



**British School
Overseas**
Inspected by Penta International

Inspection report

**Kings College School
Alicante**

Spain

Date **24th – 26th October 2023**
Inspection number **20231024**

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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, roughly 100 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were Craig Halsall, Lesley Birtwell and Judi Pollock.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The King's College School, Alicante (KCA) provides premium, quality pupil-centred education and care, in a calm, purposeful and nurturing atmosphere.

3.1 What the school does well

There are many strengths at the school, including the:

- outstanding quality of relationships between staff, pupils, parents, and between the pupils themselves;
- excellent pupil behaviour through the college;
- personal, social, emotional development of pupils across all key stages, which is a real strength of the school;
- strong mutual trust between senior leaders, teachers and pupils, meaning that the college is a safe environment for learning, development and growth;
- excellent academic progress made by pupils of all ages, driven by outstanding learning and teaching;
- pupil academic attainment throughout the college is outstanding, compared to similar UK independent, selective and overseas schools;
- broad, balanced and responsive curriculum that engages and develops the whole child;
- highly effective teacher/pupil feedback loops that support, challenge and enhance learning and attainment;
- pupils who become well adjusted young people during their educational journey at KCA, able to express their thoughts and feelings with a commendable balance of diplomacy and confidence;
- strong pupil and parental confidence in the college's ability to care for and meet their academic, physical, emotional and mental wellbeing needs;
- highly successful safeguarding reporting and intervention procedures ensuring any pupil considered to be at risk, is quickly identified and effective intervention strategies implemented;

3.2 Points for improvement

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

1. Further develop the quality of learning and teaching, so that all is as excellent as the best, for example by
 - a. cultivating even higher expectations of stimulating, innovative, creative and dynamic delivery in all lessons
 - b. developing and embedding more, the use of questioning from teaching assistants to further encourage thinking skills and their use of language
 - c. ensuring all teachers can use the available IT hardware expertly, to support the quality of learning even more
 - d. reviewing the effectiveness of groupings of pupils
 - e. embedding summative assessment trackers in all subjects to enable all pupils to continuously and accurately self reflect on their own progress and identify priority areas for improvement.
2. Consider ways to enhance the already high quality premises and accommodation, with a view to ensuring that as the school reaches capacity, there continues to be development of outdoor shading and learning spaces, secondary science laboratories and dedicated 6th form area/s, for example;
3. Linked to this, ensure these spaces continue to meet the requirements of the evolving curriculum.

4. The context of the school

Full name of School	King's College, The British School of Alicante				
Address	Glorieta del Reino Unido 5. 03008 Alicante. Spain				
Telephone Number/s	+34 965 106 351				
Website Address	https://www.alicante.kingscollegeschools.org				
Key Email Address	info.kca@kings.education				
Headteacher/ Principal	Mr Simon Wicks				
Chair of board/Proprietor	Sra Elena Benito, Chair of Board of Governors Mr Nadim Nsouli, Proprietor				
Age Range	Pre-Nursery (18 months) – Year 13 (18 years)				
Total number of pupils	1,198	Boys	602	Girls	596
Numbers by age	0-2 years	13	12-16 years	448	
	3-5 years	154	17-18 years	157	
	6-11 years	386	18+ years	0	
Total number of part-time children	0				

KCA is a non-selective, co-educational day school for pupils aged from eighteen months to eighteen years. It is situated on the outskirts of Alicante in south-east Spain. It opened in the current building in 2001 as a parent cooperative, the successor to the British Council School. Academic management of the college was entrusted to Kings Group in 2005 with full control and ownership assumed by the group in 2010. In 2019 the college was acquired by the Inspired Education Group (IEG).

It is divided into two sections according to age: the primary school (including EYFS) with pupils from Pre Nursery to Year 6 and the secondary school (including sixth form) with pupils from Years 7 - 13. The college has grown significantly since opening. It now has four-form entry in the secondary school and is working towards that in the primary school.

The IEG board takes all strategic decisions, delegating more detailed planning, local strategy and day-to-day leadership to the college's executive headteacher. As with all IEG schools in Spain, KCA operates under the governance of the chief executive officer for Spain and the global education director.

