others. The school uses the externally moderated assessment data to identify pupils' attitudes to self and others: the data demonstrates the strong confidence pupils have in themselves as effective learners. Tracking systems enable staff to support individual pupils in making appropriate choices regarding their behaviour and development as 'good citizens'. These systems are monitored frequently and consistently to ensure appropriate support and guidance is available for pupils. Strong communication links are developed with parents to ensure any concerns regarding the self-confidence and self-esteem of their sons or daughters, is monitored and addressed promptly.

The school effectively enables and encourages pupils to distinguish right from wrong. Pupils display a strong awareness of moral codes and making good choices which is clearly seen in the excellent behaviour and adherence to school rules. During the visit, the pupils were outstanding ambassadors for the school.

The planned PSHE programmes across the whole school actively encourage pupils to develop and question their moral values. Principles are promoted that encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in both the school and the wider community. Pupils take an active role in a wide range of initiatives to support their personal development. These include the sports leaders programme, special school events, international days and the school newspaper group.

Pupils respect the civil and criminal law not only of their host country, but also the UK. For example, in Years 12 and 13, pupils study democracy, politics and the law around a range of issues such as abortion, euthanasia and women's rights.

The school actively promotes, in an age-appropriate way, British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all. Rich curriculum experiences

ensure pupils acquire a good general knowledge of, and respect for, public institutions and services in England and the responsibilities of citizenship in the host country.

'Pupil voice' is canvassed through different means, including regular pupil involvement in discussion groups and election of the Head boy and Head girl and the appointment of monitors and prefects. Pupils valued the skill development opportunities they had through the 'pupil voice' roles. However, it is restricted to a minority of pupils.

Throughout their time at KCM, pupils develop high order personal and social skills, which enable them to make a positive contribution to the society in which they live and prepares them effectively for the next stage of their lives. Sixth form pupils take on key roles through the future leaders programme. This affords older pupils the opportunity to mix with their peers from other schools in Spain and around the world.

The school ethos is underpinned by inclusivity and a mutual respect of culture. The school 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. These values are embedded in the culture and ethos of the school. The school precludes the promotion of partisan political views in the teaching of any subject in the school.

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

The provision for welfare, health and safety is outstanding. Pupils are inspiring ambassadors for their school and have excellent relationships with their peers, teachers and with external visitors. The whole school approach to promoting the emotional well-being of pupils is evident in everyone's practice, whatever their role. Safeguarding is a high priority and effective systems are in place which are clearly communicated to everyone including visitors and parents. The nurturing ethos, supported by structured teaching and the learning environment, ensures pupils feel safe, listened to, cared for and valued in their school. One child summed up the nurturing environment by commenting, "In this school, I can even talk to the Headteacher!"

Promotion of emotional well-being is a strength. Systems in place for pastoral care are enhanced by strong team work and communication between staff. Displays support structured teaching. An iceberg poster encouraged pupils to think about all the hidden things that happened before success was seen. In the secondary school, a display looked at people who triumphed after set-backs. There were examples of meditation and breathing exercises being effectively used to enable pupils to transition from one activity to another. Pupils learn how to recognise emotions in themselves and others. They regularly have opportunities to discuss their feelings. Extra-curricular opportunities, for example a yoga group, promote mental as well as physical wellbeing. The Pupil Voice initiative enables pupils to contribute to school developments. Pupils are confident, independent and resilient learners.

Healthy lifestyles are encouraged through opportunities and structured teaching. There are many opportunities for active play and sports at breaktimes and after school clubs. Healthy eating is encouraged and younger pupils are supported to try new foods. Pupils can describe how to keep themselves safe on line. A Year 6 child explained how it was important to keep his personal information private and what he would do if he felt unsafe whilst using a computer. Messages about personal safety are reinforced on the website and information given to parents at regular intervals.

Behaviour seen during the inspection was exemplary inside lessons, at transition times, at social times and whilst waiting to watch a class assembly. An effective behaviour policy is in place, including guidance on sanctions and rewards. The policy is shared with staff and parents. Expectations are reinforced in the classrooms with visual reminders and explicit teaching. For example, early years staff modelled how to share and co-operate with each other and then praised the pupils for their efforts. On the rare occasion when primary pupils were over excited or bubbly, they were quickly brought back on task with gentle reminders. Systems are in place to record and monitor incidents of inappropriate behaviour. For example, the consistent use of 'the cross in the box' system with secondary pupils ensures that any behaviour issues are identified early. Effective steps are taken to address issues including target setting and working with pupils and parents. Pupils are fully aware of what to change

about their behaviour and why. Staff report the effectiveness of this approach. The excellent relationships between staff and pupils ensures learning takes place in a safe and trusting environment.

