



**British School
Overseas**
Inspected by Penta International

Inspection report

King's College School Panamá

Panamá

Date **5th – 7th June 2023**
Inspection number **20230605**

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

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

During the inspection visit, all years groups and a wide range of subjects were observed. A series of lesson observations and learning walks took place. School documentation, data and policies were analysed and reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents, and groups of students. The inspection team was in school for three days.

The lead inspector was Dr Mark Evans. The team members were Sharon Barr and Gayle Lane.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. 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

King's College School, Panamá (KCP) has made excellent progress since the last BSO inspection; it provides a very high quality of education and care. Students enjoy their learning and there are outstanding relationships.

3.1 What the school does well

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

- There has been very effective progress made on the recommendations of the last BSO report, despite the Covid-19 pandemic and moving to a brand new building;
- Standards of attainment are excellent: students frequently begin their schooling with limited English language skills and make outstanding progress towards fluency;
- The manner in which the leadership team and staff are adapting the curriculum and the teaching to be appropriate for Panamá and Panamanian culture, and the school's new location;
- Students feel safe and happy, they enjoy learning;
- The new school building is excellent, with a wide range of specialist facilities which are highly supportive of learning;
- Spiritual, moral, social and cultural development of the students is outstanding - it is a key strength of the school;
- Welfare, health and safety at the school are excellent;
- Parents and students are highly supportive of the school - for example, the latest survey of student attitudes to school show high levels of satisfaction;
- The headteacher is strong, focussed and purposeful – he is well supported by his senior team and well regarded by the school community;
- The administration team provide strong and effective support to the senior team, teachers, students and parents at KCP.

3.2 Points for improvement

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

- i. Further improve the quality of learning, teaching and assessment, so that all matches that of the best, for example by considering:
 - more effective use of teaching assistants
 - ensuring there is widespread celebration of students' work in all classrooms
 - different differentiation techniques are used to ensure that all children are challenged and supported
 - Extending the level of challenge to consistently stretch and challenge all students
- ii. As the school continues to grow, broaden range of IGCSE and IB subjects, and develop further the range of extra-curricular activities, for example in EYFS, and the performing arts
- iii. Consider ways to further develop the school site, including for outdoor learning, biology, geography and by providing even more shaded areas.

4. The context of the school

Full name of school	King's College School Panamá		
Address	Avenida Demetrio Basilio Lakas- Clayton- Panamá		
Main telephone #	+50 7282 3300		
Website	https://www.panama.kingscollegeschools.org/		
Email	mail.kcp@kingsgroup.org		
Principal	Nigel Fossey		
Chair of board of governors/proprietor	Nicholas Wergan		
Age range	2-18 years		
Number of pupils	Total = 415	Boys = 204	Girls = 211
Pupil numbers by age on date of entry	(0-2 years) 5	(3-5 years) 45	(6-11 years) 199
	(12-16 years) 146	(17-18 years) 18	(18+ years) 2
Total number of part-time pupils	0		

The school is located in the Clayton area of Panamá City in the Republic of Panamá. Panamá City is a major transport hub and the school is located 1 kilometre from the Panamá Canal. The city has a diverse population. KCP has a long record of passing the Panamanian education annual audits and has a special status as a "School of Excellence" in Panamá.

The school campus is surrounded by a secondary rainforest with a number of protected trees. A wide range of wildlife can be seen on campus, including monkeys, toucans, tapirs and sloths. This reflects the fact that Panamá is one of the most biodiverse countries in the world.

A majority of the parental body is Panamanian or non-British. Some parents have little, or no English. Local laws, e.g. local holidays for Panamanian schools (which operate on a southern hemisphere calendar) lead to pupil absence. Pupils' attendance has the potential to fall below expectations due to possible returns to home countries and elsewhere. Staff are similarly affected. Adherence to Panamanian curriculum regulations creates pressure on the timetabling of subjects, particularly at Key Stage (KS) 3 and increases the length of the school day.

