

elc International School, Malaysia

ISQM Accreditation Report

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Education Development Trust accreditation

The purpose of accreditation is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the self-evaluation activities in which schools engage are of equal importance. In this sense, accreditation serves two goals:

- to provide a means by which parents, carers and students are assured that the school has been judged by independent evaluators to meet rigorous quality standards
- to support the school's development through moderation of its own self-evaluation.

The school-improvement plan is crucial in ensuring ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school-improvement plan.

Principles underpinning the accreditation model:

- Accreditation criteria are rooted in high standards. They relate to international standards and benchmarks and to other inspection regimes (for example, The Office for Standards in Education in England and, in the case of Thailand, ONESQA from the Thai ministry).
- It is a cost-effective means of providing quality assurance.
- The model is developmental. It is grounded in self-evaluation with the school providing an evaluation of its own performance.

Grades awarded

Judgements are made on a four-point scale as:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

Accreditation status

Gold accredited status is awarded when the school is given Grade 1 meaning **Outstanding judgements in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Silver accredited status is awarded when the school is given at least Grade 2 or higher meaning **Good judgements or higher in all** of the following sections:

Standards and achievement
Teaching and learning
Leadership and management

Bronze accredited status is awarded when the school is given at least Grade 3 or higher meaning **Satisfactory judgements or higher in all** of the following sections:

Standards and achievement
Teaching and learning
Leadership and management

Evidence base

This International Schools Quality Mark (ISQM) verification inspection was carried out by a team of three Education Development Trust inspectors who spent three days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 62 lessons and three assemblies. Thirty lessons were jointly observed by an inspector and a member of staff. There were 23 meetings, which took place with leaders, teachers, students, parents, representatives of the school's owners and members of its governing board. Inspectors scrutinised students' work in books. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. They also considered the views of parents, students and staff. They observed the school at work and followed up on any issues raised.

School context

elc International school is a private family-owned selective co-educational international school. The school is located at Jalan Sierramas Barat, Sierramas, Sungai Buloh, Kuala Lumpur. The school is spread across six acres and consists of four purpose-built buildings. It has a sister campus located at Cyberjaya, Malaysia.

The school admits students aged from three to 16 years. It opened in 1987 with five students and six teachers and moved to its present location in 1997. There are 627 students on roll consisting of 14 students in early years, 346 in the primary phase and 267 in the secondary phase. The school limits the number on roll to 780. It is smaller than similar schools. There are plans to open a sixth form in 2024.

The school accepts students from several nationalities. There are 23 nationalities represented amongst the school population. Sixty seven per cent of students are

Malaysian, sixteen percent Indian, ten per cent Korean and African, with other Asian and European nationalities making up the remaining seven per cent of students. Twelve languages are spoken in the school.

As a condition of entry, students are required to demonstrate that their English language skills allow them access to the curriculum offered by the school. The school's admissions policy also requires at least one parent to show that they have an acceptable level of proficiency in English. Most students are drawn from middle socio-economic groups based upon the income and employment status of their parents.

The school does not cater for students who have clinically diagnosed special educational needs or who have moderate or severe learning difficulties. However, where a student is diagnosed with needing additional support after admission and the school leaders believe that the additional need can be met, additional support is provided.

The school follows a curriculum that is based upon that of England and Wales. In the early years students follow the early years foundation stage curriculum for England. In the primary phase and early secondary phase (key stage 3), they follow a curriculum based upon the English national curriculum and elements of the Cambridge checkpoint curriculum for English, maths and science. In upper secondary (key stage 4) students study a range of IGCSEs. Muslim students study an Islamic Studies curriculum approved by the Malaysian Ministry of Education. On leaving the school most students take A levels.

As a response to the COVID-19 pandemic the school was required to close on two occasions on the instruction of the Malaysian government. The school introduced a programme of online learning. Training was provided for staff to provide teaching and learning online and parents were offered support in helping their children learn at home. The impact of online learning was monitored by senior leaders and results show that students continued to make good progress with their learning through the pandemic.

