



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College

The British School of

Panama

Date **25th – 27th November 2019**

Inspection **20191125**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

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

During the inspection visit, over 80 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Dr Mark Evans. The team members were Sue Croft and Jessie Joubert.

2. Compliance with regulatory requirements

King's College, The British School of Panama (KCP) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

King's College, The British School of Panama (KCP) is a good school with many excellent features: it is making outstanding progress.

3.1 What the school does well

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

- there is a clear vision of excellence, which is increasing driven by sensible use of data;
- a robust set of systems has been developed and underpins the progress being made;
- the senior leadership team is working hard to build capacity, and this is beginning to be effective, despite high levels of staff and pupil turnover;
- relationships between staff and pupils, and between staff and parents are very strong;
- spiritual, moral, social and cultural development of the pupils is excellent - a strength of the school;
- the curriculum is developing well – it is increasingly offering appropriate challenge for all pupils;
- the best teaching is outstanding – pace, challenge and pupil engagement are strong in these lessons;
- provision of information for parents is another strength of KCP – parents reported high levels of satisfaction;
- pupils too are enthusiast about the school: for example, they love the house system and reported 'great assemblies';
- developments at KCP have been driven by the passionate and energetic headteacher, whose positive impact on the school has been remarkable;
- along with support from her senior leadership team, they are a strength of the school.

3.2 Points for improvement

While not required by regulations, the school might wish to think about the following points:

- improve the quality of teaching so that it matches that of the best;
- consider an even more focussed, flexible and needs driven approach to the teaching of pupils who speak English as an additional language (EAL)
- embed all the recent policy, procedure and process changes, developing a measured approach to checking on the impact each has had.

4. The context of the school

Full name of School	King's College, The British School of Panama				
Address	Edificio 518, Calle al Hospital Clayton, Panama City, Panama				
Telephone Number/s	+507 282 3300				
Fax Number	n/a				
Website Address	Kingscollegeschools.org/panama				
Key Email Address/s	admissions.kcp@kingsgroup.org mail.kcp@kingsgroup.org				
Headteacher/Principal	Nicola Lambros				
Chair of Advisory Board	Damion Potter, Her Majesty's Ambassador to Panama				
Age Range	3 – 18 years				
Total number of pupils	398	Boys	197	Girls	201
Numbers by age	0-2 years	0	12-16 years	95	
	3-5 years	90	17-18 years	7	
	6-11 years	206	18+ years	0	
Total number of part-time children	3				

KCP is a co-educational day school for pupils aged between three and eighteen years. It is situated in a residential area which is six kilometres from the city centre. It opened in 2012 when the previous nurses' home and officers' residence was refurbished to create KCP.

There are currently 398 students on roll. The school is divided into three sections according to age: the Early Years Foundation Stage (EYFS) with pupils under five years; a primary section with pupils aged five to eleven years; and a secondary section with sixth form, for pupils up to the age of eighteen years. The school has two classes in each year up to Year 7. Year 8 and above has one form entry. The school presently has a small sixth form of 17. The first set of A Level results are expected in August 2020.

The school is in the process of building a large campus approximately one kilometre from the current site, due to open in 2022.

The school is governed by the King's Group board of governors, which takes all strategic decisions, delegating more detailed planning for all its schools to the individual leadership teams. In common with all Kings Group schools, it operates under the direction and management of the chief executive officer (CEO) and the Headteacher, supported by the Chief Academic Officer.

4.1 British nature of the school

KCP is the only school in Panama that is British in style and character. The defining features that make it unique include the following:

- The school follows the National Curriculum for England, with GCSE, A-level examinations and Cambridge English examinations.
- 97% of teachers, with the exception of Panamanian language teachers, have British teaching qualifications: all teachers are highly experienced in teaching the English National Curriculum.
- Weekly class assemblies in EYFS and primary, and regular assemblies in secondary cover a variety of themes ranging from King's values to aspects of British culture – one pupil said "...assemblies are great. We get rewards that make us feel really proud!"
- The structure of pupil voice in the school reflects the British value of democracy, as does the democratic processes for the election of head boy and head girl.
- Personal Social Health Education (PSHE) lessons include subjects such as discrimination and inclusion.
- All lessons (apart from MfL and the Panamanian curriculum) are taught in English.

- All in-service training (INSET), including on safeguarding, follows British Schools Overseas (BSO) and Department for Education (DfE) guidelines.
- All UK Government guidelines are followed, provided there is no direct conflict with Panamanian law.
- There is a partnership with sister schools group, King's Group Academies, which are state schools in the UK, with whom resources are shared at leadership level.
- Recent visitors from the UK include: Stuart Klime, who ran the assessment lead program (staff INSET); Richard Hunter, school improvement partner (Staff PD); Robin Watts (safeguarding trainer), and Katie Whitcombe and Wendy McClelland (Talk4Writing trainers).
- Where appropriate, staff attend INSET in the UK.
- The school is a member of the Association of BSO and of COBIS.

5. Standard 1

The quality of education provided by the school

The quality of education provided is good with outstanding features. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is outstanding.