The school is an accredited member of AoBSO and recently passed an accreditation visit from the *High Performance Learning* team, so is now officially recognised as a *High Performance Learning World Class School*. The school is also an accredited Cambridge International Examinations (CIE) centre, an accredited Pearson/Edexcel Examinations centre and an accredited IB World School.

4.1 British nature of the school

KCP is proud to be a British school: the ethos and culture of the school are clearly British in nature and fully meet the standard.

The school provides the National Curriculum for England in KS1 to 3 and follows the Early Years and Foundation Stage (EYFS) guidance in the Foundation Stage. Secondary school students take IGCSEs, followed by the International Baccalaureate in Sixth Form, preparing students for entry to universities in the UK and across the world. All lessons are delivered in English, with the exception of the Spanish and the Panamanian curriculum. Almost all teaching staff are British and have UK teaching qualifications. The school uses *Read, Write Inc* to support the learning of literacy in EYFS and primary. Students are regularly exposed to high quality British literature as they move through the school. KCP recently gained the Wellbeing Award for Schools, awarded by the National Children's Bureau (UK).

Through its curriculum, KCP explores British values such as democracy, inclusivity and tolerance. This was evident in a Year 8 English lesson when students developed their use of persuasive language in a mock trial, creating arguments for the prosecution and defence.

Students have the opportunity to participate in the Duke of Edinburgh scheme and Model United Nations. There is a range of overnight excursions, as well as extracurricular activities. This includes drama, with a production of 'Matilda' to be performed in the near future.

The school holds weekly assemblies which cover a range of themes linked to the values, attitudes and attributes of *High Performance Learning*, such as empathy and resilience. Students are enthusiastic about the house system and keen to earn points for Lion, Knight, Shield or Crown house.

The school has a close relationship with the British ambassador. A recent visitor was Baroness Hooper, UK trade envoy to Central America. KCP celebrated the recent coronation of King Charles III. Students also wrote messages of condolence which were sent to the British Embassy following the passing of Queen Elizabeth II.

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

The quality of education provided is excellent. The school fully meets the standards for BSO.

5.1 Curriculum

The curriculum at KCP is excellent. It is personalised, broad and well-balanced. It is both robust and ambitious and has been created to develop the whole student. The *High Performance Learning* framework and the King's Core Values underpin the curriculum and ensure that students become global citizens.

The curriculum is reflective and evolves throughout the school year through ongoing assessment and constant review. A strong quality assurance structure evaluates the impact of the curriculum through learning walks, 'deep dives', 'walkthrus' and 'lesson looks'. The strong use of data monitors and shapes the personalised learning journey of the students. Teachers plan collaboratively and then tailor their lessons to their own class needs. There is a strong emphasis placed on reading and writing which impacts learning across all areas of the curriculum.

The schools follow the National Curriculum for England, along with the EYFS guidance. KS4 students complete IGCSE examinations followed by the International Baccalaureate (IB) Diploma in KS5. This is successfully combined with the compulsory Panamanian subjects. A rich PSHE curriculum and the 3 pillars of the *Inspired* group, further develops the curriculum which ensures that the individual talents of students are recognised and developed.

There is a clear progression in learning throughout the school which provides the students with transferable skills that build upon previous learning. Cross curricular links extends this learning further and prepares children for the next stage of their educational journey. This also provides students with important life skills. Transition across key stages is carefully planned which students expressed was a positive experience.

Throughout the curriculum, the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance are embedded in the curriculum and clearly visible in everyday school life.

The school embraces the biodiverse nature of its environment which also shapes the curriculum, for example, during a Spanish lesson about animals in our local environment, the said animal walked nonchalantly past the classroom patio door. The school is proud of the close relationship that it has with communities in Panamá and works hard to ensure students are aware of the social and economic differences in the lives of others. The school provides support in local areas and works closely with local charities, for example,

Mamoni Reserve (sustainability projects), continuous beach clean ups and a variety of fundraisers to raise money for these and other charities. The students regularly give up their free time to teach English to residents in impoverished areas (MEDUCA).

