



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
THE BRITISH INTERNATIONAL SCHOOL OF KUALA LUMPUR**

# INDEPENDENT SCHOOLS INSPECTORATE

## The British International School of Kuala Lumpur

Full Name of School	<b>The British International School of Kuala Lumpur</b>
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Email Address	<b>info@britishschool.edu.my</b>
Headteacher	<b>Mrs Janet Brock</b>
Chairman of Governors	<b>Mr Stewart Fry</b>
Age Range	<b>3 to 16</b>
Total Number of Pupils	<b>1041</b>
Gender of Pupils	<b>Mixed (522 boys; 519 girls)</b>
Numbers by Age	<b>3-5: 95      5-11: 600 11-16: 346</b>
Inspection Dates	<b>07 Mar 2016 to 10 Mar 2016</b>

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) Regulations 2014, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The British International School of Kuala Lumpur is a co-educational day school, currently catering for pupils from 3 to 16 years of age. It was established in August 2009, initially as a small primary school for pupils up to nine years of age and was sited in a compound. In its six and a half years of operation, it has experienced substantial growth and has twice expanded into further purpose-built accommodation. Sixth-form education is intended to be provided from September 2016 and building works were already underway at the time of the inspection. The school is a member of the British Schools Foundation, a UK registered non-profit organisation established for the purpose of promoting quality British-style education worldwide. The foundation provides governance for member schools. It sets school policies and approves school budgets, and, in turn, delegates the day-to-day management of the school to the headteacher, who has been in post since 2013. Decisions within the organisation are academically driven, and place the well-being of pupils and staff above any other considerations.
- 1.2 The school has high aspirations, aiming to offer a world class education. Its core principles, incorporated in a school charter, include motivating pupils to explore the extent of their intellectual and physical abilities, upholding the values of honesty, integrity and respect for others, and providing a vibrant, happy and secure environment.
- 1.3 At the time of the inspection, pupils on roll were 1041, 522 boys and 519 girls. In the Primary School, for pupils from Nursery to Year 6, there were 693 pupils, 340 boys and 353 girls, including 92 in the Early Years (EY), 47 boys and 45 girls. The Secondary School had 348 pupils in Years 7 to 11, 182 boys and 166 girls. Typically, pupils come from families within the Malaysian and international business communities based in Kuala Lumpur. A total of 54 different nationalities are represented, with the largest cohorts being the British and Malaysian pupils.
- 1.4 Of the 499 pupils for whom English is not their first language, 29 receive specific English as an additional language (EAL) support. The school has identified 34 primary pupils and 13 secondary pupils with special educational needs and/or disabilities (SEND), who are withdrawn from regular lessons and receive individual or small group support.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The British International School of Kuala Lumpur meets its challenging aims in exemplary fashion. The pupils achieve excellent standards in their learning, stimulated by the high quality of teaching provided by a passionately committed staff and by a broad, innovative, literacy-led curriculum, which includes outstanding provision for music and physical education (PE) and enables the creation of confident speakers. Standards in the EY are outstanding. Across the school, the pupils are encouraged to take responsibility for their learning and to challenge their limits, in line with the school's aims. A culture of risk taking is being prioritised to help the pupils to raise their sights. A stimulating learning environment is being created, in which the needs of all pupils, including those with EAL or SEND and the able, gifted and talented, are very well catered for. Information and communications technology (ICT) is used highly effectively to enhance learning.
- 2.2 The standards of the pupils' personal development are excellent. The vibrant, happy and secure environment, in which pupils feel safe and well supported, enables them to be open and articulate. The relationship between staff and pupils and amongst the pupils themselves is outstanding. The very large majority of pupils responding to the pre-inspection questionnaire like being at the school. Almost all felt that they are making good progress, that their teachers help them to learn and that they are treated as individuals. A small minority of pupils perceived a lack of fairness in some teachers and expressed concern that the school does not always listen to their views. The inspection judgement did not support these concerns.
- 2.3 The outstanding strategic vision of the governors, their financial acumen and their willingness to invest in quality, both in staff recruitment and in accommodation, facilities and resources, have been the catalyst for the rapid progress that the school has made in such a short time. Central to this success is the extremely harmonious relationship which they enjoy with the school's leadership. They offer both support and challenge. Mutual trust is evident. The leadership is highly regarded by all staff and has succeeded in creating a collegiate approach to the management of change. A small minority of parents responding to the questionnaire expressed dissatisfaction with the amount of feedback they receive about their children's progress, the homework set and the lack of provision of worthwhile support for pupils with SEND and those who are able, gifted and talented. The school is aware of the parents' feelings and has taken action to address these issues, including the ongoing development of the parent portal and new leadership for learning support.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