The KCP curriculum is broad, balanced, relevant and supportive to the needs of the students. The policy that underpins it sets learning in the context of the English national curriculum. It is well supported by well-designed schemes of work that ensure pupils can transfer to the UK with ease. There are also long-, medium- and short-term curriculum plans with a focus on 'Challenge for all', Literacy and assessment for learning (AfL) developed at KCP in the last year. The policy sets high expectations of pupils' attainment, using the CAT4 'if challenged grades' to set minimum expected grades for pupils to achieve at the end of Key Stages (KS) 2 – 5. There is also an aspirational teacher target grade for the end of KS3, 4 and 5. The full-time supervised education provided for pupils of compulsory school age, meets local requirements. Panamanian Spanish and Panamanian studies are incorporated into the curriculum as required by Panamanian law.

The principal language of instruction is English. Thorough curriculum mapping activities ensure progression and continuity of learning. There are 12 subjects offered at GCSE and 11 subjects at A-level, as well as the Extended Project Qualification (EPQ). There is a well-developed careers and university guidance program. Key Stage 5 pupils can also participate in online courses during form time to expand the breadth of their studies. Each student has a leadership role and is actively encouraged to participate in leadership activities, including environmental projects, yearbook organisation, mentoring and coaching of new students. The 'VIP customer service' regularly work with younger students in the school, especially in EYFS.

The primary school introduced a new maths curriculum in the last academic year to address specific areas of development in certain skills. This has led to greater rigour in the primary mathematics curriculum with report data demonstrating the resultant impact with 90% of year 6 and 81% of year 2 students respectively, making at least expected or more than expected progress in mathematics in Term 2.

Internal analysis by the school indicated that writing levels were an area for development. As a response, *Talk for Writing* was introduced across years 1-6 during the course of this academic year. End of Key Stage internal report data demonstrates

the resultant impact with 84% of Year 6 and 81% of Year 2 students respectively, making at least expected or more than expected progress in writing in Term 2.

The school follows the Early Years Foundation Stage Framework (EYFS). Both the nursery and reception classes design their curriculum to ensure that pupils undertake a broad range of learning activities linked to these key goals. Regular opportunities are incorporated for teachers to monitor and evaluate pupils' progress in relation to these early learning goals.

The curriculum addresses the spiritual, moral, social and cultural needs of the students within the context of British values. This is supported by a thorough and wide-ranging PSHE curriculum, recently rewritten to be even more appropriate to the specific needs of the school community.

Trips, visit and focus days enhance the academic curriculum. These include, for example, a visit to a farm for the nursery children, a trip to Gamboa rainforest reserve in KS1, a trip to Miraflores lock on the Panama canal in KS2 and a trip to a water plant and aquifer for KS3. The school has developed a range of 'Drop Down' days to enhance and broaden the curriculum further. These are topic days are focussed on and reinforce the fundamentals of British values such as the rule of law, mutual respect and tolerance. Examples include arctic/science webinars, sexual health and healthy relationships.

The school promotes multi-lingual learning: all KS1 and KS2 pupils study Spanish. This combines with timetabled French at KS3, which resulted in 100% of pupils attaining A/A* in French as well as 100% A/ A* in Spanish in 2019 GCSE examinations. Most pupils take Spanish GCSE in Year 9 and A Level in Year 11.

There is also a rich and varied extra-curricular and lunchtime enrichment program. Teachers attempt to foster a love of learning through these extra-curricular activities, at the moment, take-up is more than 70%. Pupils from KS1-5 have a weekly program available to them before, during and after school that has been developed to ensure a balance between sporting, creative, practical and academic learning opportunities focussing on developing pupils' values, attitudes and skills. These range from model united nation, taekwondo, ballet, art, needlework, choir and piano lessons.

The introduction of art at IGCSE in 2018 and specific soft skills lessons in secondary in 2019 has further enhanced the curriculum. Design and technology, and drama were introduced into KS3 in September 2018. As a result, pupils have an increased opportunity and confidence to express themselves creatively, as demonstrated by the end of year production which saw them contributing to the set design, poster design, programme design, working both on and off stage.

PE is compulsory taught across all key stages to encourage healthy, active lifestyles amongst the pupil population. Sporting participation plays a significant role throughout

the school with pupils able to compete in a whole range of individual and team sports. Examples include the Canal Cup where students competed in running and tennis, friendly matches of football, basketball and volleyball against Balboa Academy, The Metropolitan, ISP and Christian Crossroads schools. Recently pupils attended a swimming skills development school run by a retired Olympian. School swimmers compete in swim meetings hosted by the International School of Panama.

Debate and MUN helps broaden intellectual curiosity as well as broadening pupils' exposure to modern day politics and practise as well as discussing controversial topics such as termination of pregnancy, suicide and the treatment of drug offenders. The introduction of secondary and a primary school choirs along with piano lessons has supported the further development of music within the curriculum. STEAM coordinators have just been introduced into the secondary school, which provides students with opportunities to engage in weekly STEAM activities. Competitions and co-curricular activities are planned for the year.

The accelerated reading (AR) programme in secondary and years 4-6 is encouraging a love of reading and literacy. The results so far suggest progress made across a single term is very good.

