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part of Independent Schools Inspectorate

# British Schools Overseas (BSO) inspection report

24 to 26 February 2026

## **King's College School, Panama**

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Clayton

Panama

Republic of Panama

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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## Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders communicate the school's aims well to pupils and parents and promote them effectively through the curriculum.
2. Governors ensure that leaders have the appropriate skills and knowledge to promote pupils' wellbeing. They maintain effective oversight of policies and procedures and their implementation. Governors' carefully considered support and appropriate challenge to leaders ensure a culture of continuous development.
3. Leaders use self-evaluation effectively so that the provision meets pupils' needs. Their robust approach to risk management means that potential risks to pupils are identified. They take decisive action to mitigate any concerns.
4. The curriculum meets pupils' needs and interests. In the early years and junior school, the curriculum is enriched through outdoor education and the study of music, drama and languages. Pupils experience a varied curriculum that prioritises both academic achievement and emotional wellbeing. As a result, pupils are well prepared for their next steps and achieve well in public examinations.
5. Leaders ensure that pupils make good progress through effective teaching, early identification of any gaps in learning and the implementation of appropriate support. Pupils who have special educational needs and/or disabilities (SEND) succeed in their learning because of the targeted support they receive.
6. Pupils who speak English as an additional language (EAL) are effectively supported to extend their fluency in English, so they can access the curriculum successfully.
7. Leaders' assessment of pupils' learning is carefully managed. Leaders take effective action to ensure that individual pupils' needs are met at every stage of their education.
8. Leaders provide a range of extra-curricular activities, including sports and other options for pupils. However, as pupils grow older, their participation diminishes because the activities provided are not matched to their needs as effectively as possible. As a result, pupils' opportunities to develop skills and interests beyond the classroom are restricted.
9. From an early age, pupils develop moral understanding, self-knowledge and appreciation of the importance of respect through an effective personal, social, health and economic education (PSHE) curriculum. They learn about the importance of maintaining positive mental health and emotional wellbeing. This awareness is promoted consistently by leaders throughout the school.
10. The physical education (PE) curriculum is well structured and delivered by knowledgeable staff. All pupils, whatever their needs, have access to sports and activities that suit their abilities, which supports their physical and emotional wellbeing.
11. A suitable behaviour management policy is in place. Staff implement this policy effectively overall so that behaviour is generally of a high standard and pupils are typically kind, respectful and caring

towards their peers. However, in some instances a small minority of staff do not implement the behaviour management policy in a consistent manner across the school, which results in behaviour falling below expectations.

12. Health and safety procedures and related policies are implemented effectively. Pupils' welfare needs are met consistently. The premises are well maintained and secure. Suitable risk assessments are reviewed regularly.
13. Leaders create a diverse and inclusive community and commit to promoting tolerance and service to others. This is achieved through teaching and the curriculum as well as pupil-led events, including assemblies, celebrating diverse cultures and charity work. As a result, pupils acquire a sense of social responsibility and learn how they can influence the quality of life for others.
14. Pupils are taught British and Panamanian values, such as democracy and the importance of mutual respect. However, the school does not develop pupils' knowledge of British institutions as effectively as possible.
15. The careers programme is effective overall in preparing pupils for the next stage of their education and for learning about the world of work. However, the guidance provided to pupils in the lower senior years is not always as relevant to their needs as possible.
16. Safeguarding arrangements, including those related to pupils' online safety, are robust and applied effectively by leaders and staff. Staff and governors receive regular training, so they are well informed about safeguarding and kept up to date with changes to statutory guidance. Governors maintain effective oversight of safeguarding through regular communication with leaders, audits, school visits and continual review of policies and procedures. Pupils are encouraged to report any concerns that they might have. However, the school does not currently enable pupils to raise concerns anonymously should they prefer.

## The extent to which the school meets the BSO Standards

### The school meets all the BSO Standards.

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- review the extra-curricular provision so that there is greater opportunity for older pupils to develop their skills and interests
- ensure that all staff apply the behaviour management policy consistently so that pupils' behaviour always meets expectations
- strengthen teaching about British institutions to improve pupils' knowledge of these
- widen pupils' understanding of future life pathways in the lower senior years to prepare them more effectively for careers later on
- develop additional mechanisms for pupils to communicate any concerns they wish to raise.