### **(ii) Recommendation for further improvement**

2.5 The school is advised to make the following improvement.

1. In Years 7 to 11, spread the excellent teaching strategies used in many lessons across the whole curriculum to eliminate inconsistency in pupils' educational experience.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of the pupils' achievements and of their learning, attitudes and skills is excellent. The children in the EY are extremely well educated, in full accordance with the school's mission and aims. They make sustained progress and achieve extremely well in all seven areas of learning, as defined in the English Early Years Foundation Stage (EYFS) framework. Their exceptional progress in mastering the English language, in particular talking and listening, derives from the high level of attention their teachers pay to meeting each individual's needs. Children display excellent levels of emergent writing, using their extensive knowledge of letters and sounds to write labels, letters and lists, and to take orders in the pretend Nursery café. Reception children demonstrated their knowledge of phonics and word-building skills using tablet computers to practise each sound. Children were confident to practise free writing with purpose and confidence. Children from Nursery onwards develop good levels of fine motor skills and pencil control. Children in Reception count with confidence using numbers up to 20 and for some, numbers beyond. Children with EAL make excellent progress. The children's physical achievements are excellent. The philosophy to have a go and keep on trying is fully embedded and, as a result, the children become bold inquisitive learners.
- 3.2 In accordance with the school's aim for them to explore and achieve the extent of their intellectual and physical abilities, pupils in Years 1 to 6 achieve exceptional standards. They develop outstanding levels of articulacy, despite the majority having English as a second language. In 2015, Year 6 excelled in an English national writing test. The pupils exhibit strong critical thinking skills. They achieve high standards in mathematics and in ICT. In the former, they excel in external competitions. In the latter, they avail themselves of opportunities to explore podcasting, coding and robotics. Equally outstanding are the pupils' achievement in physical education and sport, and their musical talents. All pupils play a musical instrument.
- 3.3 The following analysis uses the English national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. The pupils' performance in the UK national tests at the age of 11 has been excellent, well above the English average for maintained primary schools. This level of attainment, allied to inspection evidence of a very high proportion of excellent teaching and of the pupils' positive attitudes and enquiring minds, within a context where the majority have EAL, indicates that pupils of all abilities make exceptional progress in relation to pupils of similar ability.
- 3.4 The pupils are fully engaged in their learning. They support their peers and work extremely well collaboratively. Their ability to concentrate and to maintain focus and commitment enables rapid progress.
- 3.5 In Years 7 to 11, the pupils are well educated according to the aims of the school. They achieve good standards in their learning, verging on excellence. The vast majority of parents who responded to the pre-inspection questionnaire were pleased with the progress that their children make at school, particularly in the acquisition of English language skills. The pupils agree that they make good progress and find the work that they do interesting.