5.2 Teaching and assessment

The quality of teaching and assessment is good, with some excellent features. Most lessons are at least good and a small proportion are outstanding.

Most teachers have excellent subject knowledge and a good understanding of pupils' abilities. Tasks and activities are planned appropriately. The school makes increasingly good use of external data to inform planning and intervention. Pupils were well orientated with lesson plan non-negotiables (WALT, Must, Should and Could, detailed seating plans etc.). In the best lessons, pupils received the level of challenge they require to sustain interest and make strong progress.

The relationships between pupils and teachers are excellent. In EYFS, the teachers use 'in the moment planning' to ensure that pupils' interests and passions are followed and used to promote progress. Adults use open-ended questioning to engage the children in conversations and prompt their creative thinking.

Sometimes, however, pupils remain unfocussed for too long. In KS1 and KS2, pupils clearly enjoy their learning and appreciate the efforts of the teachers to make learning interesting. On a few occasions, there was too much teacher-talk, and not enough practical activity to keep all the pupils truly engaged. In secondary, most teachers had warm relationships with their classes. Lessons were well planned and pupils who required extra support were usually noted.

Teachers in EYFS and KS1 are appropriately flexible in their approach, adapting their practice to the needs and interests of the pupils. They mainly create secure and safe environments where there is no fear of failure, and pupils persevere in their learning. Continuous provision is used effectively and at its best, enables pupils to explore, challenge themselves and become independent in making choices. Teachers ensure that there is a stimulus for play to ensure creative and purposeful learning.

In Key Stage 1 and 2, topics are introduced with a strong stimulus, for example the visit of the *Cat in the Hat* to year 1. Topics finish with a final presentation or activity, often to an audience, such as the Rainforest books by year 2 pupils, read to parents.

Across the school, when lessons were outstanding, the quality of teacher-pupil relationship drove learning at pace. Similarly the dynamic pace and inherent challenge of lessons promoted brisk learning. The integration of the school reward systems, peer assessment, pupils leading learning and teacher input are strong. Pupils were excited about learning and achieving. The student voice teaching and learning survey in secondary, showed 82% of pupils thought their teachers were knowledgeable and passionate about their subject.

The level of challenge in most language classes was at least good, with some outstanding lessons. For example in some KS1 and KS2 English lessons, the positivity of the teachers

really supported excellent learning. Detailed verbal feedback was also a feature of these outstanding lessons.

In the lessons across the school that were outstanding, planning and content matched pupils' ability well and allowed consistent steady challenge throughout the lesson. In language lessons, senior pupils responded well to their teachers' encouragement to engage using only the subject language. Pupils clearly felt safe to experiment with language, to make mistakes and to respond to correction in these classes. Teachers were confident in their delivery.

In the good or better lessons, the use of 'most, should, could' activities were aligned to pupils' abilities. Teachers demonstrated good subject knowledge and consistent use of scaffolding and progress checks to ensure pupil engagement. Praise was well moderated and considered. In EYFS, the best teaching encouraged the pupils to explore and activities were differentiated well. In secondary, complex topics such as 'The Wall Street Crash' and 'Urban to Rural – Rural to Urban Migration' required several check points: there was sensitive allocation of time to ensure some pupils could recall and assimilate prior learning.

The features of the less good teaching included teachers not managing to progress through their lesson plans and struggling to unite pupils on the learning foci. The strong focus on learning is missing in these lessons. On one, for example, the additional adult was planned to support pupils, but did not actively assist the teacher to facilitate learning. In other lessons too much teacher talk prevented sufficient challenge and wasted time, even though pupils were well behaved.

Excellent behaviour in most lessons ensures that pupils learn and make progress. But when teachers plan for a limited range of activities, and the differentiation is solely verbal, pupils' rates of progress slow.

In some classrooms, the quality of display is high, for example in the nursery. There is an excellent balance between pupils' work for celebration, and teacher/commercial items to support learning. However, this is variable throughout the school. In the main, displayed pupil work is neat and includes some target language linked to pupil outcomes but not all displays support AfL. Displays in corridors are attractive but less supportive of learning than those in classrooms: the latter often have pupils' work displayed in context with learning expectations.

The quality of assessment is good. There is a policy in place to guide the assessment of pupils' work. Book scrutiny is evident as well as quality assurance check points, but whilst some is excellent, the quality of the marking across the school is inconsistent. In some of the lessons observed, viewed exercise books were marked in line with planned workbook scrutiny monitoring dates.

Most pupils are well motivated, engage well throughout lessons and visibly enjoy learning. In some of the best classes, teachers used oral techniques effectively to

enhance learning, assess learning and to probe knowledge and understanding. In secondary mathematics class, routines and use of the house point system were well incorporated into lessons and pupils were clearly excited and motivated to learn.

The deployment of support teachers and teaching staff mainly allows pupils to make progress in their classes. Learning support is planned according to identified needs: systems for identifying pupil need and allocating appropriate support staff are in place with pupils' strengths becoming evident as assessment points/data becomes available to triangulate impact. Most teachers plan support for pupils with EAL, but the provision is variable in quality. EAL pupils are sometimes not challenged enough in lessons.

