



**British School
Overseas**
Inspected by Penta International

Inspection report

**King's College
The British School**

Latvia

Date **31st March – 2nd April 2025**
Inspection number **20250331**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 40 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nan McKeown. The team members were Sharon Barr and Nadira Rahman.

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 Latvia (KCL) delivers a stimulating and current curriculum. The school is proud of its significant development and progress over recent years. It is a school where students thrive and enjoy their learning experiences.

3.1 What the school does well

There are many strengths at the school, including the:

- strong leadership is driving school improvement;
- relationships across the school are based on mutual respect;
- students display positive attitudes to learning. their behaviour is exemplary;
- teachers have excellent subject knowledge;
- questioning techniques encourage students to reason and think critically;
- high quality feedback “in the moment” which enables students to self-reflect;
- students articulate their learning with enthusiasm: they enjoy and appreciate their school experiences;
- school prioritises safeguarding;
- range of extra-curricular activities on offer;
- opportunities for student leadership.

3.2 Points for improvement

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

- i. Formalise an English Additional Language (EAL) program for students who enter the school with little or no English.
- ii. Further develop the SEND provision to meet the needs of all students who require additional support in learning.
- iii. Embed best practice strategies to allow students to lead their own learning through enquiry and research.

4. The context of the school

Full name of school	Kings College, The British School, Latvia				
Address	Turaidas iela, 1, Pinki, Latvia, LV-2107				
Telephone number/s	+371 257 59 043				
Website address	https://www.latvia.kingscollegeschools.org/				
Key email address	adele.stanford@kingsgroup.org				
Headteacher/principal	Adele Stanford				
Chair of board/proprietor	John Leitao (CEO Inspired Education Group)				
Age range	18 months – 18 years				
Total number of pupils	477	Boys	255	Girls	222
Numbers by age	<i>0-2 years</i>	15	<i>12-16 years</i>	153	
	<i>3-5 years</i>	43	<i>17-18 years</i>	33	
	<i>6-11 years</i>	233	<i>18+ years</i>	0	
Total number of part-time children	0				

King's College, Latvia (KCL) is now in its eighth year of operation. It was founded by King's Group in August 2017. In October 2019, King's Group was acquired by Inspired Education, a global network of 119 schools spanning across all continents.

There are currently 477 students (15 children 0-2 years) with 35 nationalities represented at KCL.

4.1 British nature of the school

British students are represented in all year groups. KCL is widely recognised as The British School in Latvia. The school is proud of its' strong links with the British Embassy. It is also a platinum member of the Chamber of Commerce.

The school's curriculum is based on the British model of Early Years Foundation Stage (EYFS) and primary and secondary departments. The statutory age to enter school is 7 years under Latvian law. However, many parents choose to send their children to King's College from an early age to benefit from the British system of education at where they can access the EYFS curriculum.

Traditional British events such as bonfire night and choral singing at Christmas, are celebrated in the school grounds which serve to bring a British community spirit to the school.

British history, culture and current affairs are taught within curriculum themes. British values and expectations of respect for others are instilled in school daily life. English is the language of instruction across the school except in specialist language classes such as Spanish.

Student leadership programmes across the school are evident which promote UK values such as democracy, student voice and decision making.

Teaching staff have appropriate qualifications with the majority being UK trained and having relevant UK experience.

Communication channels are in English. The school website, reports and all letters to parents are in English. Policies are in line with current UK best practice.

The premises offer a range of specialist sports facilities, libraries, labs and specialist classrooms which exceed the quality of UK schools.

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

The quality of education provided meets the standard.

5.1 Curriculum

The curriculum is outstanding.

KCL offers a broad and balanced curriculum that is firmly based on the National Curriculum for England and adapted effectively to meet the needs of a diverse, multilingual, and international student body. The curriculum policy is clearly sequenced across all key stages, ensuring continuity and progression from the Early Years Foundation Stage (EYFS) through to the International Baccalaureate Diploma Programme (IBDP) in Key Stage 5. It reflects the school's commitment to high academic standards, global citizenship, and the promotion of British values.

In the EYFS, the curriculum is guided by the *Development Matters* framework. There is a clear emphasis on the prime areas of learning; communication and language, personal, social and emotional development, and physical development. Given that many children join the setting with little or no English, the curriculum prioritises structured vocabulary teaching across all subjects, with concepts and terminology revisited multiple times. Nevertheless, there is currently no formalised EAL program for students who enter the school with little or no English.