## Section 1: Leadership and management, and governance

17. The school's ethos is reflected in its policies and practice. Leaders create an inclusive environment that celebrates diversity and equality for all. The school values are widely known and reflected in the everyday language used by pupils and staff. Leaders place pupils' wellbeing at the core of planning and decision-making. They are highly visible and approachable, so pupils and parents feel comfortable sharing their views about the school.
18. Governors have clear systems in place to effectively scrutinise and evaluate all aspects of school performance, ranging from safeguarding to parents' and pupils' satisfaction, as informed by feedback from regular surveys. Leaders and governors undertake rigorous and thoughtful self-evaluation to assure themselves that the BSO Standards are consistently met and any required actions are addressed. As a result, governors are well informed about the work of leaders at all levels. Through secure knowledge of the school, they provide appropriate support and challenge to ensure that leaders fulfil their responsibilities.
19. Leaders are proactive and take decisive action to improve outcomes for pupils. Recent examples include the restructuring of the leadership team and the overhaul of the curriculum and management of safeguarding. These changes have had a positive impact on pupils' learning, wellbeing and personal development.
20. Risk management is prioritised by leaders and governors. They regularly analyse and review the strategic risk register to mitigate risk and keep pupils safe from harm. Detailed risk assessments cover the school site and all activities undertaken by staff and pupils. All staff receive training in risk assessment. They are responsive to risks that develop over time. There is a robust approach to the planning and approval of educational trips, including pre- and post-trip evaluations to inform future planning.
21. Leaders in the early years promote children's wellbeing through a well-planned and resourced curriculum. Leaders meet regularly to review children's attainment and progress so that their needs are met. Leaders ensure staff are effectively trained for their roles and understand the individual needs of the children in the setting. Leaders work closely as a team and self-evaluate to constantly develop their practice. Communication with parents is regular, enabling them to understand and support their child's development. Safeguarding procedures are rigorous and staff care for children well within a warm, secure environment.
22. Leaders provide the required information to parents using the school's website. This includes details of the safeguarding and behaviour policies. Parents receive regular reports each year that detail information about their child's attainment and progress.
23. All complaints, including those submitted at the informal stage, are taken seriously and managed in accordance with the school's appropriate complaints policy. This policy encourages parents to share concerns, which leaders address promptly. Governors review complaints and the actions taken by leaders regularly to see if there are any trends or patterns that may need addressing.
24. Leaders have established effective links with external agencies, including the police, and liaise with them to support pupils and help keep them safe from harm. The school informs the appropriate Panamanian authority when a pupil joins or leaves the school at non-standard times of transition.

25. Leaders understand their roles and responsibilities in promoting equality. They promote equality, diversity and inclusion through the curriculum and pastoral systems to create an inclusive learning environment that encourages pupils to be compassionate and treat each other with respect.
26. Leaders and governors work together effectively to continue to improve access to the school premises and its curriculum for a wide range of pupils with diverse needs.

**The extent to which the school meets the BSO Standards relating to leadership and management, and governance**

- 27. All the relevant BSO Standards are met.**

## Section 2: Quality of education, training and recreation

28. The curriculum is appropriately broad and balanced. Leaders carefully plan the curriculum so that pupils develop the essential knowledge and skills they need. From an early age, the curriculum is designed to encourage pupils to develop a curiosity for learning. It builds year on year to deepen pupils' knowledge across a range of subjects, including science, technology, mathematics, languages, humanities and the arts. The curriculum offers pupils a suitable range of IGCSE options. The sixth form is academically ambitious and offers the International Baccalaureate (IB).
29. Teaching is typically effective. Teachers use good-quality resources to engage pupils successfully. They skilfully adapt teaching so that pupils are supported and challenged to learn with purpose. Teachers use effective questioning to promote pupils' thinking and engagement, such as when senior pupils discuss different themes in particular Panamanian stories and junior pupils learn about self-regulation in PSHE.
30. Schemes of work for all subjects are detailed, well planned and matched to the age, attitudes and needs of pupils. Teaching promotes the school's values and those inherent to society in Panama and the UK, including through the study of works by Panamanian authors and Shakespeare's plays. Teaching does not discriminate against any pupils.
31. Teachers provide pupils with regular verbal and written feedback about their work. This, along with pupils' constant self-evaluation of their learning and achievement, enables them to extend their thinking and further improve their work. As a result, pupils achieve well. Pupils make good progress from their assessed starting points, and IGCSE and IB results indicate an improving picture, particularly at IB level where pupils perform consistently well.
32. Leaders use a detailed assessment framework systematically to analyse pupils' progress. They identify any gaps in learning quickly so that appropriate measures can be taken. As a result of teachers' knowledge of each pupil's needs and their careful support, pupils make good progress.
33. Pupils who need additional support receive effective provision for their learning needs from an early age. Pupils who have SEND are identified early and appropriate actions are taken to meet their needs. This involves structured and unstructured observations across a range of settings and the sharing of information with parents. Pupils are provided with an individual learning plan (ILP), which is carefully monitored and reviewed as their needs change. This informs teachers' planning so that teaching is effective in supporting these pupils.
34. Pupils who speak EAL are assessed and, when required, supported so that their needs are met. They develop their English language skills effectively with the help of specialist teaching. Teachers have a clear understanding of pupils' needs and adapt their teaching and use of resources accordingly. As a result, pupils extend their fluency in English, building their skills and confidence so that they access the curriculum successfully.
35. In the early years, children build trust because of the warm relationships that adults build with them. Teaching is effective because teachers ensure that children extend their knowledge and skills across critical areas of learning, including those that support their personal, social and emotional development. Leaders prioritise the development of children's communication, language and literacy skills from the start so that children rapidly develop confidence in their language abilities. Teaching captures children's interests and builds on their previous learning, such as their knowledge