Detailed seating plans annotated with key data such as CAT4, NGRT and PASS supports teachers' planning and pupils' learning. In a few lessons, where the pace was slow, learning was less effective and low level disruptive behaviour was seen.

Formative and summative assessment information is reported at fixed points throughout the year. CAT4, GL Progress tests underpin departmental SEFs in upper primary and secondary. Pupils are CAT4 tested biannually in Years 3, 5, 7, 10 and 12. Progress tests are administered annually in May/June, the GL PASS and NGRT are administered in October. CAT4 tests were first administered in 2017. Assessment data, both internal and external, is centralised.

The school has invested in significant supportive training of their staff in data management and analysis in order to understand and cater for their pupil cohort. The understanding and impact of using data is not consistent across the school, but where there are varying levels of confidence, leadership is aware and supportive.

Procedures and tracking have been established since September 2018 and are appropriate to the age and stage of the pupils. Regular pupil progress review meetings are held to discuss data and identify pupils who need intervention and to establish action plans for them.

Other measures of progress recorded at KCP include attendance, skills development and behavioural attainment. Pupils are assessed on their attitude to learning, organisation for learning, independent learning, English for Learning and their willingness to speak English.

The school is proud of the improvements made to the quality of learning and teaching, including through the teacher review and development process, the school's quality assurance process and the introduction of instructional coaches this academic year.

5.3 Standards achieved by pupils

Standards achieved across the school are good: some pupils make excellent progress.

The proportion of pupils meeting and exceeding expected outcomes in English and mathematics is high compared with UK national figures. Pupils also perform significantly better with 95% in grades 9-4 (30% higher) than the UK national average in GCSE results.

The standard of attainment on entry into the Early Years is good. During their early years at KCP, pupils make good progress. By the end of the primary years, most achieve well.

Pupils whose chronological age is below that expected for their year group are referred to as 'Young Learners' at KCP. At the time of reporting, 27.45% of pupils were Young Learners, which has a significant impact on the school.

90.1% of pupils speak English as an additional language. They are predominantly Spanish speakers (Panamanian 23.1%, Columbian 19.2% and Spanish 7.7%). Other notable groups include pupils from Dutch and Chinese descent, 7.7 % and 7.7% respectively. EAL pupils and new arrivals to KCP in primary receive targeted 1:1 with many exceeding expected levels of progress.

The use of external data allows KCP to have confidence in their pupils' achievements, to track cohort and individual progress and map KCP's academic attainment against national averages. Pupils are assessed on entry to the EYFS, and their progress is constantly and consistently monitored through ongoing observations and teacher assessment. In 2019, 84.5% of pupils achieved average or above English scores, a strong result given that over 90% enter school speaking little or no English. They also have a 4-month deficit in age compared to pupils in the UK. At the end of KS1 in 2019, 77% of pupils achieved average or above English scores with 33% achieving above average scores, while 77% achieved average or above and 21% above average scores in maths. In KS2, 93% of pupils achieved average or above English scores with 36% achieving above average scores, and 86% average or above in mathematics with 10% above average. These results all compare very favourably with the UK and other similar schools.

In primary, 92% of students on the EAL program made at least expected or higher than expected progress in English by the end of the academic year and 85% made expected or higher than expected progress in mathematics.

Similarly, in secondary at the end of Key Stage 3, 86% of pupils achieved average or above and 36% exceeded expected levels in English. In mathematics and science, at the end of Key Stage 3, progress tests show that 100% of pupils in secondary met or exceeded expected levels of progress with 79% exceeding expected levels in science and 71% exceeding expected levels in maths.

In lessons seen, progress was mainly good or excellent. Lessons which were outstanding and/or had elements of excellence ensured that both the pace and challenge of the lesson were cognitively appropriate.

Learning support is offered to pupils assessed as having specific needs and EAL. The school's new full time head of inclusion works across the whole school. There are 26 pupils on the EAL register, pupils are assessed and their abilities mapped against the Common European Framework (CEFR), at levels Pre A1-A2/B1 KET/PET. Both primary and secondary pupils are supported. Parents reported that they welcomed the school's English learning support.

Pupils in secondary make good use of the Accelerated Reader: participation is 85%. In KS3, good progress and engagement are evident (94-100%); in KS4, less progress is seen and pupils' engagement with the literacy tool is significantly lower.

There are 41 pupils on the SEND register of which 60% and 40 % achieved expected or exceeded the expected level of attainment, in English and mathematics respectively.

In 2018/2019 the vast majority of pupils gained 100 % iGCSE A*- C in all their subjects. Pupils completed iGCSEs on both the old grade system and the new level system, so for consistency, the school reported attainment as 'grade only' attainment to simplify reporting. Most pupils sit their iGCSE Spanish in Year 9. The 2018/2019 pupil cohort received individualised targeted support, after the January 2019 iGCSE mocks. The positive impact of this was specifically seen in computer science, mathematics and English achievement.