The school became a member of FOBISIA in 2007.

Report summary

Accreditation status

elc International School is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust ISQM at **Gold level**, which reflects the **Outstanding judgements** described within this report.

This accreditation is valid from **10 May 2023 to 10 May 2028**.

Overview of main strengths and areas for development

- elc International School is an outstanding school and provides an outstanding quality of education for students aged three to 16 years.
- Attainment and progress in all subjects are outstanding across almost all phases of the school. Standards in art are exceptional.
- Students' behaviour is exemplary. They enjoy school and show a deep commitment to their studies. They are respectful both towards each other and the adults in the school. They welcome the opportunity to act as leaders.
- Teaching and learning are outstanding. Teachers set high expectations and provide learning opportunities that allow the students to achieve very high standards. They have a deep understanding of how students learn.
- The school provides an imaginative and innovative curriculum. It is broad and balanced and includes arrangements for the smooth transfer of students from one phase to the next. It allows them to learn well and helps them to stay safe and healthy.
- School staff are very experienced and suitably qualified to implement the curriculum. The school environment is attractive and maintained to the highest standard. It provides a range of suitable accommodation and resources that ensures that the demands of the curriculum are fully met.
- The school provides outstanding care and support for the students. They are well known to the staff and comprehensive arrangements are in place to ensure their safety. There are high levels of collaboration between staff, parents and students. This contributes to students staying safe and achieving very well.
- Parents have a very detailed and accurate picture of students' academic progress and personal development. They are kept well informed about changes and developments in the school and play an active role in monitoring the quality of its provision.
- School leaders and managers are highly successful in ensuring that students make excellent progress and attain very high standards. Leaders serve to inspire

staff and students. They know what the school does well and what it needs to improve. They are determined to promote the school's values and secure further improvements to student outcomes.

Recommended areas for development

In some subjects, students have too few opportunities to extend their learning through research and enquiry. Consequently, they do not consistently develop sufficient depth of knowledge and understanding. Leaders should make sure that teachers give students opportunities to deepen their learning through investigation and independent study, including the use of technology.

Standard 1: The standards reached by students in their work and the progress they make in the core subjects of English, mathematics, science and information and communication technology (ICT)

Highlights and Recommendations

- Students make excellent progress as they move up the school. They achieve standards that are well above international averages.
- Students enter the school with English language skills typical for their age. They make exceptionally good progress and develop their skills in reading, writing and speaking very well.
- In mathematics standards of attainment are above international averages in both the primary and secondary phases. Students of all abilities make outstanding progress. High levels of attainment are sustained over time.
- Students enjoy their science lessons immensely and make excellent progress from the early years through to Year 11. Attainment is well above international standards.
- Students are competent users of information technology. Standards of attainment are high and are above international standards.
- Students make excellent progress in other subjects. Attainment is high and exceptional in art.

Overall, attainment and progress in **English** are outstanding. On entry into the early years, students have skills typical for their age. By the end of Reception, all have progressed well from their starting points. Observations and scrutiny of students' work

indicate that standards are equal to those found internationally and are improving on last year.

In key stage 1 students make accelerated progress, becoming more independent and fluent in writing and creating meaningful and accurate sentences. They enjoy reading and change reading books on an almost daily basis. As they move through key stage 2 their range of spoken and written vocabulary continues to improve. All students, and especially the most able, write with feeling in both poetry and prose, using language and imagery well to convey feelings. They develop skills in reading for inference and explore how authors influence readers. In Year 6 in 2022, students' average scores in English in external tests were well above international averages.

From key stage 3 onwards, students continue to extend their skills in writing in different genres and for different purposes. They experience a range of literature and develop their skills in analysis. In key stage 4, students perform exceptionally well, writing for a range of purposes with accuracy and imagination. Results have been consistently high in IGCSE examinations, with results well above international averages. In 2022, 79% of students attained A* to A and all students achieved A* to C grades. A few students also take English literature examinations. Students who receive additional support make outstanding progress and there are no significant differences in progress or attainment between boys and girls.