4.1 British nature of the school

KCA is the only school in this region of Spain to be able to say it is truly British in style and character. This is because:

- it broadly follows the National Curriculum for England with local contextual adaptations from Pre Nursery to Year 11;
- it prepares students for (I)GCSE, International BTEC and Cambridge English examinations;
- the curriculum ensures that children can transfer successfully to and from schools in the UK and other international British schools, as they do on a regular basis;
- the vast majority of teachers (with the exception of foreign language or local curriculum teachers) have British qualifications and/or experience;
- policies and procedures are based on current best-practice from the UK;
- British values are evident across the school in terms of expectations of staff and pupil relationships, respect for diversity and individual liberties and an understanding of the importance of democracy and rule of law;
- the KCA values of *Honesty*, *Faith* and *Courage* underpin everything at the college and align well with fundamental British values;
- it was the first international school to be approved by the Independent Schools Teacher Induction Panel (iSTIP) to accommodate newly qualified teachers (NQTs) during their induction period;
- in the 2022 and 2023 academic years, the college supported four Early Career Teachers (ECTs) in conjunction with the association of British schools overseas (AoBSO) and the Arthur Terry Teaching School Hub;
- regular assemblies in all year groups cover a variety of themes ranging from British values to aspects of British and international culture;
- there are democratically elected student councils who meet regularly with senior members of staff to promote student voice and leadership;
- personal social and health education (PSHE) lessons highlight the importance of inclusion and respect for societal differences;
- the cross-curricular approach to the social, moral, spiritual and cultural (SMSC) development of pupils supports their understanding of British culture;
- the language of instruction and communication is English (apart from MFL and Spanish Curriculum subjects), still with an appreciation of the value of home language;
- safeguarding training follows British schools overseas (BSO) and DfE guidelines;
- a significant proportion of Year 13 pupils apply to UK universities.

5. Standard 1 The quality of education provided by the school

The quality of education provided at KCA is outstanding.

5.1 Curriculum

The curriculum provided by KCA meets the standard for BSO and is outstanding.

The college provides full time education for pupils aged 18 months to 18 years which is broad, balanced and interesting. The requirements of the UK Early Years Foundation Stage (EYFS) curriculum, English national curriculum, iGCSE, international baccalaureate diploma programme (IBDP), Spanish curriculum requirements and enrichment activities are effectively blended to create engaging learning experiences. All pupils are taught French and German in the secondary school. A wide range of optional activities including sports, languages, arts, music and other areas (for example, cooking, reading, debating, robotics), theme days, educational visits and events, such as Inventive Week, enhance learning experiences. KCA Teaching and Learning principles (*The KCA Way*) sums up the expectations for teaching and learning throughout the college. This is displayed in all classrooms and referenced in planning. Staff are rightly proud of a curriculum that is constantly reviewed and adapted to the needs of the pupils. It promotes academic excellence but also encourages kindness, resilience, creativity, risk taking, personal and physical development, individuality and a spirit of enquiry. Pupils describe learning as fun. A parent commented that his child was always eager to come to school.

A detailed curriculum policy is supported by long term plans or learning journeys, medium term plans or schemes of work. The policy is based on British values of truth, justice, equality, honesty, trust, belonging, democracy, individual liberty, rule of law, and tolerance of belief systems. Long term and medium term planning contributes to a spiral curriculum that revisits learning and encourages mastery. In EYFS, Key Stage (KS) 1 and lower KS2 a cross curricular topic approach enthuses the pupils and enables them to make links in their learning. From year 5 to year 13, teaching is subject based with links across subject areas and between topics detailed in the planning. Throughout the college, knowledge organisers or schemes of work outline skills, knowledge, key vocabulary and assessment opportunities. From year 10 examination requirements are also taken into account. Secondary schemes of work include links to the IB learner profile attributes. Shared short term planning ensures a consistency of provision across classes. Planning, based on quality first teaching and challenge for all, is then annotated to meet the needs of individuals. Personal support plans (PSP) and education and health care plans (EHP) support teachers in making effective adjustments for pupils with special needs. A rigorous monitoring

programme and senior staff who are passionate about being practitioners that lead by example, ensure policies are effectively implemented.

Accurate, impartial and up-to-date careers guidance is provided throughout the secondary school. When choosing iGCSE options, pupils study a mixture of core subjects, subjects chosen from blocks and Spanish curriculum requirements. They are guided to study a broad curriculum that maximises future opportunities. From an early age pupils are introduced to a wide range of careers. For example, 'People who help us' in EYFS, science days in the primary school and careers week in secondary. The use of *Unifrog* enables pupils to explore the different careers and university options.

KCA has recently moved from A Levels to the IBDP programme to cater for the needs of the pupils applying to university. The IBDP prospectus gives clear entry requirements for each subject area enabling pupils to make appropriate choices. Alternative pathways, for example IBTEC level 3, in sports and business, have also been recently implemented. Support is provided for pupils to enable them to meet entrance requirements for Spanish universities. Enrichment activities in year 12 and year 13 support the core elements of the IBDP programme and preparation for university. Pupils in years 12 and 13 have high aspirations. They are very aware of their strengths and know where, and how, to improve to reach their goals. They know what they want to achieve and confidently talk about the university application process.