The 2019/2020 GCSE cohort is larger than the previous years' cohorts, 2017/2018 and 2018/2019 cohorts both had 8 only, whereas the current cohort has 18 pupils. Leadership noted that as cohort sizes grow the intervention staffing capacity will become less concentrated. Statistical data on groups has fragile validity with such small numbers, but KCP performs significantly better with 95% in grades 9-4 (30% higher) than the UK national average in GCSE results. The overall trend in GCSE results is positive: overall results for A*-C were up from 89% in 2018 to 95% in 2019. Subject specific results for 2019 are shown below, but the cohort size was 8:

Subject	A*-A (%)	A*-B (%)	A*-C (%)
English Lit	50%	83%	100%
English Lang	67%	100%	100%
ESL	0%	50%	100%
Maths	55%	55%	100%
Science	44%	66%	84%
French	100%	100%	100%
Spanish	100%	100%	100%
Global	25%	50%	100%
Comp Sci	57%	70%	100%
Phy Ed	0%	66%	100%

KCP's founding A Level pupil cohort sits examinations this year. In readiness for life beyond the classroom, KS4 and KS5 are supported by the new appointment of a higher education guidance counsellor. She has supported sixth form choices/applications to universities in England, USA and Canada. Pupils have access to Fast Tomato, Unifrog and have been exposed to university fairs and university visits as well as speaking with a variety of working professionals. Moreover, Year 10 carry out a week of work experience in Term 3; a successful careers Fair was introduced for the first time in June 2019.

Outside of the classroom, some pupils perform activities very well, with many participating in sports at national and international level. Each year pupils enter, and sometimes win, competitions covering various subjects.

Attendance figures to date for primary and secondary are 94.2% and 95.1% respectively. For the days of the inspection, attendance was 93.7%. It was noted that the first two days of Term 1 were normally poorly attended. In school, punctuality and transition between lessons is good. Areas of tardiness in transition are corridor areas where pupils need to access lockers.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The provision for pupils' spiritual, moral, social and cultural development, and its impact on the personal development of pupils is outstanding. It is a strength of the school.

The integration of objectives from PSHE in the school curriculum and school life has been a focus in 2019/2020 this is evident in corridor and all classroom displays. KCP's ten core values include tolerance and respect: these reinforce the Kings' motto of *Honesty, Faith and Courage*.

Pupils in primary and secondary enjoy assemblies. A member of the primary student council noted, 'Assemblies are great - we get rewards! Pupils also commented on how well the house point system is currently working and said that the recognition in assemblies made them feel proud. Nursery-KS5 join in the Panamanian 'Civic Act' which takes place weekly. The Panamanian and school flags are raised and the Panamanian national anthem is sung. The assembly is led by the headteacher and the Panamanian department, who share a reflection of the week and a focus on how pupils can support the achievement of UN Global Goals.

Pupils benefit spiritually and educationally from 'seeing different things' on their school trips. Termly trips and visits are planned for each year group, these range from farm visits in nursery to year 6 visiting a recycling plant, and theatre trips in secondary. Local residential trips and international trips also take place. Pupils have a choice from a range of ECAs, which enhance their personal development. 24% of pupils attend more than two clubs. The activities include craft/cross stitch, storytelling club, guitar, bench ball, board games, taekwondo, speech and debate, basketball, music, art (primary), yoga, chess, football, ballet, Chinese, construction club, gymnastics, girls' football, learning with Lego, athletics, cross country, French, drama club infants, mindful kids club, circuit training, STEAM, Model United Nations. Three of the clubs, the school newspaper, creative writing and dance club are run by sixth form pupils, enhancing their leadership skills.

KCP pupils have the opportunity to develop beliefs and principles which include religious values, through the PSHE curriculum, assemblies, timetable and teaching time, where pupils are encouraged to share and respond to personal beliefs and ask 'big' questions. Pupils have a strong understanding and respect for the beliefs of others and nurture their own sense of identity, place and value in the world. They have and enjoy opportunities for quiet reflection time. Extracurricular yoga and mindfulness is delivered after school for primary and in lunchtimes for secondary.

Secondary pupils noted that teacher-student relationships were strong. They enjoy studying and discussing a range of progressive themes which promote awareness and critical thinking. In addition, pupils commented that there were a lot of opportunities for them to undertake activities. They also like that the teachers provide pupils with a lot of information about their progress.

Pupils have an excellent awareness of moral codes and choices which is clearly seen in the excellent behaviour and adherence to school rules. Pupils receive positive reinforcement for displaying the KCP core values, receiving house points or being awarded 'Star of the Week', where children are nominated to receive the class trophy for the best display of core values that week in school.

Social development is excellent. Pupils use a range of social skills both inside and outside the school in their roles and responsibilities. They participate in lesson observations, end of term productions, cross-curricular enterprise projects and run buddy/mentor mediation systems. They cooperate well with others and resolve conflicts effectively, as seen in the school's mediation practices.

Other in-school activities which support moral and social development include assemblies, pupils leading assemblies, pupil leadership – primary and secondary student councils, house system, house points, award ceremonies, celebration assemblies (for both in and out of school accomplishments), celebration certificates, trophies and class charts. Pupils who participate in individual and team sports have the opportunity to compete in school and in friendly matches/meetings with other schools in Panama.