of traditional fairy tales. The curriculum is enriched with outdoor education. The thoughtful organisation of activities indoors and outdoors ensures that children are highly motivated to learn, so they are well prepared for the next stage of their education. Teachers regularly assess children's progress and share this information with parents.

36. Leaders provide a range of extra-curricular activities, including sports such as football, tag rugby, swimming, badminton and volleyball. Other options include The Duke of Edinburgh's Award scheme (DofE) activities, robotics and chess. The extra-curricular programme helps pupils to develop their intellectual, social and physical skills. Pupils enjoy the activities provided, which are well attended. However, as pupils grow older the extra-curricular provision is not as effectively directed towards them and does not enable them to develop their skills and interests as well as it does for younger pupils.

### **The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation**

- 37. All the relevant BSO Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

38. Leaders have developed an ethos that focuses on building positive relationships based on mutual respect and kindness. This is taught through an effective PSHE curriculum, themed pupil-led assemblies and daily interactions between pupils and staff. This ethos is fostered through the school's values and teachers' typically high expectations for how pupils treat each other. As a result, pupils gain respect for different people and cultures in the world.
39. A well-planned PSHE and relationships and sex education (RSE) curriculum provides pupils with age-appropriate content and pertinent guidance. Pupils learn about key areas such as consent and personal boundaries, sexually transmitted infections, guarding against sexual harassment, grooming and exploitation. Pupils are taught about relationships and how to recognise unhealthy ones, including when online. Younger pupils learn about respectful relationships through stories and during library time, texts are selected to promote positive values and develop pupils' understanding of healthy relationships. Pupils engage positively with PSHE and RSE and demonstrate a clear understanding of the values promoted because teachers allow them to discuss topics in a sensitive and respectful manner. Leaders consult with parents and pupils about the curriculum content appropriately.
40. Pupils' spiritual and moral development is promoted through effective links across the curriculum, such as in history and English and through pupil-led assemblies on different cultures and faiths. This is evident in the harmonious relationships between pupils from diverse backgrounds. Pupils learn about religions and their differences and similarities, such as through the study of the Crusades and perspectives of the Christian and Islamic worlds. Leaders provide pupils with an area for prayer and quiet contemplation. Leaders ensure that provision is made to accommodate pupils' religious observance, including dietary requirements. Pupils' artwork displayed around the school demonstrates a vibrant spiritual and aesthetic dimension, with meaningful links to the natural world.
41. Pupils learn the importance of keeping physically and mentally fit through physical education (PE) lessons and sport. All pupils, including those in the early years, have PE lessons that cover a range of sports and activities, including swimming and dance. From an early age, pupils' confidence develops so that they progress to more complex games like tennis, which require and develop specific skills. All sports and activities are open to all sexes. To track pupils' progress, leaders have recently introduced an assessment system to include pupils' knowledge of and attitude towards PE. This is available to parents online, so they are informed of their child's engagement with and progress in PE.
42. Children in the early years develop their gross and fine motor skills through daily outdoor and indoor play, and well-chosen activities such as colour mixing and cutting Goldilocks' hair, which require them to manipulate and control resources. Staff successfully encourage children to work together to solve problems and celebrate achievements. As a result, children are kind towards each other and develop self-esteem and confidence in a supportive environment.
43. Behaviour is generally well managed and pupils usually demonstrate consideration for others. During lessons and when moving around the school, pupils are typically well behaved. However, staff do not always apply the behaviour management policy consistently. In particular, staff do not always effectively manage the occasional times when a small minority of pupils do not behave

appropriately or sensibly. Bullying is rare and, if it occurs, it is managed well. The school responds promptly to any bullying instances, supporting all parties involved, including by encouraging pupils to reflect on their behaviour and resolve any differences. Leaders review records of behaviour and bullying to see if there are any changes that could usefully be made. For example, leaders are reviewing the behaviour management policy with input from pupils with the aim of aligning it more closely with pupils' own use of language and facilitating its clearer interpretation.