Phonics is a key focus from Reception to Year 3. Where needed, this is extended into Year 4. The school uses *Essential Letters and Sounds* to track students' progress on phonological awareness and early language acquisition.

Across Key Stages 1 to 3, the school delivers the national curriculum for England, while making appropriate adaptations to meet the requirements of Latvian education law. This includes the inclusion of Latvian language, history, and geography, taught with cultural sensitivity and delivered by qualified staff. The curriculum includes a full range of core and foundation subjects and is enhanced by cross-curricular learning opportunities. The school is forward-thinking in its curriculum enhancements. To facilitate a smooth transition from Year 6 to Year 7, students are introduced to subject specialist teachers in upper Key Stage 2.

At Key Stage 4, students follow the Cambridge IGCSE programme. Recent curriculum adjustments have included the expansion of science provision, shifting from a combined model to individual subject teaching in biology, chemistry and physics. This allows for greater depth of understanding and better preparation for the IB Diploma. Global perspectives has also been introduced as a discrete subject at IGCSE into Key Stage 3 to support the development of inquiry, independent research, and global

awareness. This reflects the school's commitment to fostering IB Learner Profile attributes from earlier stages.

The IBDP was introduced in 2022 and is now fully established. The curriculum offer includes a balanced range of subjects across all IB groups, with recent additions such as Latvian Language and Literature A and English B to meet the needs of both local and international students. The school has taken deliberate steps to align the IB subject offer with students' future aspirations and university destinations.

The school offers effective careers guidance to its students. Through the launch of *Unifrog* in 2022, staff have been trained in its use and students are supported with early career planning. Last year, KCL organised a virtual university fair for the current Year 13 students; providing them the opportunity to engage with university representatives and understand the entry requirements in relation to IB points expectations. Moving into the next academic year, the school has identified the need for a careers counsellor and as such is currently recruiting for the position.

Curriculum leadership and quality assurance have been significantly developed since the school's last inspection. Heads of department evaluate curriculum delivery annually with reference to outcomes. This review process is informed by lesson observations, learning walks, and student surveys, ensuring a clear alignment between the intended and enacted curriculum. The school's flexible, well-monitored, and values-driven curriculum ensures students are not only academically successful, but also socially responsible and globally informed.

Since the last inspection, KCL has invested significantly in educational technology, keeping abreast of global developments and ensuring the school is aligned with the expectations of *Inspired Education*. The school introduced *Bring Your Own Device* last year, to Year 5 and above. *Century Tech* has been introduced to Year 3 upwards and is used extensively to support homework requirements in English, mathematics and science. *Inspired Education* has rolled out its own global study platform (GSP) and *Canvas LMS* which KCL has been one of the first *Inspired* schools to participate in.

Enrichment is embedded across all phases. A wide-ranging co-curricular programme includes Model United Nations (MUN), public speaking competitions, drama productions, sports and international trips. These opportunities provide real-world contexts for learning, foster leadership, and enhance students' cultural and interpersonal development. Links across subjects, particularly through Global Perspectives, PSHE and enrichment activities, help students make meaningful connections between ideas and develop transferable skills.

5.2 Teaching and assessment

All lessons observed were at least good and much of the teaching was outstanding.

A shared pedagogical framework, grounded in *High Impact Teaching Strategies* (HITS), supports consistency across phases while allowing teachers the autonomy to tailor instruction effectively. Lessons are planned with clarity and pace, resulting in learning environments where students are inspired to engage, reflect, and succeed.

Teachers demonstrate secure subject knowledge and a good understanding of curriculum and assessment expectations. Planning is supported by well-developed long and medium-term schemes of work and considers students' prior attainment and learning profiles.

A wide range of effective teaching strategies are embedded across the school, including modelling, guided practice, high-quality questioning, retrieval activities, and structured collaboration. Students are encouraged to articulate their thinking, explore multiple solutions, and reflect critically on their learning. Talk partners, group work, and independent inquiry were observed during the inspection, helping to cultivate confident and curious learners. The school is developing the SEND provision to better meet the needs of students who require additional support. The best teachers embed strategies to allow all students to lead their own learning through enquiry and research.