Primary pupils also have the opportunity to take on minor leadership roles within their class. Furthermore across the school, the Primary and Secondary School councils, head boy and head girl, and house captains are all elected by pupils. In the Secondary school the introduction of Community, Conservation, Communication and Wellbeing ambassadors has successfully provided even more leadership opportunities and led to increased pupil voice.

Most pupils have a good understanding of how to live a healthy lifestyle. Pupils understand the health value of the canteen food, even though it might not be their first choice for a meal, but that it is good for them.

KCP pupils are from a diverse range of cultures, as is Panamanian society. Pupils interact sensitively and celebrate multiculturalism e.g. Panama Day, Chinese New Year, Christmas, Easter, the Summer Fair where there are stalls from each of the pupils' home countries. Pupils spoken to, all enjoyed school and described staff and pupils as 'kind'. Pupils understand and respect the school's behaviour policy. They recognise wrong behaviour.

Pupils feel confident and comfortable about asking for help from their teachers and peers and pupils readily offer that support when it is required. Many teachers use a range of high quality questioning techniques to encourage pupils' voice and reflective thinking in their lessons, creating a positive learning environment in which all pupils are able to clearly articulate their thoughts and feelings.

7. Standard 3

The welfare, health and safety of the pupils

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

Pupils are exceptionally well cared for. They and their parents feel secure and safe at school and on educational trips.

There has been a specific Health and safety officer in appointment since 2018 and a deputy since sept 2019. There a regular safeguarding training, and staff know where and how to record concerns. There is a weekly safeguarding meeting. In secondary, 'pupils of concern' meetings take place for all staff every Friday after school. The designated safeguarding lead (DSL) and the deputy DSL have weekly meetings with the school counsellor: the headteacher meets with her on a monthly basis.

Most pupils agree that they are safe and well cared for. The vast majority of pupils stated that they respected their teachers. A great example of this was seen in a primary class, where classroom time was devoted to talking about feelings, and how they might feel when they wrote messages for the concern box. The teacher dealt sensitively with all concerns, asking about why they felt a certain way, and how they felt they could solve the worry. Students were thoughtful in their answers.

Parents stated they were very confident in the school's procedures for welfare, health and safety, and felt their children were safe at the school. Parents commented that response time to concerns was quick. First one contacted the child's teacher, and then if necessary, the senior leadership team (SLT). There are also open forums for parents on safeguarding, positive parenting and bullying, as well as for students.

Regular staff safeguarding training ensures staff are fully aware of how and where to record any concerns with respect to neglect, abuse or exploitation. This training has led to a strong culture of vigilance that actively promotes the pupils' welfare. Access cards are needed to enter different areas of the school. Safeguarding procedures are clearly communicated to visitors and parents, as well as staff. KCP complies with current UK guidance on extremism and the prevention of radicalisation. It has an effective firewall system that prevents pupils from accessing harmful material if they are connected to the school network.

Pupils' behaviour is excellent in lessons, in corridors, and at breaktimes. They are responsible and polite, and show good consideration to one another. There are many opportunities to celebrate success and for pupil voice to be heard. Data triangulation, using PASS and standardised test information, has led to interventions put in place by heads of key stage. As a result, pupils are supported in their learning including using mentors, reports and individualised learning plans.

Mental health awareness weeks, mental health first aid training for staff and regular safeguarding updates in briefings, ensure safeguarding and wellbeing is kept at the top of the agenda across the school. Anti-bullying audits help to give students voice on a sensitive issue. Lunch time drop in sessions for primary and secondary students with the school counsellor and head of inclusion are well attended. Pastoral care is well embedded.

Because of the good relationships and the culture of vigilance, incidences of bullying are rare (7 concerns raised between May 2018 and May 2019). Those that do arise are dealt with rapidly and fairly, in accordance with the school's anti-bullying policy.

The health and safety committee meet weekly and create action plans, and ensure all procedures and policies comply fully with government legislation and guidance. The health and safety officer is responsible for the implementation and monitoring of the policy and procedures; he meets regularly with the health and safety specialist from King's group central services in Madrid. He ensures compliance with fire standards and completes a regular checklist to ensure continuous monitoring of standards in each area of the school. The catering company ensures compliance and safety of the kitchens.

KCP complies with all local regulations on fire safety: annual inspections are carried out by the relevant authorities. The alarm system is regularly tested to ensure it is in full operational order and regular checking of extinguishers and all other fire equipment takes place as required under Panamanian law. All staff and pupils are familiar with evacuation procedures and at least one fire evacuation drill per term is carried out.

There is a full time, qualified nurse present in school who is always on duty during break and lunch times to ensure all pupils receive prompt first aid if required. The KCP first aid policy and procedures ensure that first aid is administered by well trained staff as required, in a timely manner. First aid boxes are carefully positioned around the school and a defibrillator is placed in reception next to the nurse's office. Some 20% of the staff are first aid trained, with yearly face to face and online training in first aid for all staff to ensure all staff have basic first aid. First aid kits are distributed around school: epi-pens and inhalers have been made available for emergency use on every floor of the school.

There is a robust educational visits policy, monitored by the head of primary and secondary. It ensures risks are mitigated by accurate, prior identification and effective action. School site risk assessments are carried out by the health and safety officer. All risk assessments are signed by the headteacher.