- 3.6 The pupils display a secure knowledge in their studies and possess the confidence to apply their skills across every area of the wide-ranging curriculum. Their well-developed literacy skills are evident throughout. They are highly articulate and have well-honed skills in listening, reading and writing. The pupils demonstrate sophisticated logical and analytical thought, through application of mathematics and scientific knowledge. The pupils' ICT skills are extremely well developed. Their strong creativity leads to outstanding levels of achievement in orchestras and ensembles. All pupils play a musical instrument. Their physical skills are extensive.
- 3.7 Outside the classroom, pupils achieve well either individually or in teams, across a wide range of sporting and extra-curricular activities, such as in basketball, martial arts, public speaking and drama. Sports teams perform to a high standard in local, national and international competitions. A large number of pupils do well in The Duke of Edinburgh's International Award and in external music examinations. Public speaking is a key priority; pupils have excelled in the Model United Nations (MUN) and in the World Scholar's Cup, where they have reached the world finals in the USA in the previous two years.
- 3.8 The pupils' attainment cannot be measured in relation to performance in public examinations, as no full cohort has yet taken GCSE or International GCSE (IGCSE) examinations. Small numbers have taken them early in Years 9 and 10 and have gained excellent results. On inspection evidence available from lesson observations, pupils' written work and curriculum interviews, within a context of much excellent teaching and with a majority of pupils having EAL, pupils' attainment and progress, including those with EAL, those with SEND and those who are able, gifted and talented, are judged to be high in relation to English national age-related expectations.
- 3.9 Attitudes to learning are excellent. The pupils are extremely conscientious. When given the opportunity, they show considerable independence and enterprise. They are increasingly taking responsibility for their own learning. They work well collaboratively, contribute confidently in lessons and are invariably supportive of each other. Laptop computers and individual tablet devices provided by the school are used by pupils to excellent effect as a tool for learning, communication and research.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.10 The contribution of curricular and extra-curricular provision is excellent. The excellent EY curriculum covers all areas of the EYFS framework and is enriched by specialist teaching in music, PE and modern foreign languages. The carefully planned continuous provision makes full use of a well-resourced outdoor area and additional space to develop the children's gross motor skills. The learning environment is welcoming, vibrant and enriched by many colourful displays. The children are fully engaged and given numerous opportunities to make choices about their learning. The skilful, imaginative way the excellent resources are used is outstanding. Educational trips and visiting speakers enhance curricular provision.
- 3.11 The excellent curriculum for Years 1 to 6 is based on the English National Curriculum and has been innovatively enhanced to suit the pupils' needs. The aim is to offer pupils a strong academic foundation through a wide range of diverse learning experiences. The commitment to securing the foundations in literacy is exemplified by lessons on spelling, phonics and grammar. Strategies such as talk for writing build on this to release the pupils' imagination and creativity.

- 3.12 The core subjects of English and mathematics are complemented by an integrated curriculum for pupils in Years 1 to 4, comprising art, design and technology, geography, science and a historical topic. In Years 5 and 6, these subjects are taught discretely. Time is allocated for personal, social and health education (PSHE). The teaching of modern foreign languages features strongly. From Year 4 onwards, pupils are streamed for PE lessons in order to closely match challenge to ability. A highly distinctive feature of the curriculum is the extensive instrumental music programme, which enables all pupils to learn to play a musical instrument.
- 3.13 The curriculum successfully provides for the needs of all pupils. Support for pupils with EAL or SEND is divided into three levels, gold, silver and bronze, depending on the needs of the pupil, in order to accelerate access to the full curriculum for all. A small minority of parents' questionnaire responses indicated dissatisfaction with the school's provision for pupils with SEND and for those who are more able. The school has recently appointed a learning support co-ordinator, who has put individual education plans in place throughout the school. A gifted and talented co-ordinator has also been appointed. The inspectors observed a variety of highly skilled teaching strategies and focused support in lessons. An emphasis on challenge has led to strategies such as Maths Mastery being introduced. The mathematics and problem-solving group demands collaboration from gifted pupils.
- 3.14 Educational visits enrich curricular provision, including residential experiences for pupils in Years 4 to 6. Visitors to the school offer fresh inspiration to engage and motivate the pupils. Community links enable effective careers advice. A wide range of extra-curricular activities is provided within the extended school day, thus ensuring that all pupils are involved.
- 3.15 The excellent curriculum for pupils in Years 7 to 11 is a major factor in the school's meeting its core principle to motivate pupils to explore the extent of their intellectual and physical abilities. Almost all parents responding to the questionnaire approved of the curricular provision. In Years 7 to 9, pupils follow a programme based on the English National Curriculum. In Years 10 and 11, they follow IGCSE courses. The curriculum is wide ranging: pupils may select four foreign languages, three separate sciences, economics and business studies, and a range of creative arts and humanities. Almost all pupils study English first language and literature at IGCSE. The strong focus upon literacy and oracy across the curriculum enables pupils with EAL to make rapid progress. The Confident Speakers programme and the programme of literacy and oracy across the curriculum have been considerably effective in raising standards. The school has developed music provision to an exceptional level. Information and communication technology is fully integrated into the curriculum. A well-devised PSHE programme is provided by tutors during form time, supplemented by weekly themed assemblies.
- 3.16 Challenge is incorporated within the curriculum: specific strategies have been developed for those who are more able, such as the Effective Interveners programme. Pupils with SEND have individual education plans, which are taken into account in lesson planning. Provision for pupils with EAL offers challenge at three levels of difficulty, depending on the individual pupil's needs. A programme of enrichment is integrated into the curriculum, which broadens horizons for all pupils.
- 3.17 The contribution of extra-curricular activities is outstanding. Pupils have many opportunities to take part in a wide range of activities that include team and individual sports, performance in music, drama and debate. School sports teams are coached by people with international and Olympic experience, who also contribute to lessons. Research, critical thinking, public speaking and debating skills