Overall, attainment and progress in **mathematicss** are outstanding. Students of all abilities including those who require additional support make excellent progress and attain well. Boys and girls attain highly and make rapid, sustained progress as they move through the school.

In the early years attainment matches international age-related expectations and students make good progress given their starting points. By the end of Reception students can accurately tell the time to the hour. They count to 20 and can add and subtract one-digit and two-digit numbers accurately. They can recognise and identify 2D and 3D shapes and make new ones.

At the end of Year 2 attainment is high. Students' progress is rapid and sustained through key stage 1. They can use a range of measures to describe and compare different quantities such as length, mass, capacity and volume. They can find and write simple fractions.

As a result of making rapid sustained progress in the upper-primary years, by the end of Year 6 students' attainment is very high when compared to international standards. They are confident when applying mathematical ideas to routine problems and they can multiply whole numbers by fractions, work out areas and volumes using formulas and use long division successfully. The progress of boys and girls and those who require additional support is rapid and sustained.

In the senior school students are grouped by ability. In key stages 3 and 4 they continue to make rapid progress so that by the end of Year 11 their levels of attainment are very high, exceeding the levels achieved by similar students internationally. Results exceed international averages over time. Students are confident mathematicians who have a very good understanding of a range of mathematical methods and can apply them to real-world problems.

Overall attainment and progress in **science** are outstanding in all phases of the school. Students of all abilities, including those with additional needs, make excellent progress and attain at high levels.

By the end of Reception all students make excellent progress so that almost all reach international age-related expectations in knowledge and understanding of the world. They talk about the similarities and differences between jungle animals and make comparisons in relation to the different habitats of animals.

Students in both key stages 1 and 2 continue to make exceptional progress through hands-on, investigative learning. For example, they make predictions and test their hypotheses about properties of materials by using magnets. They make connections between vegetables grown locally and the parts of a plant. Older students refine their investigative skills as they measure and record observations. In Year 3, students were enthused when making their own force meters with recycled card measuring the force needed to pull different objects. In Year 5 students discussed how to make their parachute test fair and reliable. At the end of Year 2 and Year 6 students attain above international standards.

In the secondary phase students continue to make excellent progress and attainment is very high. In a Year 10 physics lesson students drew ray diagrams accurately to show refraction of light and later applied what they know to determine the refractive index of glass in experiments. They make thought-provoking presentations about environmental chemistry and their explanations show a very good understanding of

the impact of chemicals in the air on the environment and human health. More students achieve A* to A than internationally in all three sciences although there are some variations between them. There is no difference between the progress made by boys and that of girls or those with additional needs.

Attainment and progress in **ICT** are outstanding. All students make rapid progress as they move through the school and attainment is above international averages. In the early years students learn to use ICT programmes designed to support their literacy and numeracy development. In the primary school they show high levels of skill in using computer programmes to design presentations and edit work. In the secondary school they use information technology effectively to research topics and analyse and present results of investigations.

In **other subjects**, students make outstanding progress and attainment is high. Almost all students achieve A* to A in Mandarin and Malay at IGCSE. The proportion of students achieving A* to A in French, accounting, geography and art and design is above international averages.

Students in Reception quickly grasp the foundations of Mandarin and Malay. They continue to make excellent progress through the school in these two languages and those who choose Spanish and French enjoy their lessons. In art, students make exceptional progress in lessons, critiquing the work of famous artists as well as their own.

Standard 2: Students' personal development

Highlights and Recommendations

- There are high levels of attendance combined with excellent punctuality at the start of school and throughout the day
- The many leadership roles undertaken by students develop their communication, teamwork and organisational skills
- Students have a very positive attitude to learning from an early age
- Students show respect to fellow students and teachers
- The behaviour of students is exemplary and they show concern for each other
- Students have a deep appreciation of different cultures
- Students are involved in charity work.

