



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON KING'S COLLEGE SCHOOL, LA MORALEJA

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	King's College School, La Moraleja		
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Head	Mrs Dawn Akyürek		
Chair of Governors	Sir Roger Fry CBE		
Age Range	3 to 14		
Total Number of Pupils	543		
Gender of Pupils	Mixed (262 boys; 281 girls)		
Numbers by Age	3-5:	60	5-10: 217
	11-14:	266	
Inspection dates	20 to 23 February 2017		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary one-day visit followed by a four-day (team) inspection. The previous ISI inspection was in April 2014.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) Regulations 2014, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (curriculum, teaching and assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit

- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**
- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 King's College School, La Moraleja is an independent day school for boys and girls from the age of 3 to 14 years. The school was established in 2007 in a residential area to the north-east of Madrid as a feeder school for King's College, Soto de Viñuelas. Just over half of the pupils join the school in the Nursery and remain until Year 9. A few pupils join in Years 1 and 2 from Spanish nursery schools. A second main intake enters in Year 3 from King's Infant School, Chamartín. Almost all of the pupils remain within the King's Group, moving at the end of Year 9 to Soto de Viñuelas. The school is governed by the King's Group Board, which takes all strategic decisions, and operates under the direction and management of the chief executive officer (CEO) and the headteacher. It also receives advice from a separate Council which meets termly. The school's previous ISI inspection was in April 2014.
- 1.2 The school states that its mission is to provide high-quality British education that delivers a transformative learning experience to all its pupils. It aims to enable pupils to achieve their academic ambitions and lifetime careers by providing engaging and effective teaching based on its core values and on the best and most up-to-date UK educational practice. At the same time, it seeks to nurture individual talents with an emphasis on educating the whole child and to ensure that pupils reach the highest levels of fluency and confidence in their use of the English language.
- 1.3 At the time of the inspection, the school had 543 pupils, 262 boys and 281 girls. The school is divided into three sections according to age. The infants section caters for 114 pupils in the Early Years Foundation Stage (EYFS) and Years 1 and 2, the primary department for 163 pupils from Years 3 to 5, and the secondary department for 266 pupils from Years 6 to 9. Pupils come from 36 different countries and a variety of religious backgrounds, although three-quarters are of Spanish origin. The school serves families from the highly mobile international business sector, from the professions and from government.
- 1.4 The ability profile of pupils varies throughout the school, but is broadly average as measured by standardised tests. Just under a fifth of pupils have been identified as having special educational needs (SEND), all of whom receive additional support from the school's learning support department. The large majority of pupils speak English as an additional language (EAL); of these 32 receive support additional to that provided for most pupils through normal classroom teaching. One-third of the pupils are in a year group above where they would be placed in an English school because of Spanish admission requirements.
- 1.5 The school follows the English EYFS framework and the English National Curriculum. It also provides elements of a Spanish education following programmes of study stipulated by the Spanish Ministry of Education. English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is extremely successful in fulfilling its aims to prepare pupils for their future and to help them to become proficient in the English language. Progress in learning English is particularly good, especially given that most pupils join the school speaking little or no English. The pupils develop excellent attitudes to learning and participate willingly and enthusiastically in lessons. They make excellent progress in their academic work from the Nursery through to the end of Year 9 and leave the school very well prepared for the next stage of their education. This is the result of excellent teaching and a curriculum which is appropriately adapted to meet the needs of the pupils, whilst at the same time fulfilling Spanish national requirements. The teaching ensures that there is sufficient support for pupils with SEND, whilst at the same time providing a good level of challenge for the most able pupils, enabling both groups to make excellent progress. The school offers plenty of enriching activities that complement the curriculum, and plans a wide range of extra-curricular activities. However, the way the latter are organised, as reflected in responses to pupils' and parents' questionnaires, does not allow for maximum participation and, therefore, limits the school's contribution to pupils' additional achievements.
- 2.2 The pupils develop excellent moral, social and cultural awareness and, in accordance with the school's aims, have considerable self-confidence. Behaviour and relationships, amongst the pupils and with the staff, are excellent throughout the school. Older pupils are good role models. Pupils carry out responsibilities willingly and effectively although, as noted in responses to the pupils' questionnaire, they would appreciate greater opportunity to be able to use their initiative to bring further improvement to the school. Throughout the school, pupils show concern for those less fortunate than themselves. They develop excellent cultural knowledge and understanding and display tolerance and mutual respect. Excellent pastoral care, a caring and friendly environment, and thorough attention to the pupils' welfare contribute strongly to the pupils' excellent personal development. The school's safeguarding arrangements are extremely thorough.