An effective anti-bullying policy is in place which is shared with all stakeholders. This is reinforced by posters and information displayed around school as well as structured teaching. At playtime pupils were engaged in collaborative play. The atmosphere was calm and purposeful. Informal discussions with pupils show they are taught strategies to deal with bullying. Pupils in key stage 2 can talk about the difference between falling out and bullying. They know what to do if bullying happens, including bullying through social media. They are confident that an adult will help them resolve issues. Incidents are rare and dealt with effectively.

Systems are in place to ensure health and safety laws and fire standards are met. Risk assessments of areas of the school are undertaken on a regular basis, outcomes acted upon and records kept. Evacuation procedures are displayed throughout the school. Pupils understand and can describe what to do if the fire alarm rings. Systems are in place to ensure pupils are safe and accounted for. Fire drills are regularly held and pupils report two drills having taken place in the term of inspection. At the start of a year 2 presentation, parents were informed about fire procedures in both English and Spanish.

A whole school first aid policy is in place. A qualified nurse is available to support pupils for illnesses and accidents. All staff have basic first aid training and 20 staff, including many early years staff, are 'First Aid at Work' trained. Accidents are reported in line with Spanish law. Minor issues are recorded on an internal system which the nurse monitors. She liaises with staff and parents to ensure any potential wellbeing issues are addressed early.

Systems are in place for effective supervision at all times, including the school buses. Staff are highly visible at break times and interact with the pupils as they are playing. Staff ensure that pupils leave calmly at the end of the day and all younger pupils are collected.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. Attendance is tracked and analysed. Any issues are followed up and targets set for improvement.

Plans are in place to cope with emergency situations in school. For example, the local hotel is used if the site has to be evacuated. A risk assessment policy is in place. Written risk assessments for educational visits cover both the needs of the pupils and any hazards at the venue or during the journey. Staff are actively involved in the risk assessment process when planning and accompanying the visit.

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

KCM 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 KCM staff (including volunteers), appropriate checks to confirm their identity, medical fitness, right to work in Spain, previous employment history, character references and, where appropriate, qualifications and professional references are made. Such information is taken into account in determining whether appointments are confirmed.

In most respects, it is the Headteacher who takes day-to-day responsibility for this, but he 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. The recent changes to the recruitment process have been very successful.

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

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

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 school provides a well maintained and safe place for pupils. The site is secure with all visitors channelled through the reception area. Systems are in place to check visitors and access to different areas of the school is controlled. Staff are vigilant at ensuring external doors are kept closed. Staff and visitors are issued with identity badges.

The school has a good range of specialist teaching facilities including multi-purpose rooms, laboratories, ICT suites, music practice rooms and libraries. The hall used for assemblies is well designed so that presentations can be seen from all areas of the audience. This is supported by display screens. The school has plans for its own swimming pool, purpose built theatre and sixth form area.

Extensive high-quality on-site facilities are available for PE and recreational use. Staff feel that facilities are one reason for their sporting success both locally and internationally. Recreational areas are split for different key stages of the school. Recent building works have enhanced facilities, including an all-weather football pitch; although some pupils feel that this has taken away space for 'just running'. The outdoor play area for Early Years and KS1 was developed over the summer. It includes a range of equipment for physical development, though not all is new: further equipment will be installed once it arrives.

A stimulating and inspiring learning environment is created for the pupils. Displays in classrooms and corridors support and celebrate learning. For example, Year 3 pupils writing to their teacher, concerned about plastic waste on the beach and the subsequent trip to help to clean it. They also support the school's nurturing ethos. Resources for learning could be enhanced. The outdoor patios in pre-nursery, early years and key stage 1 enable learning to be taken outside the classroom. In some areas independent and incidental learning is encouraged, for example through flooring, permanent markings, outdoor displays and blackboards for mark-making. This is in addition to the enhanced continuous provision resources that all teachers provide.

The school provides appropriate toilet and washing facilities for the sole use of pupils, with separate toilet facilities for boys and girls aged 6 or over. The toilets are hygienic and regularly cleaned. There is no reason to believe that water supplies to the toilets and urinals are not adequate. The temperature of the hot water at the point of use does not pose a scalding risk. There are currently no pupils with physical disabilities who would require additional facilities. Suitable changing facilities and showers are available for children aged 7 and upwards. A dedicated medical room is available. The room has suitable arrangements and accommodation. It is easily accessed by the pupils.

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

Buildings and classrooms are clean and well maintained. Systems are in place to ensure that this is maintained throughout the day. For example, staff are available to clean the area where the youngest children have lunch. The regular health and safety walks and resulting action plans ensure that the health, safety and welfare of pupils are ensured.