44. The premises are carefully maintained and include suitable facilities. Processes for health and safety checks and fire safety protocols are well established, including lockdown procedures. Fire exits are clearly marked and termly fire drills are conducted and recorded accurately, with any required follow-up actions undertaken.
45. Pupils benefit from a full-time doctor on site and an appropriately resourced medical centre. All staff are trained in first aid, including paediatric training for those who work with children in the early years. The strategic placement of three defibrillators across the site enhances the school's capacity to respond effectively to medical emergencies.
46. Suitable supervision for pupils is in place in lessons, during recreational times and during off-site activities.
47. Attendance and admission registers are maintained with care and in line with local requirements and UK guidance. Leaders provide effective support for individual pupils so that absences have minimal negative impact on their academic progress, and they liaise with the appropriate Panamanian authority, providing all the necessary information about pupils' attendance.

### **The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing**

- 48. All the relevant BSO Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

49. Leaders actively promote mutual respect and inclusion through the curriculum and pastoral work. Pupils learn about diverse cultures and the importance of treating everyone equally. They also learn about the harm caused by prejudice and discrimination through studying events such as the Holocaust.
50. Pupils are encouraged to reflect on what it means to be human and to ask questions relating to the human condition, such as the struggles experienced by women suffragettes to gain equality. Pupils learn about urban deprivation and its consequences for different sectors of society. They are taught about the transatlantic slave trade and the impact of the Jim Crow laws on society. Older pupils develop younger pupils' knowledge of digital citizenship by preparing teaching materials that encourage pupils to become responsible and caring citizens. This enables pupils to recognise the value of having a clear moral code and its role in establishing positive, respectful relationships. As a result, pupils develop their understanding of the difference between right and wrong.
51. Pupils show a high degree of empathy and support for their peers in a diverse school community. Leaders promote the celebration of events such as Chinese New Year, Diwali and Ramadan. This fosters understanding of pupils' identities and helps to create a community in which different social and cultural traditions are respected and celebrated. Leaders encourage pupils to promote understanding of people's similarities and differences through pupil-led assemblies on a range of topics, such as different types of SEND.
52. The school's effective promotion of inclusion contributes to pupils' understanding of fundamental British values such as respect, tolerance, democracy and the rule of law. Pupils learn about British history and manners, although the school does not develop pupils' knowledge of British institutions and their functions securely. Pupils mark events such as Remembrance and maintain close links with the British Embassy. Younger pupils watch a well-chosen television news programme designed for their age to help them learn about the UK.
53. Pupils acquire economic understanding in an age-appropriate way through the PSHE curriculum and subjects, including business studies and geography. They discuss the value of money, incomes in different countries, budgeting and student finance. Junior pupils learn about money in mathematics lessons. The 'King's Terrace' shop enables pupils to understand how to manage money when buying and selling products. Children in the early years gain confidence in financial transactions through topic-based projects, such as buying goods, chocolate and bus tickets using golden coins.
54. The school council provides leadership opportunities for pupils from all year groups. It offers an effective, democratic forum for discussion and service to others. Pupils are confident that they are listened to by leaders and that their ideas are acted upon, as seen in the recent changes to lunch menus. British democracy and legal systems are taught in relation to Magna Carta, civil rights movements and modern parliamentary processes. The work of pupils in Model United Nations and debating further supports their understanding of democratic processes.
55. The school has an established careers programme. The use of an online platform and the PSHE curriculum supports pupils to make informed career choices. Pupils learn about different career paths linked to subject choices. They receive guidance on labour market awareness and how to write

an effective CV. Pupils can undertake work experience after IGCSE examinations. Pupils in the sixth form receive up-to-date and useful input from the university guidance team. The school hosts a university fair and supports pupils with their university applications nationally and internationally. Pupils gain places at competitive higher education establishments in various parts of the world. However, in the lower senior years, careers guidance is not as well developed as it is for older pupils. As a result, younger senior pupils are not as well informed about potential future pathways as they could be.