- 2.3 The King's Group Board and Council maintain thorough and well-informed oversight, ensuring that the school meets its aims and that leaders fulfil their responsibilities. They ensure that the pupils have access to well-maintained facilities, a wide range of learning resources, and teaching staff who are well qualified and have excellent opportunities for professional development. They ensure that all legal responsibilities are met and pay careful attention to the safeguarding of pupils. Excellent leadership at all levels ensures clear educational direction and effective implementation of the school's policies, and has resulted in many areas of improvement since the previous inspection, including successful response to its recommendations. Leaders have implemented new procedures to keep track of pupils' progress, but these are not yet sufficiently developed to identify any diminution in the progress of particular classes or groups with precision. Links with parents are excellent. Although a small minority do not feel sufficiently involved in the life of the school or informed about their children's progress, the school makes great efforts to keep parents informed about what is happening in the school and their children's progress, and provides many opportunities for parents to be involved in the life of the school.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that the systems used to assess pupils' long-term progress provide greater clarity about the quality of teaching and progress of particular groups of pupils.
2. Ensure that all pupils have access to and participate in a full range of extra-curricular activities.
3. Ensure that pupils have the opportunity to share their views with staff and to use their initiative to bring further improvement to the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is excellent. The school fulfils its aims in relation to pupils' academic and other achievements well and is particularly successful in helping pupils to become fluent and confident in the English language.
- 3.2 As pupils do not take English national tests or, with a few exceptions, other public examinations, their attainment cannot be measured in relation to average performance against fixed English national or worldwide norms. However, on the evidence available, it is judged to be above the English national age-related expectations by the end of Year 9. This level of attainment, as judged by observation of lessons, scrutiny of pupils' work, discussions with pupils and consideration of pupils' levels of attainment when they enter the school, particularly in English, indicates that pupils, including those with SEND and the most able, make excellent progress in relation to pupils of similar ability. Pupils are prepared extremely well for the transition to their next school, where IGCSE examination results indicate that pupils who have spent most of their education at La Moraleja achieve extremely well.
- 3.3 In the EYFS, the children make excellent progress in relation to their starting points, abilities and needs. Almost all children enter the EYFS with little or no English and with levels of personal and social development which are below those which are typical for their age in the UK. They make rapid progress in learning English and in developing social skills so that, by the end of Reception, the vast majority of children reach, and many exceed, the developmental levels expected for their age in the UK.
- 3.4 The pupils in Years 1 and 2 clearly enjoy coming to school and make excellent progress in mastering English and developing their writing skills. This progress is the result of the teachers' attention to individual needs and lively lessons that bring the language to life, whilst developing their understanding of the environment and the world in which they live. Pupils are keen to succeed and quickly gain confidence in expressing their ideas. Excellent progress is maintained through Years 3 to 5. The cross-curricular approach to teaching is particularly effective in helping pupils to consider, challenge and develop independence and reasoning skills.
- 3.5 In the secondary department, pupils develop an exceptional standard of English. All pupils excel in Spanish, including those for whom Spanish is not their first language. For these latter pupils, the school has achieved 100% pass rate over the last six years at grade A* in IGCSE examinations taken at the end of Year 9. Despite the fact that most pupils are learning in their second, or in some cases third, language, pupils' progress in the rest of the curriculum is excellent. Correct terminology is emphasised in lessons, and pupils acquire a wide vocabulary and thorough understanding in their different subjects which is evident in both their written work and their oral contributions in the classroom.
- 3.6 The use of information and communication technology (ICT) in the classroom and by the pupils develops steadily throughout their time at the school. Pupils in the primary department, for example, talk enthusiastically about the school's coding project for girls, for which the school received an international nomination for innovation in ICT. The use of electronic devices is increasingly woven into lessons as the pupils move through the school and, by the time they are in the secondary department, they are quite expert in their use. Here, they are adept at accessing and producing work on the school's internet platform. The work is set at different levels, enabling pupils to work

initially at their expected level, but then to attempt more demanding work; this is a challenge most accept and achieve, a feature which particularly accelerates the progress of the most able pupils.