are developed further in the effective MUN. The International Award builds character and a sense of service. House competitions offer further opportunities for pupil involvement and leadership. Notably, activities are provided by pupils for pupils.

### **3.(c) The contribution of teaching**

- 3.18 The contribution of teaching is excellent. Teaching in the EY promotes the children's outstanding progress. The exciting and highly varied range of teaching strategies creates a stimulating and challenging learning environment, in which the uniqueness of each child is recognised and all are skilfully encouraged to become independent learners, who are resilient, capable, confident and self-aware. Staff know when to step in to provide support and when to step back, fostering independent thinking and learning. Teachers make excellent use of ICT facilities to support children in making decisions for themselves. An efficient system of assessment monitors the children's progress against the English Early Learning Goals. The relationships between the teachers and the children are exceptional, and the high quality of teaching ensures excellent learning so that the children are extremely well prepared for the next stage of their education.
- 3.19 In Years 1 to 6, consistent excellence in the teaching promotes exceptional progress in pupils' learning. Teachers know their pupils well, and show an excellent understanding of their aptitudes and learning needs. Lessons are characterised by an atmosphere of high challenge, with teaching which encourages the pupils to develop their communication skills and become confident speakers. Teachers encourage pupils to take risks, think and learn for themselves. The teachers have excellent subject knowledge, and use a wide variety of teaching methods, resources and activities to develop pupils' empathy, knowledge, understanding and skills.
- 3.20 Effective planning meets the needs of pupils of all abilities, including those with EAL or SEND, who are supported by individual education plans and focused target setting. Teachers identify gifted and talented pupils and set appropriately challenging material. In-class support for diverse abilities has benefited greatly from a recent learning initiative, the Chilli Challenge, which gives the pupils more control over their learning. It allows them to choose different levels in the work set in order to suit their needs. All classes benefit greatly from UK graduate teaching assistants who are deployed well to ensure that the needs of pupils with EAL or SEND are met.
- 3.21 The highly skilled and experienced PE teachers and coaches make excellent use of the outstanding sports hall and swimming pool, as well as the extensive outdoor facilities. Teaching makes imaginative use of ICT to foster the pupils' interest and engagement.
- 3.22 Most teachers' marking of pupils' work is exemplary, offering detailed advice and clear targets. However, in a few cases, work scrutinised was cursorily marked or not marked at all. Pupils' progress is regularly assessed, monitored and tracked. Teachers also use self- and peer-assessment by pupils effectively in order to promote learning.
- 3.23 In Years 7 to 11, teaching is good overall, with many examples of outstanding practice seen when confident teachers enabled pupils to take risks on their learning journey. The teachers have an excellent understanding of their pupils' needs and plan their lessons with varied levels of challenge to maximise progress for all, including pupils with EAL or SEND. Teachers identify gifted and talented pupils and set appropriately challenging material. The creative use of a variety of teaching and

learning strategies accelerates all pupils' learning. Almost all pupils responding to the questionnaire felt that the teachers help them to learn and that they are making good progress.