56. Leaders provide opportunities for pupils of all ages to understand their locality and to develop a sense of social and environmental responsibility within the school and the wider community. The IB programme provides many opportunities for pupils to engage in community service. Pupils organise events such as a Halloween party through their houses and engage with local charities, including the local orphanage and the Red Cross. Pupils fundraise for projects such as 'Techo', which provides shelter for the poor and supports the building of a local path identified as in need of development.
57. Children in the early years learn mutual respect and how to share through well-structured activities, such as learning about different international cuisines, working together to complete jigsaws successfully, completing other shared tasks and sharing their views on the rainforest around them. They become confident and develop an understanding of the importance of co-operation and how to build friendships.
58. Leaders carefully vet outside speakers to prevent exposure to partisan views. Similarly, teachers ensure that any discussions with political content are conducted impartially and without bias.

### **The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society**

- 59. All the relevant BSO Standards are met.**

## Safeguarding

60. Leaders consistently promote an effective safeguarding culture throughout the school. Staff are vigilant and understand that everyone is responsible for identifying, reporting and acting on concerns, including low-level concerns, to keep pupils safe from harm. Staff understand the process for self-reporting should the need arise.
61. Governors provide consistent and rigorous oversight of safeguarding through regular audits, reports, meetings and personal visits to the school, including talking to pupils. In this way, governors are well informed about safeguarding and the effectiveness of leaders' work. Governors undertake regular training to ensure that they are knowledgeable about the latest safeguarding requirements.
62. Leaders with responsibility for safeguarding are knowledgeable and suitably trained for their roles. They take prompt action in response to any safeguarding concerns. They maintain detailed records, including any actions taken and the rationale behind them. They liaise effectively with the local authorities and the police when required.
63. Leaders with designated safeguarding responsibilities provide staff with effective training, including at induction. This ensures that staff are clear about the school's expectations and knowledgeable about any changes in safeguarding requirements. Staff undertake training to remain alert to the dangers of extremism and radicalisation. They are required to complete and pass training modules to test their safeguarding knowledge. As a result, staff are confident about the procedures to follow should they have a concern about a pupil or an adult.
64. Pupils are taught how to keep themselves safe, including when online, through the curriculum and assemblies. Leaders provide information to parents and encourage them to attend talks about safety. Recent topics include protection strategies concerning the potential dangers of artificial intelligence (AI) and misinformation.
65. There is a robust internet filtering and monitoring system that is carefully overseen by leaders to ensure that pupils are kept safe from harm when using the internet. Pupils can speak to or email any trusted adult to report a concern. However, there are currently no other mechanisms for pupils to raise concerns should they not wish to approach staff in these ways.
66. Staff recruitment procedures are robust. Leaders ensure that all appropriate safer recruitment checks on adults, as required by BSO Standards and Panamanian law, are carried out in a timely manner. Leaders maintain a suitable single central record of appointments (SCR), which they and governors regularly scrutinise.

### The extent to which the school meets the BSO Standards relating to safeguarding

- 67. All the relevant BSO Standards are met.**

## School details

<b>School</b>	King's College School, Panama
<b>Department for Education number</b>	000/6097
<b>Address</b>	King's College School, Panama Avenida Demetrio Basilio Lakas Clayton Panama Republic of Panama
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<b>Proprietor</b>	Inspired Education Group
<b>Chair</b>	Mr Nadim Nsouli
<b>Regional chair</b>	Mr Ricardo Carriedo
<b>Headteacher</b>	Mr Robert Pett
<b>Age range</b>	2 to 18
<b>Number of pupils</b>	569
<b>Date of previous BSO inspection</b>	5 to 7 June 2023

## Information about the school

68. King's College School is an independent, co-educational day school located in Clayton, Panama City. The school was established in 2012 by the King's Group and in 2019 became part of the Inspired Education Group. In 2022, the school moved to a new purpose-built campus. The school caters for pupils representing 53 nationalities. The current headteacher took up his post in August 2025.
69. The school comprises a senior school, for pupils aged 11 to 18 years and a junior school, for pupils aged 2 to 11 years, both located on the same site. There are 60 children in the early years, comprising three Nursery and two Reception classes.
70. The school has identified 104 pupils as having special educational needs and/or disabilities.
71. English is an additional language for 462 pupils.
72. The school states that its aim is to provide high-quality British International education that delivers an academically ambitious and transformative learning experience for all pupils through engaging and effective teaching. Through its values and curriculum, the school aims to develop confident, reflective young people who achieve strong academic outcomes and are well prepared for future study and life beyond school.

## Inspection details

### Inspection dates

24 to 26 February 2026

73. A team of five inspectors visited the school for three days.

74. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the regional chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

75. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

### **How are British Schools Overseas inspected?**

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

### **Independent Schools Inspectorate**

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For more information, please visit [isi.net](http://isi.net)