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

KCP is part of the King's group of schools, which was established in 1969. There are currently ten schools in the group, across Europe and Central America. Training centres and academies also form part of the wider group. As of October 17th, 2019, the King's group formed a partnership with the Inspired community of schools.

The procedures used for staff recruitment and selection are rigorous. KCP follows the King's Group safer recruitment policy and ensures that all recruitment checks are made before staff start work. All non-Panamanian staff have an ICPC check. Panamanian staff have a local police check and staff from, or who have worked in, other countries must provide a certificate of good conduct from the relevant embassy or police force. At the start of every year, a clean Panamanian police check is required from every member of staff returning to work at KCP for that academic year.

There is an appropriate single comprehensive register of staff, including the chair of the King's Group Board and all volunteers who currently work in the school, or who have worked in the school since the last inspection. It shows the dates when they started and (as appropriate) ceased working in the school, as well as the suitability and other checks which have been made. The single central register, the recruitment checklist and the staff files provide triangulation to ensure checks are rigorous, appropriate and correct.

All teaching staff have teaching qualifications and experience teaching in British schools. The leadership structure is shared with all staff, so they are aware of their line manager and understand their roles. Job descriptions are provided for all teaching roles. Staff are trained and/or experienced in the provision of age-appropriate education and support. The school has an induction programme to ensure teachers are informed about policy and practice across key areas. It also has a rigorous performance management system based on the UK teacher standards; where there are concerns, a staff support plan ensures that any weaknesses are addressed, as soon as possible.

9. *Standard 5* The premises and accommodation

The school site comprises a main school building and 8 temporary classrooms which have supported the growth of the school, until the new building is opened in 2022. The design provides a well-ordered environment: the building is a former nurses' house. The different sections of the school are grouped together, for example KS1 and KS3/4. Classrooms are organised in a logical manner (i.e. year group corridors and Key Stage corridors) and provide a stimulating environment to support learning. Interactive whiteboards and digital projectors in all classrooms enhance curriculum delivery.

The school makes the very best of the space available. Recently, the facilities have been much improved: for example, refurbished and improved nursery facilities to enable the youngest pupils to play, learn and eat in one space that is more appropriate to their needs; a new whole school library; a new lab prep room to fulfil health and safety requirements, a new science lab, and 7 new classrooms including an extended art and DT room.

A basketball court was added over the Summer of 2019 next to the main football pitch and an improved play area next to an Astro turf pitch to support creative play. Outdoor space is ample, and shade is provided by trees. Increased shade has been created on the Astro turf and with awnings and umbrellas. Moreover, the Astro turf has been fitted in shady areas in order for students to comfortably sit, and play in these areas without getting muddy.

For EYFS and year 1, the playground is well-maintained, shaded and contributes to a stimulating environment for 'free-flow' and outdoor learning. The nursery classroom was renovated in December 2018 to provide a more appropriate collaborative teaching space and allows (if required), the nursery children the option to eat in their classroom rather than move to the dining hall. This has had a very positive impact on the pupils, evident in the reported improved behaviour.

The playground is checked twice a day for snakes. The cleaners and kitchen staff clear away finished food so as not to attract animals into the building. Air-conditioning is fitted throughout the school, thus enabling effective teaching in comfortable conditions.

The school has three main laboratories on the second floor, which enables high quality science teaching. The sixth form students have their own common room; the library was designed by the student librarians and redeveloped in Term 1 of 2018/19 academic year. This is a comfortable and popular space for the pupils. At present, the school does not have its own swimming pool or purpose built theatre. However, these are included on the new school plans.

ICT remain a challenge for the school due to the location and nature of available resources. A full time IT technician was approved in 2018/19 with the support of a centralised team in

Spain; a computer suite was added in September 2019 for computer science lessons. Additional resources available include Chromebooks for all senior pupils, laptop trolleys for secondary and iPad trolleys for primary.

There is a disabled toilet on ground floor. This is available for public use at all times, and is easily accessible from the reception areas of school. There are ample toilets and hand-washing facilities.

Drinking water is available at many points throughout the school. Pupils are encouraged to bring a refillable bottle to school every day.

There are always at least two maintenance members of staff available at the school, especially during the busiest school hours.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided to parents, carers, prospective parents and others is excellent.

The school's mission and vision are clearly visible on the website and also in the form of A3 and A4 posters exhibited in a number of key areas throughout the building. In addition, there are an array of signs hanging from the ceiling, attractively showing the King's core values .

All the school's policies are published on the website, ensuring parents have access to the necessary information. The admissions process is clearly detailed; the arrangements for any misbehaviour are also published. Other policies available include curriculum, anti-bullying, health and safety and first aid policies, as well as the complaints procedure.

Information to parents is mainly given by email and through the school's portal. The school's address, telephone number and the name of the headteacher are provided to both prospective and existing parents through a number of varied formats, for example a billboard at the main entrance of the school, the school website and marketing materials. The name, and address for correspondence for contacting the chairman of the King's Group board, are also provided.