- 3.7 The pupils develop very good organisational skills, and the presentation of their work is generally of a high standard, with the school balancing well the use of ICT and written exercises to ensure pupils acquire a broad set of skills. Throughout the school, pupils' mathematical skills and understanding are developed to a high standard; they apply these skills successfully in subjects such as physics and in their social science lessons in Spanish.
- 3.8 Pupils of all ages respond well to opportunities to think creatively and imaginatively and the most able pupils produce excellent work. In an extended learning project, for example, pupils combined their artistic, practical and design skills with their understanding of economics to great effect in a fragrance branding exercise. The pupils' excellent response to an art project resulted in the school's art work being shown at the 'Take One Picture' exhibition at the National Gallery in London in 2016.
- 3.9 Pupils develop skills in a broad range of sports as physical exercise and expertise are promoted throughout the school. Some do exceptionally well: pupils have represented Spain in athletics and skiing; the U11 basketball team won the UK national basketball championships and the U13 team was runner up in its competition, both teams emerging with the most valuable player award.
- 3.10 The pupils' attitudes to learning are excellent. In the vast majority of lessons, excellent rapport is evident between teachers and pupils, and the pupils demonstrate a strong desire to learn and succeed. They work well with each other, respecting others' views and carrying out tasks conscientiously and cooperatively.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.11 The contribution of curricular and extra-curricular provision is excellent. The curriculum is well planned, covers all the requisite areas of learning, and is suitable for pupils of all ages and abilities. It meets the school's aims well, particularly with its strong focus on literacy throughout the school, which enables the pupils to make excellent progress in learning both English and Spanish. All teaching is in mixed-ability groups. Robust schemes of work and plentiful resources ensure that each comparable ability group covers the same ground and that continuity is maintained if teachers should change. Teachers are suitably qualified, and nearly all are specialists in the subject areas they are required to teach.
- 3.12 At the previous inspection, the school was advised to create time in the timetable for children in the EYFS and Years 1 and 2 to benefit from a broader and more vibrant approach to the curriculum. This has been achieved with great success through a half-termly thematic approach. The school has successfully placed an emphasis on physical development to support the needs of the younger children. Outdoor learning takes place daily in the EYFS and weekly in Years 1 and 2. The curriculum for physical education (PE) and music is enriched through the planning and teaching of specialist subject teachers. Special events and visits to places of relevance and interest, such as to a nearby farm, add further variety and interest to the curriculum. The programme of additional activities provided for the pupils is appropriate to their needs. Well-planned opportunities for home learning help to strengthen the school's partnership with parents.

- 3.13 In the primary department, the curriculum is broad, balanced, based on cross-curricular topics, and designed to stimulate and nurture the whole child. Activities and tasks of differing difficulty are built into the work scheme to ensure that the teaching caters for the wide range of ability and the fact that most pupils are being taught in their second language.
- 3.14 The curriculum in the secondary department continues to place a strong emphasis on the teaching of English, in line with the aims of the school, whilst giving pupils an excellent preparation for their IGCSE studies in Years 10 and 11 after they have left the school. Curricular provision for English and mathematics is enhanced by dividing pupils into smaller groups which enables pupils to receive greater support from their teachers and aids quicker acquisition of knowledge and skills.
- 3.15 Throughout the school, care has been taken to avoid duplication of topics and to provide some synergy with the curriculum of the main destination school. The teaching of Spanish social sciences, as required by Spanish law, is carefully dovetailed with the teaching of humanities in English to avoid unnecessary duplication. The dual approach to the teaching of humanities enables pupils to gain a good insight into Spanish culture as well as an understanding of British values.
- 3.16 Throughout the school, ICT is embedded within the curriculum through the use of a variety of electronic devices by both teachers and pupils. In the senior school, the use of interactive platforms provides excellent opportunities for differentiated learning. Dedicated ICT lessons provide the opportunity for pupils to acquire software skills to complement their well-established skills in using ICT as a tool for learning. French is taught to all pupils from Year 7, thus helping pupils to gain proficiency in three modern foreign languages. The curriculum makes excellent provision for those for whom Spanish is an additional language.
- 3.17 Personal, social, health and economic education (PSHEE) is taught as a separate subject and covers a wide range of topics of relevance to the pupils. The PSHEE programme has recently been strengthened by providing a longer registration period each day, during which tutors monitor individuals' progress and provide extended opportunities for pupils to discuss matters of interest and importance through designated activities, such as 'circle time'. Pupils with SEND are well catered for. All teachers are well informed about individual needs through usefully documented individual education plans.
- 3.18 Pupils benefit from a broad range of activities and trips which enrich the curriculum, such as a trip for younger pupils to the planetarium, or field trips in geography for older pupils. Since the previous inspection, the school has extended the number of cultural exchanges and trips abroad. For example, sports teams have taken part in competitions organised by the Council for British International Schools (COBIS) in Athens and Kazakhstan, and pupils in Year 9 have undertaken a cultural exchange with a school in the Netherlands. Some of these activities take place during enrichment weeks which provide stimulating activities, such as a trip to a French chateau, a ski trip to the Pyrenees, residential visits and a range of other activities which take place within the school. Further enrichment is provided through a programme of talks and classes taken by visiting speakers, such as sessions on e-safety which took place during the inspection.
- 3.19 Outside lessons, teachers run a range of activities and extension classes, such as athletics training, musical ensembles and choirs, drama and art, UK junior mathematical challenge training, or preparation for native speakers for French for IGCSE. Alongside these, there is a wide range of activities for which parents pay an