- 3.24 The excellent resources for teaching are imaginatively deployed. The manner in which online learning platforms are used on a daily basis is outstanding; these enable the strong ICT provision to be positively and productively employed in and out of lessons. Most teachers use their excellent subject knowledge to foster interest and excitement, and to inspire pupils to explore their limits, in line with the school's aims. In Years 7 to 9, fun and love for learning are clearly evident. Most teaching was judged to be good or better, but some inconsistency was observed. The weakest lessons observed lacked challenge and failed to generate the high standards of active learning seen in the best. In Years 10 and 11, the approach of examinations sometimes leads to more circumscribed goals and more teacher-led lessons.
- 3.25 Excellent use is made of assessment to track pupils' progress. The assessment and marking policies use Socratic questioning skilfully to engender a dialogue about learning in the pupils' books which both stretches and reinforces understanding.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. In the EY, the children's personal development is excellent. The children take time to reflect on things that catch their eye. They begin to understand who they are and marvel at the awe and wonder of their world. They have a highly developed understanding of the need to look after each other and why it is necessary to have rules and routines. Their strong sense of right and wrong enables them to clearly articulate the appropriate behaviour required of them. Growing social awareness leads to them playing a full part in their community. Daily contact with the wealth of cultural diversity within the school develops excellent cultural awareness and understanding.
- 4.2 In Years 1 to 6, the pupils flourish in their personal development. Their spiritual awareness is excellent. Feeling valued in an atmosphere of mutual trust, they develop outstanding self-awareness and a strong sense of self-esteem. They are articulate, confident and friendly. They express themselves openly, without fear. Their willingness to 'have a go' and make mistakes, if necessary, indicates growing self-belief. The pupils readily grasp opportunities to look beyond the material in music and drama, and in the wide-ranging enrichment programme, including yoga.
- 4.3 The pupils show a strong ethical and moral awareness. They have a very good understanding of right and wrong. They appreciate the school's orderly, focused learning environment and acknowledge the need for rules to preserve it. They enjoy discussing moral issues and dilemmas as part of the flourishing PSHE programme. Their moral code makes them keen to get involved in fund raising for those less fortunate and also to save the orangutan.
- 4.4 The pupils' social awareness is outstanding. They enthusiastically accept positions of responsibility, such as playground leaders, junior librarians and school councillors. They play a full part in community activities, from sport to music, and exult in the sense of belonging. Inspired by the Roots and Shoots initiative, they are developing an excellent awareness of conservation and bio-diversity issues, leading them to show growing concern for the local and global environment. Opportunities to take up roles of responsibility and leadership develop the pupils' strong social awareness and stimulate a feeling of duty to the community.
- 4.5 The pupils' awareness of cultural diversity is outstanding. It derives not only from regular day-to-day contact in a community where 54 nationalities are represented, but also from curricular topics. A range of festivals is celebrated each year, including Hari Raya, Diwali, Chinese New Year and Christmas. The pupils' knowledge of Britain and the British way of life sits easily with the awareness of cultural diversity promoted in the school. It is embedded in many areas of the curriculum, in assemblies, in celebrations of remembrance, through visits from British authors and through the celebration of events such as the Queen's 90th birthday.
- 4.6 In Years 7 to 11, the pupils' excellent levels of personal development meet the school's key target attributes for strong personal development. The pupils' spiritual development is excellent. They are self-confident, reflective and personable, showing significant emotional maturity. Tutorials and assemblies provide an opportunity for pupils to develop awareness of the spiritual aspects of life. Excellent opportunities exist in drama, PSHE and yoga for the pupils to explore their

sensibilities and develop mindfulness. Throughout the school, they express their feelings beyond the materialistic, as evidenced in exemplary musical performances.