In the EYFS classes, a weekly summary of what has been going on is emailed to parents with pictorial evidence and they have the opportunity to attend regular focus child meetings. Formal reports are sent to the parents, too, though a few parents suggested that they would want more information on how their child is doing compared to others in the class or in other British schools.

Parents are encouraged to engage with the school in the education of their children through a number of key events and communication formats used during the academic year. The academic year starts with welcome meetings, where parents have the opportunity to meet the teachers and learn about the curriculum.

The introduction and development of a parent social committee by the headteacher increased parental involvement in school events, such as home country stalls at the summer fair, and parental support with Panama Day. The committee arranges termly parent social events to welcome new parents to the school and support the community atmosphere. Bi-weekly open forum meetings take place for parents to come into school and learn more about a topic of interest such as safeguarding or A Levels vs IB. These sessions are recorded and put on the parent portal for parents to view if they are unable to attend. Sessions are translated into Spanish as needed. Parent education sessions also take place comprising a six week programme of topics around effective parenting.

Within the first month of the new school year, all parents are invited to come into school to meet with their child's class teacher in the pastoral parent-teacher meeting. Later in the academic year, regular parent-teacher evenings enable parents to discuss their child's progress with teaching staff.

The school reports are also a valuable source of information. The newsletters, the weekly instalments of the "Panama Post", the monthly headteacher's letter, monthly updates of 'Newsbites' on the website and the shared online calendar are other ways that the school keeps parents informed. In addition, parents are invited for 'Breakfast with the Headteacher' every Friday morning. At this time, parents can discuss any pertinent issues.

11. Standard 7

The school's procedure for handling complaints

KCP has an appropriate complaints procedure which is published on the school website and thus is available to both pupils and parents. The policy details specific steps taken to resolve any issues, in line with best UK practice. Consequently, the school fully meets the standard.

The school hopes that most complaints and concerns will be resolved quickly (within 14 days) and informally. This is the first part of the policy, part A. If the complaint is unresolved, the complainant then proceeds to the respective assistant head of teaching, learning and pastoral (primary), assistant head of curriculum and assessment (primary) or the assistant head of secondary. If still unresolved the complaint is taken to the head of primary or head of secondary. The class teacher, form tutor, subject leader, assistant head, head of primary / secondary or headteacher (as applicable) makes a written record of all concerns and complaints and the date on which they were received.

If the matter is not resolved to the complainant's satisfaction, they are advised to proceed with their complaint in accordance with part B of the procedure.

Part B is formal resolution. There are three possible stages, each with clear deadlines. Detailed written records are kept of any and all complaints lodged and the processes undertaken to reach a resolution.

12. Standard 8 Leadership and management of the school

Leadership and management are good, with many excellent features.

The focus, drive and passion of the headteacher are exemplary. She has, with the support of her leadership team, ensured significant further progress due to an unrelenting focus on school improvement. Since the last inspection, pupil numbers have increased by 25% with over 100 students joining at the start of this academic year. Parent survey figures show ever increasing satisfaction levels; In a recent parent survey, most parents strongly agreed to, "I would recommend this school to another parent" and that the school is well led and managed.

The support provided by the various levels of governance is excellent. Governance is provided by King's Group Board. The CEO provides support, acts as an effective safeguarding governor, visits the school regularly and has phone conversations with the headteacher every fortnight. KCP also has a local advisory council, which includes the headteacher, the British Ambassador, a parent representative and a group of business people from different sections of Panamanian business. The council provides guidance, feedback and support on a range of issues from school communications to marketing.

The progress made on many initiatives is outstanding. For example, a new quality assurance framework has been developed and introduced which more effectively links the school development plan, teaching and learning, and student achievement and progress. At the same time, pupil progress meetings have been introduced, which focus especially on the effective use of pupil achievement and attainment data to ensure further improvements in pupil outcomes. All policies and procedures have been updated and effective staff training provided. Rapid improvements have been made in many aspects of school life. Changes in the school's size have been handled well, with quality and outcomes both significantly improving further.

A new leadership structure introduced in August 2019 has further supported school development and is already having a very positive impact including greater opportunities for professional development and leadership opportunities. The development of middle leaders has further increased the focus on pupil outcomes and learning across the school; focusing on their specific area of responsibility, they work closely with teachers in their area of the school. Self-evaluation is embedded and leads to focused improvement planning. Developments are systematically reviewed, using all relevant information: improvement plans are reviewed and updated to ensure further progress. Through this process the curriculum improvement program is beginning to have a positive impact, and pupil data is being used more effectively.

The annual SDP has sections, each focusing on different areas of the school from pastoral to marketing. The learning and teaching section and the pupil welfare section, are strongly linked

to the mission statement. There are clear, ambitious but achievable targets, and timelines for improvement that are reviewed regularly, throughout the year. All leadership positions have clearly defined roles and job descriptions that have been developed over the last academic year.

Teacher learning communities (TLCs) were created last year, in particular to focus on assessment for learning, 'challenge for all' and literacy, areas of development identified collaboratively with teaching staff through the quality assurance and self-evaluation processes. TLCs continue to meet monthly: at the end of the 2018-19 academic year, each group presented their findings, to guide and enhance policy reviews in the current year.