additional charge. The uptake of these is variable, with the consequence that some do not run because they are financially unviable. In response to the questionnaires, a very small minority of pupils and a small minority of parents felt that the school does not provide a good range of extra-curricular activities. The inspection findings are that, although the current system provides a reasonable range of activities, the way the activities are organised precludes wide participation and limits the school's contribution to pupils' additional achievements.

3.(c) The contribution of teaching

- 3.20 The contribution of teaching is excellent. Across the school, the teaching is rarely less than good and much of the teaching is of the highest quality. It fully promotes the school's aim to provide a learning environment that educates and develops the independent learning skills and attitudes that build self-confidence and encourage creativity.
- 3.21 From the earliest age, independence, interest and engagement in learning are fostered extremely well. In line with its aims, the school provides transformative learning experiences in which the use of technology, drama and role play have an important part. In a history lesson, for example, pupils gained an insight into the First World War through imagining they were a soldier in the trenches writing letters home. Older junior pupils gave interpretations of the witches' scene from *Macbeth* using their own stage directions and adding gestures and different voice tones. In an ICT lesson in the secondary department, pupils built their own websites and chose images to place within them on topics of their choice. In the primary department, self-help resources, such as word-banks and laptops, are readily available.
- 3.22 In the EYFS, the teaching demonstrates expertise and understanding of how young children learn and are motivated. For example, in an energetic daily session to promote children's physical development ('*Squiggle While You Wriggle*') both children and staff took delight in waving flags in large movements which were then repeated in smaller movements using crayons on paper, thus developing motor skills and also giving the children an understanding of positional language.
- 3.23 In the rest of the school, the teaching displays good subject knowledge and employs a wide variety of teaching methods. Open-ended questions are used to challenge and develop relevant skills. In a science lesson in the primary department on the water cycle, a variety of methods to suit pupils' different learning styles were used dynamically to good effect. Fast-paced daily phonics lessons give pupils an extremely thorough understanding of speaking, reading and writing in English whilst enlarging their vocabulary.
- 3.24 The teaching shows excellent knowledge of individual pupils and careful planning to meet their differing needs. In response to the questionnaire, a minority of parents expressed the view that the school does not provide worthwhile help regarding special educational needs. Inspection evidence from observations, interviews, scrutiny of work and assessment data does not support this view. Pupils with SEND receive effective support either in groups or individually, and their progress is carefully monitored through individual education plans. All teachers have received training in strategies to support the learning of pupils with SEND, and these strategies are successfully integrated into classroom practice.
- 3.25 Children with EAL benefit from many effective teaching methodologies in class. Pupils who enter the school with very basic levels of English receive support in small groups where highly effective, enjoyable and fast-paced teaching enables them to make rapid progress.