The formal curriculum and enrichment opportunities ensure pupils develop into well rounded individuals who are self-assured, articulate, ambitious and diplomatic. Pupils transitioning from EYFS to primary, primary to secondary and secondary to sixth form do so with confidence. By the time they graduate, pupils are well prepared for the opportunities, responsibilities and experiences of adult life both in Britain and elsewhere in the world.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Timetabling ensures that pupils have many opportunities to acquire speaking, listening, literacy and numeracy skills. Language development has a high profile as many pupils are at varying stages of learning English. Drama, role play and paired and extended talk are encouraged and pupils are expected to explain their reasoning. Key vocabulary is actively taught and constantly revisited. Talk for Writing techniques are used to develop vocabulary and extend writing in both English and Spanish. For example, Year 6 pupils studying the text 'Cogheart' were introduced to new vocabulary through a matching exercise. They were asked to explain the thinking behind their choices. Year 4 pupils were asked to be news reporters to show their understanding of 'The Iron Man'. In mathematics lessons, there is a strong emphasis on rapid recall of number facts, and the application of skills to solve problems in the classroom and outdoors. Practical resources are available to support learners. In secondary the newly introduced AI online platform allows students to develop numeracy skills at a personalised level.

In EYFS, pupils develop skills in all areas of learning through a skilful mix of adult led, independent and child initiated learning. The indoor and outdoor area is well resourced for pupils to make choices, take risks and pursue their own interests. For example, they were observed making magic potions and creating obstacle courses out of crates and seating blocks. Adult support and visual prompts enable pupils in the early stage of learning English to develop language and vocabulary. The termly curriculum maps provide a context for learning with flexibility to adapt to the pupils' needs and interests. They also ensure pupils make progress and have secure foundations for future learning. *Letters and Sounds* provides a structured daily phonics programme for pupils in reception and KS1.

The KCA Way emphasises challenge and inclusion for all. With the exception of a few iGCSE programmes, classes are mixed ability and teachers aim to challenge everyone and provide scaffolded support for those who need it. The spiral curriculum ensures skills and knowledge are frequently revisited. All lessons provided opportunities for pupils to recall previous learning and develop it further. For example, year 4 pupils looking at features of explanation texts were encouraged to recall technical vocabulary learnt in the previous Egyptian topic. Frequent opportunities are provided for self assessment, peer marking, and improving or correcting previous work. This enables pupils to understand how to make progress and be responsible, independent learners.

Through a structured PSHE programme, KCA meets the aim of educating the "whole child" encouraging each individual's intellectual, social, cultural, emotional, spiritual, physical growth and general wellbeing. A PSHE policy and the *Jigsaw* programme

ensures learning experiences cover all areas of personal development in an age appropriate way. The formal curriculum is supported by assemblies, visiting speakers and tutor time in secondary. The *Jigsaw* charter expects pupils to treat each other with respect, make positive comments and listen carefully. Mutual respect was consistently observed in lessons. For example, year 6 pupils engaged in collaborative problem solving spoke about the need to support their peers. A relationship, health and sex education (RSHE) policy is in place which has been developed in consultation with the parents. RSHE is taught as part of the *Jigsaw* programme and supported by outside professionals. Through the website, parents are aware of the policy, curriculum content and which elements of the programme they have a right to withdraw from. The programme takes a wide definition of family life and family structures which encourages respect for other people with regard to the protected characteristics as set out in the Equality Act, 2010.

Teaching across the whole school enables pupils to acquire new knowledge and to make excellent progress, according to their ability. Pupils increase their understanding and develop their skills in the subjects that are taught. Teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. Teachers use a wide variety of resources and techniques to maximise learning.

Teaching throughout the school has a clear focus on English language and there are a number of initiatives that are improving the curriculum provision, such as ‘Talk for writing’ in the primary school. Teachers ensure curriculum coverage and extend the more able. This was most evident in Years 4 and 6 where pupils were challenged effectively and tasks were well differentiated to meet the needs of the pupils. In curriculum delivery, teachers use methods that are commonly used in UK schools. In a Year 4 lesson pupils applied PEEL (Point, Evidence, Explain and Link) to solve a number of more challenging word problems. In a computing lesson, Year 6 pupils were able to talk in groups to solve questions about *Scratch*.

Classroom resources are of an excellent quality, quantity and range. They are used effectively. Lessons are well planned, teaching methods are effective, suitable activities are used and class time is managed very well.

The styles of teaching, learning and assessment equip KCA pupils very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

In the few lessons that are not high quality, it is mainly because they are less stimulating, innovative, creative and dynamic in terms of delivery. Thus some pupils are not fully engaged. Sometimes the use of questioning from teaching assistants in the classroom does not fully encourage thinking skills. A small number of lessons that involved IT hardware, were let down by poor use, for example pupils not being

able to read what was on the screen because it was too faint or out of focus. The effectiveness of groupings of pupils, for instance in teaching modern foreign languages in primary and secondary, is not always evident.