The school offers a wide range (over 30) of enrichment programmes, including a variety of extra curricular activities (ECA), such as volleyball, dance, taekwondo, drums and congas, and ballet. Students have also been successful in achieving the different levels of the Duke of Edinburgh Awards. They are also involved in sporting competitions within Panamá, for example the Panamá Youth Football League. The students have participated in a number of trips both locally and as far afield as Japan. An impressive list of guest speakers regularly visit the school to enrich the curriculum further.

The curriculum revolves around student voice, which is visible through the work of the student ambassadors, the very active student council, planning committees, the house captains and their trusted house members. The students' 'inside view' is invaluable and impacts on every area of the curriculum. Students are fully aware of the value of their education, with one student suggesting 'I am set for my career'. Another student commenting that 'they (the teachers) know all of me'.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent.

Teaching at KCP enables students to acquire new knowledge and make excellent progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. For example in a Year 6 science lesson, all students were engaged and could explain how they were building on knowledge from the previous lesson of creating circuits, to now investigating what affects the brightness of the circuit. Students wrote their hypotheses as a group, which led to discussions that demonstrated a good use of subject knowledge and vocabulary. All children referred to the staple 'one variable' rule. They used scientific language, and those with a more restricted vocabulary were encouraged to use more extensive scientific words by their peers. The teacher's movement around the classroom ensured that she was able to assess learning through a variety of high-end questions. This facilitation of learning through a 'helicopter' approach encouraged students to suggest and try different approaches and to reflect on previous learning.

Teachers utilise effective strategies for managing behaviour. They encourage students to act responsibly; and does not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against students because of their individual characteristics.

Teaching at its best fosters self-motivation in students. Teachers encourage students' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. In a Year 9 English lesson on "A View From The Bridge", the teacher made an excellent ongoing record on the whiteboard, of students' comments. The spider diagram of adjectives describe one of the characters, and provided excellent scaffolding for their individual work on a quotation from the play.

Teaching generally involves well planned lessons and effective teaching methods, suitable activities and excellent management of class time. In a Year 12 art lesson for example, the difference was discussed between 'describing' and 'analysing' in the context of a comparison between the 'The Birth of Venus' by S. Botticelli and 'Madame X' by J. S. Sargent. Teachers show good understanding of the aptitudes, needs and prior attainments of the students, and mostly ensure that these are taken into account in the planning and delivery of lessons. For example, in a Year 10 history lesson on how convincing various sources were at suggesting Stalin took control of Eastern Europe because of the attitudes and actions of the West, the lesson was well prepared and challenged students at an appropriate level.

Teachers demonstrate good knowledge and understanding of the subject matter being taught. Most utilise classroom resources effectively; the resources are of a good quality,

quantity and range. For example in Year 4 English lesson, students were fully engrossed in a series of carousel activities. They approached these activities with enthusiasm and supported each others' learning using kind words and phrases such as 'I am proud that you know that' and 'let me show you'. There was respect shown between peers and in also, teacher-student relationships. The students interacted productively and when questioned, they were able to explain exactly what they were doing and why. The children answered the teacher's questions with excitement and depth with one eager student fist-punched the air with excitement when he was chosen to answer a question. The clever use of 4 different highlighters to identify the key features of the text ensures that all students in a group had an important role to play. Resources were well used to further develop understanding and house points were rewarded for good behaviour.

Although the behaviour of the students is excellent, when necessary, teachers are usually adept at utilising strategies for managing behaviour and encouraging students to act responsibly. At no point does teaching undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, within the context of Panamá. Teachers never discriminate because of students' individual characteristics.

When teaching is less successful, it is less closely tied to learning, and more to activity. Students in these lessons are 'busy', but the activities do not lead obviously to planned or unplanned learning. On a few occasions, teachers were not positioned in the classroom to see all students, so low minor level disruption was not seen or addressed.