- 4.7 The pupils' moral awareness is excellent. They have a clear understanding of right and wrong, as seen in their excellent behaviour, and a strong moral sense, which drives them to consider the needs of others and support various charity initiatives such as aid to Nepal and a fun day for local refugees. Their ethical and moral awareness is further developed in PSHE lessons, weekly assemblies and the MUN. A pupil-led assembly on inequality emphasised the injustice of discrimination.
- 4.8 Pupils' social development is outstanding. Highly positive and beneficial relationships exist between teachers, tutors and their pupils, and amongst pupils themselves. Pupils develop outstanding levels of integrity, self-discipline, responsibility and commitment to the wider school community. The many clubs and activities enable them to play a full part in community life. They exercise responsibility effectively in roles such as house captains, coaches, student councillors and prefects. Resilient teamwork skills are particularly evident in sports teams, drama productions and concerts. Their social bonds are further strengthened during field trips, residential visits and the International Award programme.
- 4.9 Pupils' cultural development is excellent. They show understanding of and respect for the cultures and beliefs of others and live in accord with their peers, who represent many cultures and religions. Pupils have the opportunity to immerse themselves in other cultures through the extensive residential visit programme to neighbouring countries in South East Asia. Pupils have a clear understanding of British values and cultural traditions such as democracy and freedom of expression, which are reflected in the curriculum and promoted through assemblies and the vibrant house system. The school marks special occasions such as Remembrance Day. During the inspection, pupils were working towards an orchestral concert to celebrate the Queen's 90th birthday. Pupils arriving from other cultures are made welcome.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.10 The contribution of arrangements for welfare, health and safety is excellent. Early Years staff provide excellent support and guidance in full accordance with the school's principles. Relationships are outstanding. A culture of honesty and trust, espoused with energetic enthusiasm, permeates every aspect of the setting, creating a secure and caring environment. There is a strong sense of belonging. The children readily turn to their teachers to seek support or share good news.
- 4.11 Throughout the school, the quality of pastoral care is excellent. Relationships between staff and pupils and amongst the pupils themselves are excellent.
- 4.12 In Years 1 to 6, staff demonstrate great sensitivity and understanding of pupils as individuals. They provide highly effective support and guidance. The pupils are encouraged to care for each other. Opportunities to take up roles of responsibility and leadership develop pupils' strong social awareness and stimulate a feeling of duty to the community. Staff have high expectations for behaviour that the pupils live up to.
- 4.13 In Years 7 to 11, highly effective structures are in place and dedicated staff ably provide practical support and guidance for all pupils. Pupils feel secure in this environment. They speak openly and confidently with adults and with each other. The development of each individual pupil is tracked by a team of tutors that is well

led by the heads of year, who meet regularly to ensure that provision is uniform and coherent. Expectations of tutors are clear and well documented. The pupils' academic progress is carefully and methodically nurtured by the pastoral team. The vibrant house system provides many opportunities for the pupils to develop strong citizenship and leadership skills.