There is a framework in place by which pupils' performance can be evaluated by reference to the school's aims, as provided to parents, and by comparing to averages derived from externally accredited assessments. There is some use of summative assessment trackers in subjects to enable pupils to continuously self reflect on their own progress and identify priority areas for improvement.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

The college achieves a very high standard of academic attainment across all key stages. This is supported by excellent teaching and learning, a fit for purpose and evolving curriculum that meets pupils' needs and outstanding pastoral care and support for all pupils. This provides a culture and an environment that allows all pupils to thrive, as evidenced by pupils achieving excellent progress in developing their knowledge, skills and understanding in relation to their starting points.

About 93% of pupils are non-English speakers join the college with little or no English. Strengths in curriculum, teaching and assessment ensure the college's GCSE and A level English results are a strength of the college from the early years, and across primary and secondary years. Pupils become very well adjusted young people during their educational journey, able to express their thoughts and feelings with a balance of diplomacy and confidence as witnessed by all members of the inspection team during the visit; almost 30% of the college's "young learners" (pupils born between 1st September and 31st December) taking public examinations one year ahead of their UK peers.

The college uses GL assessments to determine accurate baseline assessments, minimum and aspirational target grades for all pupils. GL CAT4 data demonstrates that pupils make notable, and in many cases, outstanding progress across the primary years.

In the EYFS, all pupils make outstanding progress compared to their starting points. Progress in communication and language (CLL) and personal, social and emotional development (PSED) is particularly impressive with 69% and 88% respectively of pupils making better than expected progress. Pupils deemed "young learners" also make better than expected progress, and although their progress is lower than non-young learners, The college's academic monitoring cycle ensures effective intervention enabling them to reduce the attainment gap during the primary years, particularly in writing.

In the primary years, pupils in KS1 continue to make outstanding progress, particularly in writing with over 75% making better than typical progress in writing and 50% in reading. Girls make 20% better than expected progress than boys in reading and writing. There are no notable differences in progress in mathematics and science.

Over 50% of pupils in KS2 achieve better than average progress in reading, writing, math and science. There are few notable differences in progress between boys and girls, except for reading where boys make relatively more progress than girls except

for year 6. Almost 50% of pupils make better than expected progress in the Spanish Language (Lengua).

Progress and attainment in the secondary school is outstanding. Pupils consistently achieve significantly above other pupils in similar schools and of UK pupils with over 97% achieving A*-C (9-4) grades and over 50% (8-9) grades.

Progress and attainment in KS3 are outstanding. Careful transition and academic tracking ensure pupils continue to build on the excellent foundation achieved in the primary school.

Attainment in boys in literature is particularly strong and again exceeds UK trends. A focus on library lessons in KS3 and reading for pleasure have supported a continued drive to further improve standards of literacy across the secondary school. In IGCSE English language and English literature, all pupils regularly exceed their targets by at least one grade.

The college's chosen reading assessment (*Star Reader*), shows that the number of pupils requiring reading support intervention reduces across KS3.

The college's internal academic tracking shows that 83% of current year 11 pupils are achieving above expectations, with 23% of those pupils achieving exceptional progress. Pupils across all secondary years make similar progress, and where occasional exceptions exist, the secondary quality assurance policy is effective in ensuring all pupils achieve well.

Pupil attainment at GCSE is high and compares favourably with results achieved in 2022 and those of other UK schools and in the college's same group of schools. Pupils achieving 9-7 grades significantly outperform both UK independent and selective schools. The college is rightly proud of its achievements, and in line with the quality of teaching and learning as observed by the team during the inspection visit. Pupils achieved favourably when compared to UK data across the curriculum with particularly strong performance in the mathematics, science and languages. The college's secondary school leadership is aware of some subject areas that did not achieve the same success and have taken measures to further future attainment.

The college is proud that three pupils were recognised by Pearson and Cambridge examination boards as "Outstanding Learners" during the 2022 GCSE examinations including one student being awarded the highest mark in Spain for IGCSE mathematics and one student for the highest A Level English literature and business, and two pupils for the highest in the world IGCSE Spanish and German.

Pupils continue to excel in sixth form with 100% of pupils passing A level examinations, of which 86% achieve A*-C Grades and an impressive 47% achieve A*-

A. These results compare very favourably with UK independent schools and significantly exceed all UK schools. Thirteen pupils achieved straight A*-A grades in all examinations. All subjects achieved favourable value-added attainment when compared to baseline data.

In 2023, 94% of pupils progressed to universities as follows: Spain, 52%; UK, 24%; The Netherlands, 16% and the USA, 7%. In addition to two alumni pupils who previously attended Stanford and Oxford, two further pupils were offered places at Oxford and Cambridge universities in 2023.