There is a strong framework in place to assess students' work regularly and thoroughly; teachers use information from that assessment to plan teaching so that students can make progress. The assessment framework allows students' performance to be evaluated, by reference to the school's own aims as provided to parents. The school sees assessment and learning as integral to the learning cycle. Cycle tests from KS2 enable students to become accustomed to formal examinations and encourage independent revision and exam preparation, supported by carefully created revision materials.

On entry, students from years 2-6 complete the CAT4 assessment, Year 1 completes the phonics screening check in order that outcomes can be compared with schools in the UK. Year 4 completes the 'Times Tables Check' also in order that outcomes can be compared with schools in the UK; Years 2-6 complete GL maths and English assessments and Years 5 and 6 complete a GL science assessment. Years 1-6 complete the GL PASS assessment. Assessments are also completed against end points for each unit of learning. Secondary students complete the CAT4 examination upon entry and in Years 7, 10 and 12 during the beginning of each Key Stage. Year 7-10 students completed English, mathematics and science (not Year 7) progress tests. Year 11 and 13 complete mock examinations, while Year 10 and 12 have end of year examinations.

5.3 Standards achieved by students

Students at KCP demonstrate excellent behaviour and attitudes, supporting a highly positive learning environment. Their engagement and motivation to succeed are evident in lessons, and this positive disposition is also reflected in minimal behaviour concerns throughout the school. Older students are articulate, exemplified by their excellent spoken English, all the more impressive as most students do not speak English as their native language.

Attendance is excellent in the primary school: Year 1-5 students have a 96% attendance rate for the 2022-23 year. The rate for secondary school, 93.9%, compares favourably with the UK average of 92.4%. Nevertheless, attendance remains a priority for this academic year, and is a standing item on the agenda for senior leadership (SLT) meetings.

KCP has adopted *High Performance Learning* to underpin learning through advanced cognitive performance and values, attitudes and attributes. This has a noticeable effect on students, with even the youngest referring to 'HPL superheroes' and knowing how this can help their learning. For example, nursery children referred to *Empathetic Edgar* to show that they knew that they needed to listen to each other.

The majority of students entering EYFS have little or no English. Baseline assessments identify their attainment in literacy and mathematics as weak. There is a real emphasis placed in these early years on communication and language, as well as personal, social and emotional development. Data, informed by teacher assessment, shows that children make excellent progress in literacy. Extra phonics sessions have been put in place this year for reception children in order to accelerate phonics knowledge.

IGCSE results are excellent. 75% of students attained A*-A grades in 2022, which is 17% higher than in UK independent schools. These results show the outstanding progress made by students at the school, 86% of whom had English as a second language.

The standards in students' workbooks as they progress through the school indicates that students are working at least at age expected levels and above in English and mathematics. There are some excellent displays in the school, showing work of a high standard. This is not consistent, however.

2022-23 will see the first cohort of students sitting the IB Diploma and the school is confident that the previous successes under the A level system will continue.

6. *Standard 2* Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of the students is outstanding. It is a high priority in the school and it is one of the strong foundations on which learning is shaped. Wellbeing is a way of life at KCP, reinforced by the school recently being awarded the National Children's Bureau Wellbeing Award for schools.

The school has a diverse community of students from 43 different countries and with 13 different languages being spoken. This also includes children from local Panamanian communities who are awarded a scholarship to attend the school. The school's core values are instrumental in creating a school of acceptance, where diversity is celebrated, and respect and equality is shown. There is a strong sense of belonging at the school which is felt by students, families and staff. The school recently participated in a cultural audit which highlighted that this is a strength of the school. The school has a triangular approach to the development of students with the parent, the student and the school working closely together. The school's induction programme for new families is highly effective. The head of admission begins extensive communication and support once a family enrolls. When a new student begins, they are also supported by their nominated 'buddy'. Students remarked that this process was highly effective and said that they 'quickly felt part of the school'.