- 3.26 The teaching provides the most able pupils with tasks to enrich or to extend their learning. For example, in an art lesson in the primary department, a pupil was asked to identify the shades of blue in a seascape by a famous artist and then to reproduce the colours through the careful mixing of paints. Open-ended tasks and demanding questions provide appropriate challenge to extend the most able pupils. For example, in a task on areas of shapes, pupils in the secondary department were challenged by complex questions on the areas of irregular shapes.
- 3.27 The vast majority of lessons are thoughtfully planned so that tasks enable pupils to make progress to the best of their ability. They engage pupils and enable them to reflect on their learning. Such lessons maintain a brisk pace, are well structured and suitably challenging. In a physics lesson in the secondary department, thoughtful planning enabled pupils to learn through a variety of motivating and absorbing tasks. Much of the teaching is planned collaboratively in year group teams and links different areas of learning through interesting topics.
- 3.28 Throughout the school, the teaching makes excellent use of display. Classrooms are well organised and pupils' success is celebrated through the display of their work in classrooms and corridors. Displays are also used to promote thinking and positive attitudes. The teaching makes excellent use of the wide range of resources available to them. In the EYFS, the attractive learning environment provides an excellent range of stimulating resources, both indoors and out, which enhance the children's learning highly effectively.
- 3.29 Day-to-day assessment and the marking of pupils' work are excellent. Much marking is exemplary. Pupils respond positively to their teachers' comments in their work. The marking system is consistent, but adapted appropriately to suit each age range. Pupils are involved in peer- and self-assessment from an early stage. Such strategies help pupils to know where they are in their learning and how they can improve. Teachers have a clear understanding of expectations in learning across all areas of the curriculum because frequent moderation of work takes place within the school and across the King's Group of schools. A new system to track pupils' longer-term progress, based on the skills, knowledge and understanding necessary for each year group, has just been introduced. Whilst it is clear that progress from the pupils' very first assessments to the time they leave the school is excellent, the new system does not yet give a clear enough picture of termly or annual progress or where there might be weaknesses in the teaching of particular classes or groups of pupils.
- 3.30 At the previous inspection, the school was advised to share the excellent practice observed in some teaching across all year groups and phases. Since then, the school has implemented a system of monitoring teaching both formally and informally. Best practice is now shared regularly, and teachers spoke extremely positively about the impact this initiative and the wealth of professional development opportunities have had on their teaching.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. In accordance with its aims, the school is highly successful in developing pupils who are independent learners, and who demonstrate concern and respect for each other. The pupils are self-confident, articulate individuals who take an interest in and show respect for the feelings and values of others. They show fascination in learning about themselves and the world around them, as well as a willingness to reflect on their own experiences. This self-reflection is seen very clearly, for example, in the pupils' sensitive and imaginative artistic contributions to the 'Take One Picture' exhibition. The pupils enjoy celebrating the achievements of others, applauding generously as others receive academic, pastoral, social and sporting awards in assembly. They are willing to share their spiritual experiences with their peers; in one class in the primary department, for example, pupils listened with fascination as another pupil shared his thoughts about his experience of baptism.
- 4.2 Throughout the school, pupils have a well-developed sense of right and wrong. Pupils in the primary department fully understand the school's 'golden rules', and those in the secondary department have a secure appreciation of the school's 'core values'. The pupils demonstrate their understanding of and adherence to these concepts in their daily interactions with each other and with the staff. Across the school, pupils demonstrate the ability to make informed choices and take responsibility for their own actions. When things occasionally go wrong, they are willing to reflect on what they have done and understand the consequences of their actions.