This is further supported by a range of activities offered during a designated careers week, a well embedded careers platform (*Unifrog*) and via a highly effective counsellor. Demographics across the college continue to change with an increasing number of non-Spanish pupils. This combined with the impact of Brexit has resulted in pupils applying to a wider range of non-UK universities. The college's leadership continually revise the curriculum, including the recent introduction of IBTEC in KS4 and the IBDP in KS5, to reflect the changing demographic and broader range of needs of pupils, and to ensure pupils continue to achieve the continually high and improving standards.

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

The social, moral, spiritual and cultural development of pupils is outstanding and a strength of KCA. The values of *Honesty*, *Faith* and *Courage* are reflected across and throughout the college. The atmosphere is calm, positive and nurturing resulting in children and young people who are visibly thriving.

Pupils and staff originate from a wide range of countries, cultures and backgrounds bringing a rich and diverse community. In KCA, such individual differences are recognised and celebrated. There is evident mutual respect, tolerance and harmony throughout the community.

Pupils talk with confidence about the positive relationships they have with teaching and non-teaching staff, giving examples of care and attention they have received to address their learning and personal needs. Pastoral care for pupils is effective because of established trusting relationships along with dedicated time and reliable communication throughout the staff team: In secondary, form tutors build strong relationships with pupils in their care. There are 4 weekly pastoral meetings for form tutors and senior staff to discuss concerns, plan and organise any additional support or interventions required to address pupils needs.

Across all levels of KCA, EYFS to sixth form, pupils display as polite, confident, resilient and secure in themselves and their surroundings. Their behaviour is impeccable and their willingness to make conversation is commendable. This is visible in all areas of the campus: in classrooms, corridors, dining areas and play areas. From EYFS throughout their school journey, staff welcome and nurture pupils, taking care with transitions, encouraging their positive relationships with peers and keeping strong links with parents.

Pupils are further supported with their development through the comprehensive PSHE programme. Jigsaw provides the framework for the programme throughout primary and early secondary. The programme is used effectively by staff, particularly in situations when they have adapted lessons or programme order in response to arising needs or situations. Examples of this include addressing online safety concerns and providing additional time for pupils to participate in sensitive discussions. Pupils from the upper school confirmed the value and impact of the PSHE programme describing it as providing them with life skills that helped them manage themselves and situations that arise in school, out of school and in preparation for life beyond school. They felt that careers advice and opportunities to investigate for their future was particularly valuable.

Academic and personal achievements from in and out of school are acknowledged and praised in a variety of ways across KCA. Pupils in primary are encouraged to do their best and are rewarded with Dojo and class house points. Successes are celebrated in assemblies with certificates and Golden Table awards. Further up the school, achievements are recorded using

Class Charts with rewards such as certificates, newsletter mentions, trips out and Churros and Chocolate with senior staff. During assemblies, there is a sense of expectation and excitement as pupils support and celebrate each other's successes.

There are opportunities for pupils to develop their leadership skills and take on particular roles in the college. The Pupil Voice is a forum for democratically nominated pupils to hold discussions about moral and ethical issues and school life. Further up the school there are four active committees that are led by senior pupils. These committees discuss and participate in activities to enhance the environment, the teaching and learning, inclusion and diversity, and fundraising. The fund-raising committee choose a local charity each year and arrange fund raising events such as the Halloween disco. There are multiple opportunities throughout the year for pupils to be involved in activities in the community all of which add to their feelings of belonging, self-worth and self-esteem.

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

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

Safeguarding is a high priority for the executive headteacher and leadership team. Effective systems are in place, which are clearly communicated to everyone including staff, pupils, parents and visitors. Staff understand and effectively deploy their responsibilities of vigilance at all times.

Pupils feel safe and happy, a view also held by parents and reflected in the college's almost perfect attendance rate of 99%. Whilst the college has effective attendance and missing child policies and procedures, pupils really do want to come to college and are happy with their learning engagement, teachers and peers.

The college follows all UK government guidance and local requirements to ensure best practice in safeguarding. Safeguarding issues are discussed in a weekly meeting between the designated safeguarding lead (DSL) and the executive headteacher. It is an agenda item for all SLT and ELT meetings. This is further supported by a fortnightly meeting with the CEO of Spain (safeguarding governor) and through termly board reports for governors to ensure the highest standards are adhered to.

This is further supported through effective and embedded safeguarding and related policies and procedures. Staff receive regular training on safeguarding and related policies through *Educare* and the college's own training programme throughout the year in line with the college's safeguarding development plan. Parents also receive training through a series of workshops throughout the academic year. The college has a clear whistleblowing policy.

Strong safeguarding is underpinned by a culture of trust and excellent relationships between pupils, staff and parents, and also between pupils. This was witnessed by the inspection team throughout the visit. Pupils move around the site with care for each other, staff and visitors at all times.