Attendance is outstanding and students expressed that they are happy at this school. Their SCMS progress is monitored by teachers and leadership through the Pupil Attitudes to Self (PASS), iSAMS and Tapestry. Students' wellbeing is also supported by the school councillor. The core values are clearly displayed around the school and are known and followed by students. There is a wide range of enrichments programmes with 30 ECA clubs each week. These help to develop the students' talents further in sports, arts, dance, music and academics. The students have also achieved their Duke of Edinburgh awards at different levels. This development also spills outside the school, through pupils exhibiting their work at local art galleries, music recitals, sporting and science events and debating competitions with other schools. Older students can get a taste of 'working life' through participating in work experience in different industries in Panamá. Previous students also return to the school to talk with existing students about their experience of life after KCP.

Teachers and leaders know the students very well. They celebrate their achievements through weekly assemblies, form/tutor time, 'wellness Wednesday', house points and class charts. Students are fully aware of the reward system and are passionate about the gold coins and house points awarded to them. They speak proudly of their house allegiance.

The leadership team are visible throughout the school day. They welcome children into school every morning and prioritise daily classroom visits to ensure that they are fully abreast with daily learning. Teachers and leadership operate an open-door policy for both students and parents.

The school campus is designed to embrace and develop the talents of students and their self-worth. It is an environment where a climate of open mindedness and mutual respect is created. There is a dance and drama studio, semi-Olympic pool, football pitch, art studio and library. The school carefully plans trips (both day and residential) to immerse students in local and world cultures, in Panamá, Costa Rico and Japan (to name but a few). Students are aware of the privileged position they hold in global society and participate in many fundraisings activates to 'give back' to the less fortunate local communities such as El Chorillo, the 100 boxes that were filled with gifts for the Panamanian Guna Yala tribe, and the supporting of international causes such as the Red Cross and Breast Cancer Awareness. A wide variety of guest speakers attend the school and students participate in activities throughout the year such as, Peace Day, UN DAY, International Women's Rights and Mindness Week.

The curriculum is created with the integration of the 3 *Inspired* pillars, a strong PSHE curriculum, VAA (values attitudes and attributes) and the HPL philosophy that all can achieve high performance, which develops wider learning dispositions and encourages children to become global citizens. Growth-mind set development is evident throughout the school, for example the 'I do, we do, you do' practise in classrooms, the power of 'yet' which encourages children to re-evaluate their process of 'I can't do it' to the positive practise of 'I can't do it ...yet'.

Student voice is a strength of the school where student leadership is encouraged and respected. Pupils are elected democratically for the following posts: pupil ambassadors, in conservation, community, communication and wellbeing, school council, head prefects and house capitals. Students also lead assemblies.

Behaviour is almost always exemplary in the school and all required policies adhere to the BSO standards. Students are kind and helpful and teachers lead by example. Rewards and sanctions are consistent throughout the school. The students are aware of right and wrong and encourage each other to make good choices. Playground monitors encourage fair play and speak to other students with respect and care. The restorative justice community service in secondary encourages students to reflect on their behaviour. Anti-bullying week reinforces the ongoing good practise throughout the school.

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

The provision to ensure the welfare, health and safety of students at KCP is excellent.

Robust systems regarding child protection are in place. All adults working in the school, including external providers, have annual child protection and safeguarding training, delivered both online through Educare and then followed up in person. Training is delivered in Spanish for maintenance and some external staff. Highly effective policies and procedures are in place, and key staff benefit from network training through *Inspired's* global networking lead. Monthly pastoral meetings with the designated safeguarding lead (DSL) ensure that any child protection, safeguarding and wellbeing issues are continually monitored. Safeguarding is a standing item on the weekly agenda for SLT meetings. Any concerns are logged on a centralised system and are quickly and effectively dealt with by the DSL. More serious safeguarding concerns will be referred to the global *Inspired* health and safety platform for support and guidance.