The buildings and classrooms are designed to make good use of natural light whilst minimising the impact of direct sunlight. Shade is available in outdoor recreation areas and learning patios in early years and key stage 1. Air conditioning ensures that the building is a comfortable place in which to learn. Acoustic conditions and sound insulation are suitable: the building is a calm place to learn. The grey and uninteresting outside of the primary building is protected by Spanish architectural law.

10. Standard 6

The provision of information for parents, carers and others

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

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

Contact details of the school and details about the Group board are provided to parents and prospective parents on the website. Details are also displayed in the school, in promotional information and letters.

The school ethos, mission, vision, core values and aims are clearly communicated in documents, the school website and the learning environment. This is supported by displays in classrooms and corridor areas. The school motto is highly visible.

Parents are able to access information about key school policies on the website. This includes Information about the school's policy on and arrangements for admissions, misbehaviour and exclusion, bullying, health and safety and first aid. The complaints procedure and most recent inspection report are available on the website.

Key curriculum information is available on the website. This includes information about curriculum organisation, curriculum overviews, and the education and welfare provision for students with special educational needs, or for whom English is an additional language. Curriculum information is supported by the use of social media. Parents can access videos of curriculum events at school, for example photographs from a year 11 and sixth form forensic biology day. Parents can also access presentations from workshops and meetings in school after the event. For example, workshops about changes to assessment or the start of year presentations by teachers are available on the website. *Class Dojo* gives parents insights into the day to day learning of the younger pupils.

School and parents communicate through a variety of formal and informal ways including the school website, emails and letters from school. Teachers and senior staff are highly visible at the start and end of the day, which encourages informal communication. Parents described the school as ‘like being in a family’. They appreciate the direct contact with staff and the individual support they are given. Parents spoke positively about having access to teacher

emails and *Class Dojo*. They feel they can raise issues and concerns and examples were given as to how effectively these were dealt with.

Parents are updated about pupils' progress through parents' meetings and formal reports. Reports include a balance of strengths, targets for the future and grades for attainment, progress, effort, behaviour and homework. Parents feel they know how well their child was progressing. Most are happy with the learning, progress and expectations of their children. They feel the written comments are personal and teachers know their children as individuals, although the grades are harder to interpret. Details of the academic performance of the pupils are available on the website.

11. Standard 7

The school's procedure for handling complaints

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

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

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

That member of staff makes a written record of the concerns and the date on which they were received. If the matter is not resolved to the complainant's satisfaction, they are advised to proceed with their complaint in accordance with the formal resolution complaints process.

If the matter is not resolved to the complainant's satisfaction by the informal process, the complainant can write to the Headteacher giving details of the complaint and the outcome they are seeking. The Headteacher will then either take the case forward or appoint a senior colleague who has had no prior involvement in the matter to do so. The Headteacher offers to meet with the complainant to discuss the matter, normally within seven working days. Written notes are kept of all material meetings and interviews held in relation to the complaint.

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

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

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

12. Standard 8

Leadership and management of the school

The leadership and management of the school are excellent.

Led by the thoughtful, focussed and enthusiastic headteacher, ably supported by his deputy and senior team, the progress made at KCM since the last inspection, is impressive. Recommendations that were made 3 years ago, have been met and exceeded.

The self-evaluation process and the development planning are focussed on the correct issues: the self-evaluation process undertaken recently produced a detailed and accurate picture of the strengths of the school and the areas that can be developed further. The annual school development plan has several sections, each focusing on different areas of the school, for example pastoral care and marketing. The provisional plan is shared with all staff, discussed, reviewed and finalised in annual dedicated meetings. The learning and teaching section has been a particular area of focus, along with the pupil welfare section and the mission statement. The plan contains clear, ambitious but achievable targets and timelines for improvement. It is reviewed regularly.

Heads of department and coordinators have clearly defined roles and job descriptions. They also provide development plans linked to the school plan to ensure continuity throughout the school.

There is an impressive coherence in the way that the board, the Headteacher, the senior and middle managers and subject leaders work together. The middle management team is also focussed and strategic: the excellent work they do drives the school forwards. The teams that manage in EYFS, primary and secondary are well led and have had a significant positive impact on the quality of education being provided. There is great confidence in the leadership of the school, this allows innovative initiatives to be tried and tested fairly: if they do not have the desired effect of school life, they are realigned or stopped.

The school's vision and mission statements are displayed around the school and on the website. These ambitious statements articulate a commitment to excellence both in pupils' academic ambitions and their physical, social and emotional development. KCM provides a safe, secure and caring environment, in which the pupils can thrive educationally, socially and emotionally. The impact of this has been seen in the recent pupil survey that showed that 94% are happy in school.

New recruitment procedures were devised and undertaken last year, as part of the drive to raise teaching standards and expectations further, within the school. The process now includes 'competency based' techniques and group activities: the quality of learning and teaching suggests this approach is very successful.