In primary, teaching is vibrant, inclusive, and highly responsive. In a Year 4 mathematics lesson, students worked collaboratively to explore multiple methods for solving fraction problems and presented their reasoning to the class. Prompts such as "How many different ways can you show...?" encouraged metacognitive reflection and supported conceptual fluency. In English lessons, effective modelling and carefully pitched scaffolding enabled children to produce high-quality writing. A Key Stage 2 PE lesson demonstrated confident behaviour management and strong relationships. Student-led activities promoted leadership and engagement. Across all lessons, teachers gave students time to think, revise answers, and reflect on their learning; exemplified using questions like "What made you change your mind?"

In secondary, teaching is consistently well-structured and intellectually ambitious. Students were observed engaging in rich dialogue, applying prior learning to new contexts, and debating complex global issues. In outstanding lessons, the clarity of instruction was combined with practical application and diagnostic feedback. In a Year 10 mathematics lesson, students were given clear parameters for success, with feedback such as "You can stop once you've done enough questions that show you understand", promoting precision, confidence, and ownership of learning. A Year 7 Spanish lesson demonstrated excellent progression, with students confidently constructing and correcting sentences while applying their grammatical knowledge.

Behaviour for learning is exemplary. Students are enthusiastic, resilient, and reflective. They respond positively to feedback, collaborate effectively, and take pride in their progress. Behaviour is managed with sensitivity, and classrooms are calm, purposeful spaces where routines support high levels of engagement. Displays are to a high standard. They reinforce curriculum content and celebrate student achievement. Thus, contributing to a strong sense of community and academic identity.

Assessment is embedded across all phases. It is used purposefully. Teachers employ a variety of strategies including verbal feedback, effective questioning, peer/self-assessment, and digital diagnostics to check understanding and inform next steps. *Century Tech* provides personalised pathways in core subjects and is used diagnostically to close gaps and challenge more able students. *Canvas* enhances independent learning, supports feedback, and structures task management. Data from the school management information system (iSAMS) is used strategically by leaders to track progress, identify trends, and plan timely interventions.

Teaching assistants are deployed effectively, offering targeted support that aligns closely with curriculum goals. Whilst provision for students with educational needs (SEND) was observed in some lessons, this needs to be further embedded at KCL. The school currently does not have a dedicated SEND specialist to lead this support.

Professional development is a notable strength. Teachers receive impactful feedback from lesson observations, learning walks, and book looks, which is used to refine and improve practice. Continual professional development (CPD) is well-structured, aligned with school priorities, and supported by *Inspired Education's* network. There is a culture of reflection and growth, with staff at all career stages engaging collaboratively in continuous improvement.

5.3 Standards achieved by pupils

Students at KCL make good or better progress across all phases of the school. From a wide range of starting points, including a significant number of students with English as an additional language and many who join the school mid-year, most students achieve very well in relation to curriculum expectations. Progress is closely monitored through internal tracking systems, and standardised assessments. Staff are increasingly using this information to inform teaching and interventions. There have been significant improvements in this area since the last inspection.

In the EYFS, students make rapid progress, particularly in communication and language, early literacy, and personal development. Many enter with limited English and low baseline scores. Through a language-rich environment, structured phonics instruction, and focused support, most children meet or exceed expected development milestones by the end of the Foundation Stage. Consequently, they are well prepared for Key Stage 1.

At Key Stages 1 to 3, students continue to make good progress. Students are developing increasingly sophisticated vocabulary and reasoning skills, supported by the integration of academic literacy and inquiry-based learning. Data tracking over time shows good or better progress. KCL uses the progress test in mathematics and the progress test in English to track and benchmark students against UK standards within the international setting. All year groups from Year 6 to Year 10 have either met or exceeded the expectation over the last three years. The school has effective systems in place to identify and track students who are not making the expected progress.

In Key Stage 4, IGCSE outcomes indicate particularly strong attainment. Outcomes for the last two years have significantly exceeded UK standards. The percentage of exams results in 4+ in 2023 was 100% and in 2024 it was 92%.

The first IB Diploma cohort is currently in Year 13. Students are currently on track to achieve an average of 31 points, which would exceed the world average of 30.32 in 2024.