Visitors to the school are logged and issued badges; they are also provided with information in English and Spanish regarding safeguarding. Start and end of day procedures are calm and well organized. Teachers hang signs up on door handles when classrooms are cleared of children. The supervision of children throughout the day is excellent, including appropriate numbers of staff on break duty for primary playtimes.

KCP has a clear policy regarding safe recruitment. All new staff provide a clean DBS or police check from the last country they worked in, and at least two references are taken up. Attendance registers are appropriately maintained using *iSams* and attendance is tracked and analysed.

The school has a full-time doctor who works in a well-equipped clinic. There are also currently seventeen staff members who are first aid trained by the Red Cross and American Heart Association.

The school is tidy and clean. Pupil and staff toilets which provide adequate cubicles and washing facilities, are regularly cleaned so that hygiene arrangements are always very good. This frequent maintenance ensures the health and safety of pupils, staff, and visitors.

New children join KCP throughout the year. If they are in Panamá, they join a trial day and enjoy activities such as art workshops. If they are out of the country, they can join in on Zoom. Students are also paired up with a buddy who they can meet online before joining in person.

The school uses an external bus service. There are clear procedures in place for children who travel by bus, and there is a supervisor on each bus who ensures children wear seat belts and behave appropriately.

There are robust policies for pastoral care. Students say that they feel safe and happy in school. One student said, “The teachers really respect our perspective and encourage us”. Parents also noted that they know when they drop their children off at school that they are going to be well cared for. In primary, class teachers know their students well and act quickly if there are any concerns. Secondary form tutors also play a key role, but there is an ethos of collective responsibility, with all subject teachers understanding that they also play a key part in pastoral care.

KCP has a school counsellor. Referrals to her can be made by staff and parents; students can also self-refer. She also works throughout the school, providing small group or class sessions to promptly address any issues that may arise, particularly friendship-related concerns. The counsellor also holds parent workshops, for example on autonomy and independence for the parents of the youngest children, and mental health awareness for secondary school parents. Behaviour at the school is excellent and children are supportive and kind. Incidents of bullying are rare, as are examples of unacceptable behaviour. Such behaviour is dealt with quickly and effectively, using restorative justice. *High Performance Learning* values and attributes underpin the ethos of good behaviour found throughout the school.

School facilities are excellent and the health and safety officer and maintenance team ensure the school is a safe place for everyone. The welfare, health and safety of everyone in the school is a priority for the school: pupils and staff feel happy, safe and well cared for.

8. Standard 4 The suitability of the proprietor and staff

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

KCP is part of the King's group of schools, established in 1969. The ten schools in the group, across Europe and Central America formed a partnership with the *Inspired* group in 2019.

Procedures used for staff recruitment and selection are rigorous. KCP follows the *Inspired*/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 a comprehensive single register of staff records, including 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. This 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.

There is 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. These plans are often very effective.

9. *Standard 5* The premises and accommodation

The school's premises and accommodation are excellent.

In August 2022 the school moved to a new, purpose-built site in the Clayton area of Panama City, within the Camino de Cruces National Park. The new site provides a purposeful and stimulating environment for the delivery of the curriculum.

Classrooms are ordered in a logical manner, and the Early Years department has its own separate suite of rooms and outdoor areas. Classrooms are clearly marked by year group and class name in primary, and in secondary they are marked by subject. Rooms are well lit, with modern, age-appropriate furniture. The Early Years department was designed by a specialist practitioner and has high quality furniture and fixed outdoor play equipment to enhance learning.

Rooms are cooled by air conditioners, are well ventilated and well lit. Each classroom has an interactive whiteboard. There are toilet and washing facilities appropriate for each age group, including nappy changing facilities for Pre-Nursery children.

Students have access to plenty of shaded outside space and primary school students enjoy using the fixed, wooden playground equipment. All have access to fresh, filtered drinking water throughout the school and are encouraged to keep topping up their reusable water bottles. The school canteen provides fresh, healthy meals. There is excellent provision for students with allergies, who pick up their own individualised lanyard as they enter the canteen to ensure their dietary requirements are met.