- 4.3 In many different ways, pupils make an excellent contribution to the school and to the local and wider communities. The pupils are highly aware of the need to help those less fortunate than themselves, and they support a variety of charities, both local and international. For example, pupils in Year 3 recently used their own ideas to raise funds for a local charity, and the school choir delights residents of an old people's home when they visit to sing for them. Pupils show a strong loyalty towards the school and demonstrate a mature and reflective approach to fulfilling roles of responsibility. In Year 5, for example, 'play leaders' give up their playtimes for the benefit, both of their peers and of the pupils in Years 3 and 4. Older pupils are excellent role models, particularly the 'peer mentors' and 'well-being ambassadors', who carry out their responsibilities willingly and effectively and with a high level of emotional maturity. 'School councillors' are keen to contribute their ideas and to continue to improve the school via child-led initiatives. However, some of those with responsibilities experience a measure of frustration as they feel there is not enough opportunity to share their ideas with staff or to put them into action. These frustrations are also reflected in the response to the questionnaire, in which a small minority of pupils felt that the school does not listen to their views and respond to them.
- 4.4 The pupils demonstrate a willingness to embrace other faiths and cultures. Pupils from different backgrounds work and play together with tolerance and harmony. Although pupils understand that they must speak English throughout the school day, and develop an excellent understanding of what it means to be British, they also celebrate and enjoy their own cultural heritage. Pupils from other cultures develop their understanding of British and Spanish traditions and contribute positively to other pupils' global understanding. The stronger emphasis on developing pupils' artistic and musical skills since the previous inspection has also served to enrich pupils' cultural understanding.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.5 The contribution of arrangements for welfare, health and safety is excellent. Staff provide excellent support and guidance to all pupils. In line with the aims of the school, they create a learning environment which fully supports the education and development of each pupil and develops independent learning skills and attitudes that build self-confidence and encourage creativity. The staff provide a safe, caring and challenging culture both inside and outside the classroom.
- 4.6 Relationships amongst the pupils are excellent; the pupils care about each other in a tangible way. Relationships between staff and pupils are also excellent. Within the early years, there is a warm and nurturing environment and ethos. Positive relationships and a caring ethos help pupils in the primary department to become responsible learners and pupils in the secondary department to mature and develop into young adults. Pupils know to whom they should turn should they have any problems or wish to share their concerns. Communication between staff and pupils is encouraged through form times, circle time and religious education and PSHE lessons.
- 4.7 Staff follow the school's effective policies for promoting good behaviour and guarding against harassment and bullying. A new system to record any behavioural incidents has recently been implemented. This keeps staff well informed and enables senior staff to identify any patterns of behaviour or causes for concern and to put in place any necessary support in a timely manner. Pupils receive helpful guidance on how to guard against bullying and how to keep safe when using the internet. In their response to the questionnaire, a minority of pupils felt that staff do not always treat pupils equally and are not fair in the way they give rewards and punishments and a small minority felt that staff do not show concern for them as a person. Evidence from the inspection indicates that pupils' concerns relate largely to two isolated incidents where they felt that group punishments for boys in the secondary department were unfair. Apart from these incidents, inspection findings are that sanctions for the relatively small incidence of poor behaviour are age-appropriate and constructive. The predominant ethos is one of excellent relationships between staff and pupils and a school in which pupils are happy and feel safe.
- 4.8 The school's safeguarding arrangements are extremely thorough and demonstrate that the Board and the staff place a strong emphasis on ensuring the pupils' welfare, health and safety. The school has thorough arrangements to control entry to the school and to ensure the security and safety of the pupils whilst on the school site. The regularly updated safeguarding policy provides clear guidance for staff on how to handle any safeguarding concerns. Safeguarding arrangements are overseen by senior members of staff, all of whom have been trained at the appropriate level and are fully aware of how to deal with concerns. Posters in many locations throughout the school make clear to both staff and pupils to whom they should turn if they have concerns about a particular pupil or allegations have been made about a member of staff. Staff receive comprehensive safeguarding training when they join the school, and training for all staff is updated regularly.
- 4.9 The school takes all necessary measures to reduce risk from fire and other hazards. A specialist company has undertaken a fire risk assessment, monitors and services the fire alarm and monitoring systems regularly, and ensures that the school's arrangements meet national regulatory requirements. Staff and pupils know what to do in case of fire. Fire drills, which are held at least once a term, are logged, and learning points are noted and communicated to staff and pupils. With the support of the Group's central services team, regular health and safety audits are undertaken,