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

The spiritual, moral, social and cultural development is outstanding.

There is a palpable sense of community at KCL. Students and their parents spoke highly of the continuous efforts of teachers and the senior leadership to nurture personal development, creating positive relationships to guide them on their learning journey. A secondary school student noted, "Here they really care. The teachers are on a different level, they want you to be happy and succeed".

Through a bespoke PSHE programme, updated this year, staff ensure that the emotional and social well-being of students is a key priority. As well as a timetabled lesson for PSHE in primary and secondary, assemblies and tutor times are also key in developing open-minded and tolerant young people. Younger children have regular circle time and activities which give them opportunities to develop their social skills and emotional awareness. The online safety of students is a priority, with appropriate advice and information given to students throughout the school. Any instances of bullying or other poor behaviour are dealt with quickly and effectively.

There are many opportunities for students to develop social awareness. The student council in primary and secondary is very active, meeting weekly to discuss school matters. Students feel their views are listened to; they are very proud of their contributions to school life, including the introduction of 'Fab Friday', a monthly non-uniform day. Secondary students can be part of MUN, with a strong team participating in international MUN conferences. 'International Mindedness' is a key part of the IB Diploma Programme and IGCSE.

Global perspectives was introduced as an option and from next school year will be a mandatory subject from Year 7 to Year 11. Students speak highly of the inclusive nature at KCL: one student commented, "We have a perfect eco-system. Everyone is accepted for who they are, no matter where they are from".

KCL works hard to encourage high attendance rates at school. They arrange parent workshops and provide information on attendance requirements. It stresses it is the parents' responsibility to ensure their child attends school regularly. The school has robust systems in place to follow up absences.

Lessons are carefully planned to give students time to think and reflect. British values of tolerance and democracy are also integral in the curriculum. A primary history lesson gave students a real-life example in the classroom on choices and fairness which linked powerfully to the subject content on Edward the Confessor. A lively debate then ensued, with students participating with great interest. Yoga, mindfulness and breathing techniques are also strategies employed to create calm and reflective classroom environments.

Charity days, often led by students, are regular events in the school calendar and include bake sales, gift making and an 'arcade' when students can contribute to Latvian charities.

KCL has a school counsellor who is available for all students. Students know they can also speak to their form or class teacher. Students feel safe in school and said they feel able to approach many adults in school if they have a worry, knowing they will be listened to and supported.

Behaviour at KCL is excellent. Students are respectful to their teachers, other adults in the school and each other. *Class DoJo* and house points are awarded for adhering to the school's values.

Students at KCL are articulate, well-mannered and polite young people. Their attitudes towards school are extremely positive and they enjoy coming to school. The very strong relationships between staff and students are a strength of the school.

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

The provision for welfare, health and safety is outstanding.

The welfare, health and safety of students is a very high priority for the school. The school places great importance students' well-being, with a school counsellor and a robust system to ensure students feel safe and well cared for. The school's ethos is that all adults are responsible for their wellbeing, resulting in a warm and caring environment. Students say that "This is a kind school."

All KCL staff undergo annual safeguarding training, and the Safeguarding Team all have enhanced safeguarding training. Outside providers also have the relevant police checks and receive safeguarding training from school. KCL has a designated safeguarding lead (DSL) and a team of deputy safeguarding leads in each key stage who meet regularly. The school uses *Inspired's* 'My Concern' to record any concerns which are followed up immediately. The school also benefits from the support from *Inspired's* head office when needed. The safeguarding policy is regularly reviewed. Students said that they know who they can speak to if they see or experience anything that worries them and know that it will be dealt with.

Transition days are in place for children when moving year groups at the end of the academic year. Plans are in place this year to extend the transition periods for secondary school students who are moving into the IBDP the following year, in order to prepare them more fully for the rigours of the IB programme.

KCL has an onsite nurse who is available throughout the day, including during after school activities. She ensures medical information for individual students is shared with relevant adults. The school chef also liaises with the nurse to ensure that any food allergies or intolerances are catered for. Both the chef and nurse share their expertise with children when relevant in the curriculum. KCL provides inhouse catering, which is healthy, nutritious and plentiful. Students report that the food is "amazing".