The school provides a secure, welcoming environment in which students thrive. Students and parents appreciate the fact that the school is relatively small and

students get to know each other well. Students' behaviour is exemplary. They are proud to be part of the school and share equally in their own success and in that of their peers. They enjoy school and show a deep respect for each other. They arrive in good time and are punctual for lessons. They waste no time and are committed to learning. The level of attendance is above average for similar schools locally and is rapidly approaching pre-pandemic levels.

Students relish the many leadership opportunities which help them develop confidence, responsibility and skills in organisation, teamworking and communication. They have many opportunities to take on responsibilities, which are sought after and taken very seriously. Prefects undergo a demanding and transparent selection process. They are friends to students and play a valuable role in supervision and in assuring the well-being of all. Appointed students also play a role in the organisation of many extra-curricular activities and charity events. Such activities include a winter arts festival and a model United Nations organisation.

At breaktimes there is an atmosphere of calm as students get along very well together. They welcome diversity and individual viewpoints. New students are made very welcome and settle in quickly. Students understand themselves well and know what is right or wrong. There are very few instances of misbehaviour and bullying is extremely rare. Older students are pleased that mobile phones are not permitted in school as their absence encourages them to talk more to each other and be free from the distractions that might interfere negatively on how they use their time.

The wide range of extra-curricular activities ensures that students develop as young people with a wide array of interests. Through charity work, locally with orphanages for example, they recognise their own good fortune and become active supporters of those who do not enjoy the same opportunities.

In lessons throughout the school students evaluate their own performance and that of their peers, which helps them to understand themselves as learners and what they need to do to improve. They are thoughtful and reflective and are very considered in their judgements. They show increasing levels of self-awareness, maturity and emotional intelligence. They are naturally modest about their many achievements. Successes of students are celebrated warmly by all whether they are sporting, academic or social. The whole school environment is enhanced by displays of art created by older and past students. Current students find these inspirational. Learning about the successes of former pupils has a similarly motivational impact.

Standard 3: Teaching and learning

Highlights and Recommendations

- Teachers know their students exceptionally well and teacher-student relationships are extremely respectful and positive.
- Teachers across the school have very good subject knowledge and show a very good understanding of how students learn both in the early years and in the other phases of the school.
- Lessons are planned with clear learning objectives and a range of resources although use of technology in classrooms is limited.
- Open-plan teaching and integrated learning, in the early years and lower primary, foster teaching that meets the needs of individual students very well.
- Students are ambitious and extremely keen to learn.
- Students are independent and demonstrate very mature collaborative skills.
- Students reflect on their learning, give and receive feedback and challenge themselves to improve.
- Students have too few opportunities to extend and enhance their learning through research and enquiry.

The quality of teaching and students' learning is outstanding in all phases. Teachers across the school demonstrate expert subject knowledge and use this effectively to plan engaging learning experiences. Classroom and time management are excellent and include time for students to reflect on their learning. High-quality resources are expertly deployed to engage students in meaningful learning but there is limited technology in classrooms to enhance knowledge, understanding and skills in lessons. A range of creative teaching strategies is used across the school. For example, in a Year 10 history lesson, students took on the main political characters in different countries to tell the story of the Korean War through different perspectives.

Lessons are planned innovatively throughout the school. In the early years and in Years 1 and 2 small groups of students move seamlessly between integrated activities which enables them to apply what they learn in different ways. Students demonstrate an outstanding level of independence as they choose activities and are guided by teachers and trainee teachers.

Teachers focus on small groups so that teaching, learning and assessment meet individual needs very well. In the secondary phase small-group teaching in modern-foreign-language classes enabled students to make rapid progress in developing their linguistic skills.

Trainee teachers act as teaching assistants throughout the school and make an important contribution to students' learning, including that of those with additional needs.

Students' learning is checked through summative and formative assessments. These are regularly and expertly monitored and analysed by teachers and leaders. Additional support is planned outside the school day to ensure that all students make excellent progress.

Assessments are moderated at different levels to ensure that they are consistent, relevant and purposeful. Students' self-reflection and self-assessment are an established feature of lessons across the school. Students check their work against success criteria to determine their next steps. Peer assessment is common practice in lessons. Students give and receive feedback graciously and honestly.