Pupils feel 'heard' and respected by their teachers. Pupil voice is effective not only through the pupil leadership team and committees, who meet regularly to share their views on college matters with the senior leadership team, but also in their everyday life in lessons. In an interview with the inspection team, pupils talked openly and confidently about how their teachers ensure they feel valued. This is much appreciated and ensures pupils can focus on their learning in lessons, and able to ask questions of their peers and teachers at any time. One pupil, in a KS4 history lesson, expressed how welcomed she has been made to feel upon entering the college in 2022 with almost no English. She expressed how much she appreciated the college, and how her teachers enabled her to acquire good English and the confidence to feel fully included in lessons.

Behaviour across the college is excellent and supports strong pupil progress. This is supported by a strong rewards and sanction policy and procedures for recording behaviour incidents and rewards using class charts in secondary college and ISAMS in primary college. Pupils are regularly acknowledged for their effort, good work and attitudes. A range of reward strategies are in place including acknowledgements on class dojo, golden tickets for excellent behaviour in the dining hall, and those with the very best behaviour, are invited to meet with the executive headteacher. There are very few serious conduct issues, all of which are recorded in the college's "serious conduct log". The college is responsive to all behaviour and related issues.

There is always effective supervision of pupils within the building and outdoors during break and lunchtimes. Excellent relationships between staff and pupils ensure a calm and happy environment. Pupils of all nationalities interact with each other with care and respect.

An effective anti-bullying policy is in place, further supported by an inclusive curriculum, PSHE program and through regular assemblies. The PSHE program covers a wide range of personal safety and well-being topics, which include internet safety, health relationships and personal hygiene. It encourages open, inclusive and positive community values.

The college promotes a healthy lifestyle. There are many safeguarding related displays around the college that are effective in promoting healthy lifestyles, mental health awareness and positive relationships. The dining hall provides healthy and nutritional meals for pupils and staff with typical meals based around fish or chicken, vegetables and salad. The curriculum, including for example GCSE physical education, provides pupils with opportunities to learn about health, fitness and nutrition.

Pupils know who to turn to for help if needed. They are aware of their "trusted 5 adults" as part of the college's safeguarding practice. This is promoted in an annual assembly. Pupils also benefit from knowing they can access signposted support should they "be out of college and need help now" through a designated safeguarding google classroom page. Further safeguarding information is shared in the weekly newsletter.

The college nurse provides excellent support in developing a nurturing environment for pupils. The nurse works closely with parents to identify any physical, nutritional, or medical needs of pupils. The nurse ensures pupils access prescription medicines and manages related parental consents. The nurse and at least twenty-five staff are first aid trained each year. First aid kits, epi pens and a defibrillator are available.

The college counsellor and psychologist are highly effective; they provide valuable intervention and support for pupils given limited external social support services in the local community. Pupils interviewed by the inspection team talked very highly of their value to them and their peers.

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

The suitability of the proprietor and staff meets the standard for BSO.

KCA is owned by the IEG which is a co-educational, non-denominational international provider of private schools. The group provides a suite of policies that form the framework and underpin consistency for high standards of practice.

The majority of teachers in KCA are of British nationality and hold British qualifications. Spanish teachers deliver the lessons in Spanish language, the Spanish curriculum as required by the Spanish Ministry of Education and university entrance courses in the upper school. There are teaching assistants and interns supporting teaching and learning in EYFS and KS1.

Whilst Brexit has led to recruitment challenges due to visa processes and regulations, KCA manages unexpected teaching vacancies by recruiting local temporary teachers until the permanent position is filled. KCA senior staff attend recruitment fairs to attract new teachers, and vacancies are advertised with the Times Educational Supplement and with a UK recruitment agency.

The process to recruit new staff is rigorous and the safer recruitment policy is followed. This means that applicants are required to complete an application form with full details about themselves and previous employment history. They are interviewed face-to-face and are required to provide references. Successful applicants are required to have proof that relevant checks have been completed by providing their DBS or ICPC from the UK, or equivalent checks from their last country of employment.

At the start of each academic year, school opens ten days prior to the pupils first day so that new staff can complete a comprehensive induction programme. This programme involves child protection and safeguarding training, familiarisation of policies, procedures and practice as well as time to prepare classrooms and become acquainted with new colleagues.

There is a performance management process in place that allows teachers to set professional and personal targets with clear mechanisms to support and progress any underperformance. There is also the opportunity for teachers to take on leadership roles by suggesting projects and leading them to fruition.

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding. The college provides pupils with a fit-for-purpose, high quality and safe learning environment that strongly promotes pupil progress and academic attainment.

Classrooms are spacious, sound insulated, well lit, air conditioned and well maintained to ensure optimum conditions for learning. Pupils benefit from subject specific areas for all areas of the curriculum. Since the last inspection, several improvements have been made to The college site including the addition of a new English block and auditorium.