Laboratories and the equipment within are kept locked. There are appropriate eye washing and showering facilities in the event of an emergency. The swimming pool is also securely locked when not in use, with appropriate levels of supervision during swimming lessons. Lifesaving equipment is easily accessible and there is a lifeguard on site. The pool temperature and pH levels are checked daily, with an outside provider looking after the general cleaning and maintenance of the pool.

Students benefit and enjoy the space and environment provided by the school. The senior leadership team (SLT) regularly ensure that drop off and pick up times run as smoothly as possible, with a designated drop off area and parking spaces. Break times are well supervised by teaching staff. Students make the most of their break times and are proactive at utilising

them to engage in a range of games and activities. Outside playgrounds are age appropriate, with specialist play equipment for younger children.

The school is proactive at keeping KCL safe during extreme weather conditions in winter, with onsite staff ensuring snow and ice is cleared to allow for safe access into school.

The school maintains outstanding procedures to ensure the premises are safe. Senior leaders hold full responsibility for health, safety, and well-being, ensuring that all policies and procedures are strictly followed. Risk assessments are conducted with precision and attention to detail and are regularly updated. Fire evacuation drills are regularly practised, ensuring that both staff and students are familiar with designated gathering points. Lockdown procedures are clearly outlined and effectively communicated to all. Both UK and Latvian requirements for safety are followed. Health and safety walks are conducted at least weekly by the facilities manager and headteacher. Staff log any health and safety concerns on a google form. Any requirements are followed up quickly by the maintenance team. Risk assessments are in place for both onsite and offsite activities. They are regularly reviewed.

The school has close links with the British and USA embassies, with immediate access to key staff if necessary. KCL has a security guard onsite during the day and CCTV which covers all areas of the school except inside classrooms and toilets. Visitors are logged and all adults in the school are required to wear a colour coded lanyard to enable school personnel to be easily identified.

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

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

As part of the internationally recognised *Inspired Education* group since October 2019, KCL is one of a growing network of 119 schools in over 30 countries, covering 6 continents. It benefits greatly from the strategic expertise and direction provided by their chief executive officer (CEO). The school also has a wealth of knowledge and support to draw upon provided by the global *Inspired* network.

There is a strong commitment to deliver the best practice in education. The core values of the school are delivered through the three pillars: academic excellence, sporting success and performing and creative arts, ensuring the individuality of every student.

Inspired global safer recruitment guidelines are followed to ensure compliance with best practice. Processes follow a streamlined timescale to ensure all necessary and appropriate checks are completed before employment is confirmed. The HR manager tracks and records all contact and documentation. References are thoroughly checked with direct contact made with previous employers and substantiated by telephone where needed. Right to work in the country and pertinent police authority certificates are evidenced. Safeguarding is prioritised. Retention of staff is high.

A confidential single central register (SCR) is maintained diligently. During the inspection, this was seen to be comprehensive, current and detailed all staff and personnel employed within the school system.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school are outstanding.

KCL is a modern and attractive building which is very well maintained. There are separate sections for EYFS, Primary and Secondary classrooms. Classrooms have high quality and age-appropriate furniture. Outside areas are also well looked after by the school's facilities team. The school has utilised space effectively to create attractive areas inside for older students to use at breaks.

Classrooms are light and bright. They are well ventilated and heated during the cold weather. There are specialist teaching rooms for art, computer science and science. Plans are in place to repurpose some rooms next year when an art studio will be created. KCL has excellent facilities for sports with a large indoor sports hall, swimming pool and astro turf pitch, as well as extensive outdoor spaces.

The canteen and kitchens at KCL adhere to the highest hygiene standards. They are regularly checked by Latvian authorities and internal staff. Freshly cooked food is provided three times a day to all students and staff.

The school has an easily accessible clinic, which is well-stocked and operated by a qualified nurse. Medicines are kept locked away. The nurse keeps an up-to-date inventory of these. There is a clear system in place for tracking injuries and reporting them to parents and relevant teachers.

The school has clean and well-maintained washroom facilities, located in all areas of the school and are well signposted. Toilets and basins are age-appropriate size for the younger students. Staff facilities are separate. There are clearly labelled disabled washrooms. KCL also has a lift allowing access to all areas. Stairways have two bannisters at different heights ensuring younger children can safely move up and down the stairs.

Fresh water is easily accessible throughout the school from dispensers and children use their own refillable water bottles.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is outstanding.