issues are identified and action is taken to remedy any problems. Risk assessments are carried out for each area of the school and for any activities which take place outside school. Accidents are recorded, and the records are scrutinised to identify any causes for concern.

- 4.10 The provision for pupils who are ill or injured is excellent. The school has a well-equipped medical centre which is overseen by a full-time nurse who is always available to deal with any health issues. All teachers undertake paediatric first-aid training as part of their induction, and training in first aid is updated regularly for all staff. Eleven members of staff are trained in the use of a defibrillator located at the reception desk. Personalised support is provided for pupils who have SEND. Despite its location on different levels, all areas of the school are accessible to pupils with disabilities.
- 4.11 Pupils are encouraged to be healthy through taking regular exercise in their twice-weekly PE lessons. In addition, there is opportunity for pupils to join in a variety of sporting extra-curricular activities. Healthy eating habits are encouraged through the provision of nutritious meals at lunchtime. Although a small minority of pupils commented in their responses to the questionnaire that they did not like the food, the inspection team found the quantity, quality and variety of food available to be more than acceptable. Aspects of health and well-being are considered during tutorial times and PSHE lessons, and a special focus week on health and well-being during the autumn term was well received by pupils and staff.
- 4.12 The school's admission and attendance registers are properly maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. Responsibilities for governance lie with the King's Group Board, its chief executive officer and the School Council. Their respective roles are clearly defined and result in highly effective oversight of the school, in line with the aims of the King's College Group, as well as effective discharge of their responsibilities. Financial investment since the previous inspection has resulted in improvements to both the indoor and outdoor learning environments, refurbishment of the library and the creation of a new music school, and has ensured that buildings and grounds are well maintained and attractively presented. All areas of the school are used effectively, although space is at a premium, particularly in the secondary department, where the size of the rooms and the number of pupils restrict some teaching activities. The Board has ensured that the school is well resourced. It has invested heavily, and to good effect, in the training and ongoing professional development of the staff. A small minority of parents expressed concern at the high turnover of staff, and pupils also commented that the frequent changes of teacher have an unsettling effect on their learning. The Board has been seeking ways to provide better career progression for staff within its group of schools to mitigate the problem of staff turnover, but has always ensured that the school has a full complement of appropriately trained and qualified staff to meet the needs of the pupils. The excellent planning of the curriculum helps to mitigate difficulties when there is a change of teacher.
- 5.2 Through regular contact with the chief executive officer and reports from the headteacher and other senior staff, the Board and the Council have an excellent insight into the working of the school. They are effective in exercising their monitoring role and holding leaders to account for the school's performance, the standards achieved and the quality of education provided. By ensuring that those appointed to the Board or the Council have a wide range of expertise and experience, and by buying in the advice of other professionals, governance ensures excellent support for the school's leadership. Involvement with other schools within the King's College Group provides a further source of support and stimulus for growth and improvement.
- 5.3 Through its chief executive officer, who assumes overall responsibility for safeguarding for the Group, and through the work of staff from its central services team who have particular expertise, the Board is effective in discharging its responsibilities for child protection and for welfare, health and safety. It ensures there are rigorous procedures for checking the suitability of staff and that appropriate records are kept of pre-appointment checks.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. The school's leaders have been highly effective in discharging their delegated responsibilities, in fulfilling the school's aims and in ensuring that identified development priorities are achieved. Since the previous inspection, the school's leaders have implemented many new initiatives which have improved the quality of education and had a positive impact on pupils' achievement and personal development. The curriculum has been revised to reflect changes in the English National Curriculum, to provide greater opportunity for cross-curricular work and to strengthen the development of pupils' language skills. There is a broader and more vibrant approach to the teaching for children in the EYFS and pupils in Years 1 and 2, thus fulfilling one of the recommendations of the previous

inspection. Provision for pupils with particular gifts or talents, those with SEND, and those who arrive at the school speaking little English or Spanish has improved. Pupils receive a more diverse programme for PSHEE, and more time spent with their tutors in the morning has had a positive impact on their personal development. The appointment of specialist teachers for PE and music in the junior department has strengthened provision in these two areas. Pupils now have the opportunity to engage in a greater variety of sport, both within the formal curriculum and after school, and to represent the school in a variety of sports locally and internationally through participation in COBIS tournaments. The quality of musical performance within lessons and the range of concerts and musical productions have all improved. The school has also greatly improved its provision for ICT, with the result that pupils' learning in many classes is enriched through the use of tablet computers and laptops. Considerable work has been undertaken on improving the school's procedures for tracking pupils' progress, on providing a wider range of extra-curricular opportunities and on creating opportunities for pupils to contribute to the running of the school. However, the development of greater clarity in the interpretation of assessment data, the full involvement of all pupils in a broad range of extra-curricular activities and the opportunities for pupils' voice to have broader impact on school life remain as areas for further development.