KCP has excellent specialist facilities: a large swimming pool is used regularly by students, and is monitored by a lifeguard as well as high ratios of adults to students during lessons. The adjacent gymnasium is large and well ventilated, and there are changing rooms for girls and boys within the sports building. Students also enjoy using an outside football pitch. There are wet and dry laboratories and an ICT suite. In addition, the school has a dance studio with mirrors and barre, music rooms and art and atelier rooms. The school library is well stocked. Sixth form students have their own common room.

The site is secure, with monitored entry and exit points. A fence clearly demarcates the perimeter of the school. There is a large area to the side of the school for school buses to safely pick up and drop off students. The swimming pool and laboratories are securely locked when not in use and can only be accessed by staff.

There is excellent provision for people with physical challenges. Lifts to each floor and ramps allow access to all areas and there are toilet facilities and changing rooms available. KCP has its own doctor on site and well-equipped medical room. The majority of staff have first aid training.

The school's location within a rainforest, whilst bringing a wealth of learning opportunities, also brings unique challenges. The health and safety officer is very active in ensuring the school site is well maintained; *Inspired's* 'i-auditor' system is used to log any maintenance issues and these are quickly addressed. KCP has its own maintenance team, who work hard to keep the school safe and in top condition. For example, they ensure that erosion due to rain is kept at bay, and check outside areas at least four times per day for snakes.

Risk assessments are regularly carried out: the health and safety officer and SLT quickly respond to any unexpected events. The school is acutely aware that its new location will bring about new challenges and is proactive in acting to address these quickly.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding.

Parental communication and involvement in the school is excellent. The triangular relationship between students, parents and the school ensure that open communication is ongoing and that everyone is informed and working together. The provision of information for existing and new parents is impressive and the parents are keen to express their gratitude. The Head of Admissions is in close contact with new families to ensure that their transition is a positive experience and that new students settle quickly into school. The new parents are given support through parental ambassadors and communicators and they are also supported in their class WhatsApp group. These committees also ensure that other information is circulated to parents. The existing parents speak highly of the school with comments such as 'we are like a family' and 'they know my son like I do'. A valuable resource to the school is the language interpreters who ensure that information is communicated to parents in their own language, when needed.

The strong structure of the leadership team, middle managers and teachers, ensures that any parental question or concern is directed to the correct person(s) and dealt with quickly. The leadership team are always visible before and after school. They operate an open-door policy which the parents praised. Parents also commented that teachers and the leadership team always made them feel welcome and were available when needed. Teachers are quick to reply to parental emails and always do so within 24 hours. Parents spoke highly of how well the school involves them in the education of their child/ren and spoke positively about the close relationships that they have.

The school website provides parents with the necessary contact information, school address, telephone numbers and staffing. Other information on the school website is the school policies, an explanation of HPL learning, the King's core values, school life, academic stages and school inspection reports. The school's social media, *Instagram*, is very active and keeps parents abreast with school life in and off campus.

Family meetings are held at the start of the school year to discuss the year ahead. Parents are informed about their child's education through emails, the parent portal and comprehensive termly reports. Further information is available through school open afternoons and Information evenings and these presentations, along with others, are available on the parent portal. Parents are informed of their child's progress through a variety of parental online tools, for example *iSAMs*, *Tapestry* and *Seesaw*. The class WhatsApp group also provides parents with important information. Parental training sessions are provided (and available on the parent portal) and parents are also invited into their child's classroom to become 'students', participate in lessons and learn alongside their child.

The weekly newsletter, 'The Panama Post', provides information about school life, educational developments and student and family wellness. Class teachers provide parents with a weekly overview of what the children have been learning and future learning. The dedicated PTA listen carefully to the needs and ideas of the parents and students and plan school events accordingly. Students and their families are also invited to attend University open days in the UK and a University fair is also conducted at the school.