- 4.14 A small minority of pupils responding to the pre-inspection questionnaire said that the school does not always listen to their views. Inspectors found considerable evidence that the student council offers a good conduit for pupils' ideas. A suggestions box is in use. A minority of pupils perceive a lack of fairness in some teachers' use of rewards and sanctions, and felt that pupils are not always treated equally. However, a very large majority said that teachers show concern for them as individuals and that there is always an adult to whom they could turn, if they had a personal difficulty. The inspectors found that there was some inconsistency in the teachers' use of rewards and sanctions.
- 4.15 Across the whole school, excellent, clear and detailed policies and procedures promoting good behaviour and combating bullying underpin the secure, caring school community. They are backed up by assemblies and PSHE lessons on welfare issues such as bullying, diversity and equality, e-safety, healthy living, regular exercise and relationships. Most pupils responding to the questionnaire agreed that the school deals with any bullying that occurs; the inspectors found that the serious sanctions log supports this view and shows that the school's policies and procedures are effectively followed. However, a very small minority mentioned that unkind gossip is not always satisfactorily dealt with. The school is seeking to achieve greater consistency in the implementation of its policies with regard to inappropriate behaviour. It has plans to appoint a school counsellor. Parental responses showed agreement that the school achieves high standards of behaviour, an observation reflected throughout the inspection.
- 4.16 The school complies with all local Malaysian regulatory requirements. The policies and procedures for the safeguarding of pupils' welfare, health and safety, including for safer recruitment, meet the Standards for British Schools Overseas. Procedures are implemented effectively. Suitable risk assessments are carried out. All members of staff have been checked for their suitability to work with children. Recruitment procedures are excellent and a comprehensive single central register of appointments is maintained. Staff and governors are appropriately trained in safeguarding, including three at the required higher level for child protection officers. E-safety is given particular emphasis, as pupils' independent use of technology increases, and the school regularly monitors the pupils' use of their electronic devices, provided to improve the quality of teaching and learning. All necessary measures are taken to reduce the risk of fire and other hazards. Qualified nurses are on site and an appropriate number of staff are qualified first aiders, three at the higher paediatric level. Accidents are suitably recorded and medical facilities are appropriate. Nutrition features on the PSHE scheme of work and pupils understand the importance of choosing a healthy diet. They take regular physical exercise, benefiting from curricular PE, swimming and sports, playing in sports teams, which cater for the full range of pupils, or taking part in International Award expeditions. The food offered in the dining room is of good quality and variety, and reflects the school's promotion of healthy eating. Younger pupils' eating habits are monitored carefully by staff. The admission and attendance registers have been accurately maintained.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent. The excellence of the pupils' academic and personal development provides evidence of the governors' outstanding strategic oversight, in line with the school's aim to create a vibrant, happy and secure environment, in which pupils are motivated to explore the extent of their intellectual and physical abilities. Governors discharge their responsibilities for educational standards in exemplary fashion, placing the well-being of the pupils and staff above any other considerations. Their financial acumen has enabled them to attract excellent teaching staff and to provide exceptional accommodation, facilities and resources.
- 5.2 The governing body has extensive insight into the working of the school, not only through annual reports from the school's leadership, but also through regular, close co-operation. The board sets the school's policies and approves the budgets. It also provides strong support, challenge and stimulus for growth, not least by enabling the heads of its various schools to meet and share the most effective systems and to benefit from peer appraisal. Children of board members attend the school, enhancing the board's understanding of the parent perspective and its support for educational improvements. The board places a great deal of trust in the school's leadership team and their relationship is warm and mutually supportive.
- 5.3 The governing body is highly effective in discharging its responsibilities for ensuring that the school is fully compliant with all local legal requirements. The board has taken the decision not only to ensure compliance with local legal requirements but also to meet the British Government's Standards for British Schools Overseas. Governors have attended training courses for safer recruitment and child protection, and have been proactive in seeking guidance. They have taken an active role in the creation of appropriate policies and procedures, which meet the above standards, and have accepted the need for their annual review and for ensuring that they are being effectively implemented.

### **5.(b) The quality of leadership and management**

- 5.4 The quality of leadership and management is excellent. Leaders, at all levels, are committed to realising the school's challenging aims to motivate pupils to achieve the extent of their intellectual and physical abilities, to provide a vibrant, happy and secure environment, and to uphold the values of honesty, integrity and respect. The whole-school leadership team drives forward these core principles with commitment and contagious energy. Clearly and coherently articulated, they are fully embraced by the staff, thus forming an outstanding collegiality, which lies at the heart of the pupils' success in achieving high standards of academic and personal development.
- 5.5 The outstanding whole-school leadership team has been hugely successful in its evaluation of the school's strengths and setting appropriate priorities and areas for development. Key leadership structures and monitoring procedures are in place to ensure robust quality assurance. The excellent Early Years leadership team and those with delegated leadership roles provide clear educational guidance and promote a shared vision. The system of monitoring and lesson 'drop-ins' is appreciated by staff and seen as a positive initiative. Programmes of study ensure that children learn well. Self-evaluation leads to a continual drive for improvement.