Teachers' questioning is very effective. It is targeted and challenging so that students think deeply and discuss and share ideas. Teachers give students effective feedback on their work in lessons. The school marking policy, which involves using different coloured pens, quickly allows students to recognise what they have done well and how they could do better. As a result, students know their targets and next steps. Exemplary teaching practice is seen, for example, in secondary art lessons, where students are taught how to critique their own and other's work so that they understand why they need to improve and know specifically how to do it.

In the best lessons, students make contributions, ask questions, engage in meaningful conversations and are not afraid to learn from mistakes. When they are offered different levels of difficulty, most choose a higher-level task or question to answer. However, there are too few occasions for students to extend their learning through research and enquiry using technology in lessons.

Students work extremely well together. They collaborate effectively, taking on roles and ensuring that everyone in the group contributes. Secondary students work effectively in teams on homework projects to research, enquire and make informative presentations on topics such as hydroelectric energy. They present their learning in a variety of ways and confidently communicate their learning to each other and to adults.

Across the school students develop the skills needed to be independent learners very well. Students in the early years and primary phase follow instructions for the different activities set out for them independently. Note-taking and annotation skills are developed well in the secondary phase. In a Year 10 English lesson, students analysed a text about a famous film star and used annotation very well to show implicit and explicit ways in which the writer influences the reader.

Standard 4: The curriculum

Highlights and Recommendations

- A broad and balanced curriculum inspires students to develop their interests and talents in a wide range of subjects.
- Language provision is exceptional across the school.
- Excellent systems and improved transition processes are in place to help students to prepare for the next steps in their learning.
- A wide range of extra-curricular activities enhances learning.
- The school has a well-developed personal, social and health education (PSHE) programme.
- A choice of flexible pathways is provided for IGCSE students.

The curriculum is outstanding in all phases of the school, which enables students to make outstanding progress.

The curriculum fully meets the requirements of the English national curriculum as well as complying with Malaysian Ministry of Education regulations for the teaching and learning of religious knowledge for Muslim students. Innovative time-tabling creates exceptional opportunities for all students, starting from early years, to study two languages and to choose from four languages from Year 4 onwards. Most students are therefore well prepared to take their IGCSE language examination a year early.

A well-planned PSHE programme is implemented through weekly lessons, form time and assemblies. These teach students about playing fairly and how to keep themselves safe and live a healthy lifestyle. Aspects of sex-education are taught through an external provider and comply with Malaysian law.

Systems in the early years prepare students for transition into Year 1 very effectively. Improvements to transition arrangements have been made so that transition between key stage 1 and 2 is seamless facilitated by three transfer days where teachers discuss, plan and prepare students for this important change. Near the completion of Year 2

students begin to undertake timed writing tasks which enable them to perform better in Year 3. Students with additional needs are supported well, including through additional lessons before, during and after school and Individual education plans where necessary.

Older students can choose from four curriculum pathways: the arts, science, business and general. An options evening is held to explain choices and provide an opportunity for students and parents to ask questions. This is followed by specific lessons during form time and individual discussions with parents and students where necessary. Students say that this helps them to think about their career choices early and yet allows a degree of flexibility so they are not constrained. Most students progress to local schools for sixth-form studies. Career talks from an external provider and visits from sixth-form schools and universities provide additional information about tertiary education and career options.

Year 9 students commended the ways in which the school prepares them for life. For example, through elocution lessons offered from Year 7 onwards and the useful learning of life skills. Secondary students must choose between St. John Ambulance, British Overseas Scouts, the Boys' Brigade, Taekwondo, Interact Club or Eco Club. They learn discipline, first aid, including CPR, and skills such as cooking and sewing. Other extra-curricular activities include the interact club, where students plan and organise house competitions and celebration days and organise charity events. Similarly, the eco club raises awareness, plans recycling collections and organises competitions. Primary and early years students are offered a range of activities and workshops organised by teachers and external providers to enhance their learning in sport, science, robotics and art.