A number of improvements to existing accommodation have also taken place, most notably in the college's gym, library and outdoor play space for children in key stage 1. An IT suite has also been added for secondary pupils to support the introduction of computer science in the curriculum, and further complementing already excellent ICT facilities available for Year 5 – 13 pupils. In addition to the improvements already made to the staff and pupil dining areas, a recommendation for the early years in the college's previous BSO inspection, the college has ambitious plans to further improve the early years accommodation with a full refurbishment of their learning spaces over the next three years and to support the continued growth of enrolment. The college also has plans to introduce a coffee shop for staff and sixth form pupils to reduce pressure on the college's dining areas.

Outdoor space is utilised well by staff and pupils during lesson and breaktimes throughout the day. There are specialist teaching spaces for PE teaching including an astroturf pitch, basketball courts/multi-sport area. The college further enhances PE provision by utilising specialist facilities in the community including for water sports, golf and athletics to reduce timetable and access to recreational spaces during breaktime. A review of how outdoor space is designated may provide the college with opportunities for further improvements.

Safety of all pupils, staff and visitors is a priority for the college's leadership team. The college meets local and national standards relating to building regulations checked on a biannual visit by the Comunidad Valenciana. The college site is safe and secure. The site security is overseen by the college's maintenance team. The team consists of five members with an on-site team leader and overseen by the group's head of administration.

Visitors are required to sign into and out of the building, wear ID cards whilst on site and required to sign out when leaving the college premises. A robust staff and parent ID system provides further security as entry points to and within the college are controlled by a magnetic door locking system.

The college site is very well maintained by the maintenance and cleaning teams before, after and throughout the college day. The maintenance team leader ensures the site is clean and ready to safely receive pupils and staff each morning.

The college's health and safety related policies and risk assessments further enhance student safety. These are overseen by the college's health and safety officer (HSO). The HSO is further supported by meeting with the executive headteacher once every two weeks and by a central health and safety lead for the Inspired group of colleges.

The college benefits from separate toilets with wash facilities on all floors in each building for staff, pupils and visitors. Custom built disabled toilets with handrails for support are also available on each floor, accessible using the lift, which has sufficient space for wheelchair access. Currently, one student utilises a wheelchair and has full access to the building. Changing rooms and hot water showers are available for secondary pupils.

There is a plentiful supply of clean, temperature controlled and filtered drinking water available in all buildings via dispensers on each floor around the site, which pupils are strongly encouraged to use. Outdoor water fountains are also available.

The *Comunidad Valenciana* ensures the continued suitability of the dining hall to prepare and serve food for staff and pupils. The college maintains records of all related certificates demonstrating compliance to required standards.

The college complies with all local regulations on fire safety requirements. The college carries out regular checks of fire extinguishers and the fire alarm system to ensure continued operational effectiveness. Staff and pupils benefit from regular fire drill training and the college carries out at least one fire drill per term. The college carries out an evaluation of all fire drills to include feedback from staff, reviewed by the HSO and executive headteacher. Accurate records of fire drills are maintained and were available during the inspection. The college also carries out lockdown drills.

The college has a full time, on site nurse with a dedicated office and well-resourced, secure and confidential nursing station where sick pupils may be treated. Access to the nursing station is strictly via the college nurse or the leadership team. Twenty-five staff, on a rotational basis, receive externally provided first aid training, and fifteen receive automated external defibrillator (AED) training on an annual basis. First aid boxes are carefully positioned around the college in the areas detailed below and a defibrillator is placed in reception.

Robust policies and procedures ensure pupils are safe during college trips. The college nurse provides staff with appropriate medical information, which ensures they can respond to any pupils with medical issues appearing whilst offsite. A teacher with up to date first aid training, in alignment with the college's trips and visit flowchart, accompanies all college trips.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by KCA to parents, carers and others is excellent.

KCA is rightly proud of the relationships with parents and other stakeholders; they mean it when they say that if a child is enrolled in the school “the whole family joins the Kings community.” There is a regular flow of information including an informative website, prospectus, handbooks, a social media presence, WhatsApp group, weekly newsletters, informal coffee mornings, letters about key changes, for example building improvements and staffing updates, calendars of events, celebration events, social events and the use of digital technology to help parents engage in their child’s education. In addition a parent committee has recently been established. The school also engages with the local community through charity events and storytelling sessions. Alumni are welcomed back to the school to share their experiences with older pupils.

Parents describe the school as “accessible, listening and responsive.” They feel communication is fit for purpose and welcome recent changes to newsletters making it easier to find the information they need. They say the school is proactive about dealing with concerns so concerns rarely become major issues. Staff and other stakeholders describe communication within school as enabling them to fulfil their role. The ‘week at a glance information’ was cited by staff as a really useful way of keeping everyone informed. Inspectors were provided with all the information necessary to fulfil their role.