- 5.5 Throughout the school, leadership at all levels provides staff with clear educational direction and ensures successful fulfilment of the school's strategic plans for development. Subject leaders ensure there are appropriate schemes of work for their areas of responsibility, and that the teaching of their subjects is of at least good quality. Middle leaders have benefited from the training opportunities provided to improve their leadership skills, to gain further qualifications and to lead new initiatives. This is reflected in the excellent quality of education and personal development of the pupils. Although a small minority of parents and pupils, in response to the questionnaires, feel that the school is not well managed, the inspection found the leadership and management of the school to have a strong educational vision and a determination to provide an excellent education for the school's pupils; this reflects the best of UK traditions, acknowledges the culture of the host country and the majority of pupils, and embraces the diversity of the many different nationalities represented in the school.
- 5.6 Despite a high turnover of staff, a fact which concerns a small minority of parents and pupils, the school's leaders have ensured an excellent sense of teamwork, a high level of staff morale and a common sense of direction. Excellent induction for new staff, together with regular and helpful professional development opportunities, ensure that the quality of teaching is maintained at a high level. Staff appreciate the opportunity to observe others teaching and to be observed, and say that the annual appraisal process helps them to improve their teaching practice. Clear guidance ensures a high level of consistency across the teaching staff.
- 5.7 The leadership and management of safeguarding is excellent. The training of senior staff as deputy safeguarding leads ensures that there is always a senior member of staff present who has a full and secure understanding of safeguarding responsibilities. Clear policies, regular training for staff, and strategically placed posters ensure that all staff and pupils know what to do should any concerns arise. Improved procedures for recording any concerns about a pupil mean that all staff are fully informed about the pupils they teach and can contribute to a secure and safe environment which places a very high priority on the safety and well-being of every pupil. The school has thorough arrangements for checking the suitability of staff and governors.

5.(c) The quality of links with parents, carers and guardians

- 5.8 The quality of links with parents, carers and guardians is excellent. Parents are warmly welcomed into the school and appreciate its friendly family ethos. They are able to be closely involved with their children's learning through the many opportunities the school provides, such as attending performances and concerts, accompanying visits and helping in the classroom, as well as their involvement in the 'Take One Picture' project and in the school project on coding. In response to the questionnaire, a very large majority of parents felt they could communicate easily with the school.
- 5.9 A small minority of parents felt that the school does not encourage them to be involved in its life and work. Inspection evidence from observations, informal discussions and documentation, does not support this view. For example, strong partnerships are established with parents when their children enter the EYFS. Each term, parents from every year group have the opportunity to attend a 'breakfast with the head'. These occasions are open forums where opinions may be aired, problems discussed and ideas shared. At the beginning and end of the school day, members of the senior team are nearly always visible and available to talk to parents. The school works hard in these ways to maintain constructive relationships with parents.
- 5.10 A comprehensive range of information is readily available through the school website, monthly e-newsletters, weekly update letters from the head, and through social media. Parents can also access information from pupils' contact books in the primary department and pupils' planners in the secondary department. An informative prospectus supplies parents of current and prospective pupils with a wide range of information about the school. Open afternoons, where parents interact with children in the classrooms and share their work, and regular workshops on various aspects of the curriculum and pastoral issues greatly enhance understanding of the educational experience offered by the school for those parents who attend. Recently, for example, there have been presentations on phonics, a talk about online safety by an expert from the UK, which took place during the inspection, and a presentation on dealing with the pressure placed on children by their perceived body image.
- 5.11 A minority of parents were of the opinion that the school does not supply sufficient information about their children's progress. Inspection evidence does not support this view. Parents receive informative reports, which are issued several times a year, and parental consultation evenings take place three times a year. The reports contain information about progress made and what the pupil can do to improve. Parents are welcome to make further appointments about their children's progress at other times. For pupils with SEND, parents are invited to share their individual education plans (IEPs) and have access to the review of IEPs and future targets via the parents' portal.
- 5.12 A very small minority of parents felt that concerns are not handled well and that they do not receive timely responses to their questions. Inspection evidence found that concerns are dealt with effectively and in accordance with the school's published procedures. The open-door policy ensures most concerns are dealt with informally and to the parents' satisfaction. There have been no formal complaints over the last two years. Evidence from the record of concerns shows that the vast majority of concerns are addressed quickly and that any delays are caused by the need to communicate with outside agencies, such as the bus provision. As such, any delay in the school's response is reasonable.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and chief executive officer, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr Graham Sims	Reporting inspector
Mr Alan Cooper	Team inspector (Senior teacher, HMC school, UK)
Ms Sally Dibb-Holland	Team inspector (Deputy head of primary, overseas school, Egypt)
Mrs Susan Rix	Team inspector (Former head of junior school, Society of Heads school, UK)