Students across the school are encouraged to participate in competitions in various fields including sport, the arts and debate. The successes of students in Years 8 and 9 at the national round of World Scholars Cup and at swim meets were celebrated in assembly.

Standard 5: The quality and quantity of the school's accommodation and resources

Highlights and Recommendations

- The campus provides high-quality resources and an environment conducive to successful teaching and learning.

- Teaching staff are experienced and have the skills needed to teach the curriculum.
- Procedures for the safe recruitment of staff are in place.
- Teachers are focused on improving student outcomes and continuously seek to improve their own practice.

The quality and quantity of the school's accommodation and resources are outstanding and provide an attractive and safe environment for learning. The campus can accommodate the number of students on roll comfortably. The school site is monitored by CCTV cameras. Signing-in procedures for visitors are in place.

School buildings are maintained to a high standard. They are in excellent repair and accompanied by open spaces and grassed areas that are neat and tidy. Walls are adorned with students' work and corridors and staircases are kept free of any impediments to moving freely and safely around the school.

Classrooms are of a suitable size to accommodate the numbers in each class. They are well organised and have suitable levels of light. Students have sufficient space to work as individuals, pairs and in groups.

There is a range of specialist resources including specialist teaching rooms, computer suites, a swimming pool, a covered basketball court, a library, a drama studio, science laboratories and music rooms. Students make extensive use of the facilities available to them.

All rooms and spaces are air conditioned. Many of these facilities have been recently upgraded to a very high standard to provide resources and spaces that are suitable for implementing the school's ambitious curriculum.

Procedures for recruiting staff safely are in place and there is a comprehensive record kept of the checks made on staff prior to their appointment. This record is overseen by the executive director and is constantly updated. All teachers hold a teaching qualification and the role of teaching assistant is fulfilled by trainee teachers.

Most teachers are experienced and have been employed at the school for several years. They stay up to date regarding the latest developments in teaching and in their subjects through the provision of a comprehensive set of training opportunities.

Standard 6: How well the school cares for and supports its students

Highlights and Recommendations

- The school provides outstanding care and support for all students.
- Teamwork and the proactive approach by staff ensure that students are safe at all times.
- There are opportunities for students and parents to express their views and influence school decision making.
- Rigorous security arrangements ensure that students arrive at and leave the school safely.
- Parents and students have very positive views of the school.
- Parents feel that their children are extremely well looked after in a safe environment.
- Staff provide strong academic and personal support for students.

The quality of care and support is outstanding as a result of the teamwork across the school and the proactive stance taken by all staff to ensure safety and students' well-being. Students and parents have high levels of trust in the school's provision. The site is physically secure and entry to the premises is secured well throughout the day. The arrival and departure of students is managed exceptionally well.

Teachers and leaders know their students well both as individuals and as learners and there is enormous mutual respect between them. Where students face difficulties, they know who to approach for support and how to ask for it. The close collaboration between teachers, school leaders, the counsellor, nurse and administrative staff ensures that prevention, support and intervention are well coordinated. As a result of the school's close attention to personal development, students know themselves well and how their actions may have an impact on others. This helps them, too, to contribute to creating a caring and supportive environment.

The school's health and safety team works impressively to ensure that the site is safe. The administrative manager walks the site daily and security staff make hourly checks in potentially dangerous areas and record findings electronically. Electrical appliances are checked on a termly basis and spot checks are made in the canteen. Parents too play a role in checking aspects of safety on a regular basis. All staff are alert to potential hazards. Emerging issues are dealt with immediately by an in-house maintenance team. There are termly fire drills and leaders from across the school

analyse the results to see if changes need to be made. The swimming pool is maintained well and water quality is checked regularly. The school is kept meticulously clean and hygienic procedures are followed in the canteen. The quality of gardening and fogging for mosquitoes ensure that students learn in a pleasant and safe environment.

Staff have undertaken suitable training in relation to safeguarding and the school has made recent improvements to ensure that all staff are suitably trained. Regular checks are in place for contracted staff such as van drivers.