The school’s website, prospectus and parent handbooks provide parents with information about the school, admissions, curriculum, teaching and important policies. This includes behaviour, anti-bullying, exclusions, provision for pupils with special educational needs and English as an additional language, Relationships and Sex Education, Health and Safety, First Aid and Safeguarding. In addition the prospectus has an overview of teaching and learning for EYFS, primary and secondary education. The website also includes contact details for the school, the Board of Directors, links to the Kings Group and Inspire Education, complaints procedure and previous BSO inspection report. Academic achievement is celebrated on the website alongside university offers and pen portraits of pupil achievement.

The school’s motto (*Always aspire to be the best you can be*), vision (*to be at the forefront of British education internationally*), mission, and unique approach to teaching are clearly visible throughout the website and through displays within the school. The website also outlines the aims of the school and key strategies to support their aims, values and beliefs. Motivational posters around the school reinforce key messages.

Parents receive information about their child’s progress through parent-teacher consultations and regular written reports. Reports sampled focus on attainment and learning attitudes with both grade and summative comments. There is guidance to help parents understand what the grades mean in both English and Spanish. Some reports contain targets for the future

which help the older secondary pupils prepare for public exams. Parents feel that they have a good understanding of their child's progress and areas for development. The use of 'class Dojo' in EYFS and primary and 'class charts' in secondary ensures a regular sharing of information both academically and socially. Where pupils have additional needs or issues with English language acquisition there is frequent dialogue involving staff, external professionals, parents and pupils. Everyone's voice is valued.

11. Standard 7

The school's procedure for handling complaints

KCA has a clear written complaints procedure which is available to pupils and parents on the website. The procedure is ratified by the Inspired Group and reviewed annually by them. It details specific steps taken to resolve any issues, in line with best UK practice. This includes clear timescales at all stages of the process. It fully meets the standards for BSO.

The procedure allows for complaints or concerns to be made initially on an informal basis. There is clear guidance as to who to approach when raising concerns including concerns about EYFS, external exams and the IB Diploma. Concerns can be escalated from the class teacher to senior members of staff. If the concern or complaint relates to the conduct of a member of staff it is immediately dealt with by senior staff. If there is no resolution on an informal basis there is an opportunity to move to a written formal complaint. This is dealt with by the Executive headteacher.

If after a full investigation the parent is not satisfied with the response, the matter is referred to the Kings Group CEO for Spain for consideration by a complaints panel. This panel consists of at least three people who have not been involved in the matter, at least one of whom is not part of the management of the college. Both parties submit their evidence to the panel before the hearing. The complainant may be accompanied by a supporter to the hearing. Decisions are made by the panel by means of a majority vote. The panel's decision and recommendation are documented in a written report, which is sent to both parties for factual checking before a final report is completed.

Confidential detailed written records are kept of all complaints and concerns raised. Since the last inspection only one formal complaint has been received. The concern log details a number of concerns successfully resolved with parents. Some concerns have led to changes in practices or procedures. For example, menus have been provided in English and Spanish and collection times have been staggered to alleviate congestion. KCA monitors the concern logs for trends.

12. Standard 8 Leadership and management of the school

The leadership and management at KCA are outstanding, as is governance by the IEG. There is a clear alignment of values and forward-thinking strategies.

The success of the school is exemplified by its clear statement of being a ‘no shouting’ school. This culture, driven by the highly effective executive headteacher and his team, secures and maintains staff-pupil relationships that are excellent. There are high expectations of academic success, pupil behaviour, respect, courtesy and exemplary manners.

An extensive overhaul of the college leadership structures was undertaken and implemented in September 2023. This has led to structures which are fully focussed on meeting the needs of the pupils as effectively as possible.

The college executive leadership team (ELT) is made up of experienced primary, secondary and executive heads and a *director técnico*, with over fifty years of combined experience leading good and outstanding schools. They are supported by well-established and more recently appointed Assistant Heads and strong middle and extended leadership teams.

There is a clear commitment to excellence in all matters. The college provides an inclusive and enabling environment in which pupils feel safe enough making mistakes and to learn from them.

The ELT agrees annual priorities for the whole college each year. These form the framework for the secondary and primary school development plans (SDPs). Individual SDPs contain clear, ambitious but achievable targets and timelines for improvement. These are reviewed throughout the year. The SDPs are ‘live’ documents that are adapted as necessary to suit the needs of the pupils.

The ‘competency based’ recruitment process, coupled with group tasks, evidence of teaching and one-to-one interviews, enable the recruitment of excellent teachers. It also allows the college to focus on recruiting teachers that fit the school’s context: as such staff turnover has been low this academic year, with a 50% reduction in teachers leaving.

The school’s day-to-day organisation is outstanding, supported by high quality administrative and financial support.