- 5.6 The excellent primary and secondary leadership teams have established an unfailingly consistent and cohesive educational direction, which permeates all initiatives. They have a broad remit to monitor the quality of teaching, learning and pastoral provision, including safeguarding procedures, and do so with conscientious commitment and considerable success. Relevant policies and new initiatives are, therefore, embedded at all levels. Outcomes from the process feed into the school development plans, which reflect the school's aims. Excellent performance management protocols are in place to maintain standards. The staff feel that they are able to suggest and lead initiatives to support developmental objectives. The drive to raise standards of teaching and learning is proving highly successful and progress has been rapid. The current identified priorities of creating a community of risk takers and active learners, who embrace creativity and challenge, are indicative of the senior leaders' understanding of the educational and personal needs of the pupils in their care.
- 5.7 Senior leaders take seriously their responsibility in recruiting, inducting, training and retaining high calibre staff. The thorough and comprehensive induction programme ensures that new staff are fully supported, cared for and suitably trained for their roles in accordance with the school's aims. All staff and the board of governors have received appropriate training in safeguarding and child protection issues. At all levels of responsibility, there is a deep recognition of the duty of care for the welfare and safeguarding of pupils. The processes established for this are outstanding. A robust performance review programme is in place which involves middle and senior leaders in seeking out excellent practice and in identifying the professional development needs and objectives for all staff. Lesson observation, peer coaching and feedback are all integral in the sharing and embedding of excellent practice, but some inconsistency remains.
- 5.8 The middle leadership structure in Years 1 to 6 has recently been strengthened with the addition of subject co-ordinators for SEND, for the able, gifted and talented, and for science. Each member of the team has clearly defined roles and responsibilities. This generous middle leadership structure is already having a positive impact. Graduates from the UK are recruited for the role of teaching assistants and have a specially assigned teaching and learning leader to guide and support them.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.9 The quality of links with parents, carers and guardians is good. Following parental concerns in the year before the inspection about insufficient communication from the school over significant issues, and in order to improve the quality of relationships with parents in accordance with its aims, the school has developed effective opportunities for feedback from the parent body to consider parents' views, celebrate strengths and make improvements. It conducts an annual parent survey and offers further opportunities for feedback through class representatives and parent forums. A small minority of parents responding to the questionnaire were unhappy with the amount of feedback they receive about their children's progress. Inspectors found that, in addition to the termly reports and annual parents' evenings, parents can consult a parent portal to access their children's test results or to glean information about their children's learning. Ease of communication and strong relationships with parents are developed in the EY through the staggered start to morning registration.
- 5.10 In their responses to the questionnaire, the great majority of parents felt that they can communicate easily with the school and that they receive timely responses to their questions. Most are happy with the progress that their children make at school and with the school's promotion of distinctive views and attitudes. They are satisfied

that their children are offered an appropriate range of subjects and areas of experience, and also feel that the school achieves high standards of behaviour. Parents whose children have EAL are pleased with the progress their children are making in learning English. A small minority of parents were concerned about the work their children have to do at home and about the lack of worthwhile support for pupils with SEND and for those who are able, gifted and talented. The inspectors found that support for such pupils is very good and has improved further with the appointment of new leadership for learning support, which has put effective individual education plans in place. They also found that teachers are aware of all pupils' needs and are providing a variety of teaching strategies and support in lessons to cater for them. Scrutiny of pupils' work indicated that appropriate homework is being set.

- 5.11 Across all year groups, parents have opportunities to be involved in the life and work of the school. In Years 1 to 6, parents contribute to learning by becoming reading volunteers and accompanying pupils on visits. In Years 7 to 11, parents help with the Careers Fair.
- 5.12 Parents of prospective and current pupils are provided with all required information. Parents receive regular updates from the school's leadership, which detail pupils' accomplishments. In the EY, attractive learning journals are provided for parents, which show their children's progress, and their adventures and time in school. From Year 1, progress reports provide parents with clear detail about pupils' strengths and how to improve further. In addition, consultation evenings for parents are held regularly.
- 5.13 The school has an appropriate complaints policy. While most complaints are dealt with informally, the infrequent, more serious matters are handled in accordance with stated procedures and suitable records are kept. Few parents questioned the school's handling of complaints.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### Inspectors

Mr John Sugden	Reporting Inspector
Mr Mark Albini	Junior Team Inspector (Deputy Head, IAPS/HMC school, UK)
Mr Stephen Baird	Junior Team Inspector (Head, COBIS school, Switzerland)
Ms Monica Davies	Junior Team Inspector (Executive Assistant to the Principal and former Deputy Head, HMC/COBIS school, The Netherlands)
Mrs Katie Tyrie	Junior Team Inspector (Former Head, COBIS school, Belgium)
Mr Steve Allen	Senior Team Inspector (Head, HMC school, Thailand)
Mr Michael Clack	Senior Team Inspector (Former Headmaster and Head of Secondary, HMC/IAPS/COBIS school, Portugal)
Mr Barnaby Sandow	Senior Team Inspector (Principal, HMC/COBIS school, Brunei)
Ms Basman Zora	Senior Team Inspector (Vice-Principal, COBIS school, Egypt)