11. Standard 7

The school's procedure for handling complaints

KCP fully meets the BSO standard for the complaints procedure.

The procedure is published on the school website and thus available to both students and parents. This procedure is ratified by the board and reviewed annually by them and the school's senior leadership team. The school also keeps a record of concerns.

Timescales are detailed within the policy. They are variable if all parties to the dispute agree. Complaints are made formally in accordance with the policy. Many informal contacts take place between parents and staff, particularly via email. Should parents raise a concern that could be construed as an informal complaint, it is investigated and the incident / outcome is recorded on the school's management information system.

Correspondence, statements and records relating to individual complaints are kept confidential. When records need to be kept secure, they are locked in filing cabinets behind a further locked door. Access to the databases is restricted in certain cases.

The overall process is divided into two parts. Part A involves informal resolution. The school aims that most complaints and concerns will be resolved quickly, within 14 days. Initial concerns are sent to the student's form tutor/class teacher, or the student's head of school.

A written record of the concern and the date on which it was received is kept. 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 policy.

Part B (formal resolution) involves either a letter to the headteacher, or if the complaint is still not resolved, an appeal to the headteacher can be made. Once the headteacher is satisfied that all the relevant facts have been established, he informs the complainant of the decision in writing, normally within five working days of meeting with the complainant. If the complaint is still unhappy, a complaints panel is organised normally within 15 working days of the receipt of the complaint. The panel would consist of at least three persons who have not been directly involved in the matters detailed in the complaint. At least one member of the panel would be independent of the management and running of the school.

Each of the panel members would be appointed by the CEO of the *Inspired* LATAM region. If possible, the panel resolve the complaint immediately without the need for further investigation. Where further investigation is required, the panel will decide how it should be carried out. The panel make decisions by majority vote.

A copy of the panel's report will be: (i) sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about; and (ii) available for inspection on school premises by the governors and the headteacher.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The vision, hard work and friendly approach of the school's headteacher are outstanding: he focusses strongly on the quality of education and on the care of the pupils. He is very ably supported by the head of primary and head of secondary, and an exceptionally competent admin team. The move to the new site has been challenging, but highly successful. There are strong relationships between the leadership team and the staff.

The leadership and management within the school is highly successful as reflected by the students' formal achievements with respect to public examinations and gaining places at the *Russell Group* of universities and continued success in public examinations in Key Stage 4 and demonstrated by progress tracking across all years of the school.

Leadership is highly visible at KCP. The SLT carry out learning and leadership walks at least once per day. This has been highly important during the move to the new campus and has informed all conversations about learning, health and safety and school routines. Effective use is made of WhatsApp and walkie talkies to respond immediately to any concerns or issues that arise from these walks.

The SLT display a high level of intercultural sensitivity, and encourage this in others. This is of particular importance in a context where 43 nationalities are represented in the school community. The leadership team takes the wellbeing of staff seriously, too. There are clear guidelines regarding use of email and WhatsApp, as well as a highly proactive approach to staff wellbeing. The personal development and care of pupils is also supported through strong pastoral systems, enhanced by the use of PASS testing and *MyConcern*.

There is a daily briefing for teachers and support staff, which ensures that leaders are in the loop with events happening elsewhere in school outside of their own departments. Leadership team also work alongside all *Inspired* Schools leading professional development sessions for primary leaders.

There is a strong focus on safer recruitment procedures ensures that the school is compliant with current Panamanian and UK practice. The school's ambitious vision and mission statements are clearly displayed on the school website and around the school.

The school development plan is appropriately focused on different areas of the school that have collaboratively been chosen as priorities. It has been shared with all staff and contains clear, ambitious but achievable targets and timelines for improvement. A review section is also included to monitor and evaluate progress.

The *Inspired* chief executive officer for the LATAM region visits the school regularly and conducts fortnightly telephone management meeting conversations with the headteacher. Agenda items always include safeguarding, welfare, teaching and learning, and financial matters.