KCL has an attractive website which is easily navigable. Policies are available to read, as well as clear links and information regarding the admissions process. Parents spoken to appreciate that their children can meet staff before starting school and are offered an induction day. They said their children felt “very comfortable” when joining the school.

Parents receive a termly written report, followed by a parent consultation meeting. These reports are clear and comprehensive. KCL has an open-door policy allowing parents to make an appointment to discuss their child at any other time. However, parents reported that staff, including SLT, are always available for a “quick chat” which encourages a very positive teacher-parent relationship.

Class Dojo is currently used to inform parents daily, although some parents commented that it can be a little confusing to use. KCL is currently looking at an alternative platform for this.

KCL offers a variety of opportunities for parents and carers to come into school to see and experience many events such as open lessons, workshops, sporting events and assemblies. During the inspection, the very youngest students in pre-nursery and nursery were observed rehearsing enthusiastically for their upcoming spring concert. There are also opportunities for parents to volunteer to help with some events, such as the school musical.

Parents are very appreciative of the efforts KCL goes to in order to keep them informed. They say that all staff are friendly and approachable. Parents commented that the school is “second to none” in terms of its pastoral care. They recognise the stability of the staff at KCL and feel that the low staff turnover adds to the strong sense of community between parents, students and staff.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

KCL has a clear and comprehensive complaints policy that fully meets the expectations of the BSO framework. The policy is accessible via the school's website. It is transparent in structure. It sets out the procedures for informal concerns, formal complaints, and escalation to senior leaders or the *Inspired* education central team. It includes defined response times and outlines the school's commitment to resolving issues promptly and fairly.

The complaints procedure is well understood by both staff and parents. During the inspection, parents expressed a high level of confidence in the school's responsiveness and willingness to address concerns swiftly. Communication between home and school is open, honest, and constructive. Examples were shared of how informal concerns were resolved effectively without the need to escalate to a formal stage.

The school prioritises early resolution through strong relationships and regular communication with families. Teachers, middle leaders, and senior leaders are visible, approachable, and proactive in addressing minor concerns before they escalate. Staff at all levels understand their role in handling concerns and are supported by clear internal processes and pastoral protocols.

Appropriate records are kept, including summaries of the concern, actions taken, and final outcomes. These records are reviewed by senior leaders to identify patterns and feed into reflective practice or broader policy refinement where appropriate. Complaints linked to safeguarding are immediately referred to the designated safeguarding lead (DSL) and follow the correct statutory procedure.

The process is accessible to all families, including those for whom English is not their first language. Translation and explanation are offered where necessary, and families report feeling well supported when navigating the system. While formal complaints are few, the systems in place reflect a mature, professional, and open culture of feedback.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are outstanding.

Since the last inspection, and in line with school growth, there has been significant developments in expanding the leadership model. It is driven by a highly skilled and dedicated Headteacher, the CEO and a motivated SLT. There is clear strategic direction and a strong focus on continual improvement. High expectations are set for all. Sharing of good practice across the *Inspired* group network provides additional professional guidance to the leadership.

A well-crafted school development plan (SDP), further departmental plans and subject action plans, map out clear targets to be met within set timescales. Leaders know their school well. A cycle of self-reflection and continual improvement is well established. Ongoing reviews ensure the focus in school remains firmly on improving outcomes for students.

Clear and regular communication channels provide information sharing across the school and the group. Open collaboration with all stakeholders further underlines the school's commitment to create a culture of openness and trust. Morale is high.

Continual professional development (CPD) supports staff to improve their skills and individual talents with coaching proving particularly effective. Performance management further guides staff through a process of target setting. This has proved highly effective with its' impact noted in raising the quality of teaching in lessons.

Wellbeing of all is carefully considered. The *Pulse* system provides a channel for staff and students to voice any anxiety or concern in confidence. Relationships across the school are positive. All staff are valued within a supportive culture. The school provides a happy environment for all staff and students to share experiences and enjoy the wealth of learning opportunities on offer.

The school is run in a highly efficient manner. Administration is smoothly run on a daily basis. There is a sense of harmony across the school and a calm atmosphere exists.

KCL has a clear vision to be the best British school in Latvia, delivering a premium education. The school has the capacity to continue to grow, develop and achieve its goals.