The school nurse works from a small but well-equipped medical room and maintains regular contact with teachers, office staff and parents as she deals with minor medical needs. She keeps appropriate records, which are stored in the administrative offices. An accident book is completed to record the few accidents that occur and is monitored immediately after incidents to see if actions are needed. Medical kits are available around the school and are checked regularly. Risk assessments are completed carefully for all external trips and, when needed, for events in the school where risks are heightened.

Students are made very welcome when they come into the school and supported well as they progress into different parts of it. PSHE lessons, taught by form tutors, focus on aspects of health, well-being and safety and help enable students to keep safe and healthy and help others to do so. The emphasis on well-being and safety is extended through assemblies and several special events. Students are very aware of the importance of healthy nutrition and eat well. They are regularly consulted on the changes and developments across the school.

Standard 7: The school's partnership with parents and the community

Highlights and recommendations

- Parents work constructively with staff to play an active role in the life of the school.
- Communication between parents and staff is regular and frequent.
- Parents' concerns are carefully listened to and staff respond quickly and effectively to issues raised.
- The curriculum is extended and enriched as a result of parental involvement.

- The parent association acts to monitor the quality of the school's provision and represents the views of parents to senior leaders.
- The community plays a role in enriching the curriculum.

The school's partnership with parents and the community is outstanding. The relationship between parents and the school is very strong. It includes frequent contact between parents and staff which takes many forms including emails, a parent portal, newsletters, online parent groups and a website. Parents are kept up to date about the school's key priorities and developments and know about the school's approach to limiting numbers on roll and the policy of prohibiting students' use of mobile phones in the school.

Parents receive detailed reports on students' attainment and progress. Information on students' achievements, attendance and punctuality is provided three times per year. There are also three shorter reports every year which focus on students' behaviour, attitudes to learning and effort. The reports are supplemented by three Parent Teacher Meeting Days. Parents have a detailed picture of students' academic progress and their developments as learners. They are very well prepared to help students learn.

School staff take parental concerns seriously and respond to a concern within 24 hours. Parents feel that issues raised are explored fully by staff, their views considered carefully and action taken swiftly to resolve situations. Staff listen closely to their views and take them into account when making decisions. Recently, parents were fully consulted on the school's proposal to open a sixth form in 2024.

Parents actively contribute to the curriculum provided by the school. They are volunteers for the British Scouts Association and help students to develop key life skills and a sense of responsibility to their community. They take part in charity events run by the Interactive Club and St John Ambulance Malaysia. Recently parents made teddy bears out of old school uniforms and sold them with the funds being given to local charities.

The parent association is part of the strong voice created by and for parents. It monitors the quality of food and the condition of toilet and washing facilities termly. It manages the online parent platforms and meets with senior leaders at coffee mornings every month.

Very strong links exist between the school and its local community. Year 11 students visit the University of Malaysia's Centre of Learning as part of the biology and geography study programme and primary students recently visited the Van Gogh exhibition. Local universities provide talks to students on the next steps in their careers. Former pupils regularly return to the school to talk to students about the world of work. Students choose a different charity to support each year.

Standard 8: Leadership and management

Highlights and Recommendations

- Leadership, including that in the early years, is outstanding and is highly successful in producing a learning environment where students make rapid progress and reach high standards.
- There is a clear vision for the future that is shared with all stakeholders.
- The board of directors and school managers have an accurate and detailed picture of the school's strengths and areas for development.
- Leadership and management are distributed throughout the school and managers enjoy considerable autonomy.
- Relationships between leaders and staff are excellent.
- Leaders and managers are held to account for their performance.
- Staff enjoy a range of professional-development opportunities.
- Leaders are proactive in involving the community in school life.

The leadership and management of the school are outstanding. Leadership is dynamic and provides a driving force for change. There is a clear and fit-for-purpose management structure in place and leaders and managers understand their roles and responsibilities very well.

The school operates legally and has sound financial policies ensuring that there are sufficient reserves to meet its financial commitments.

The school's board of directors has provided both a vision and set of values that staff, students and parents are committed to. These values are apparent in all aspects of school life and serve to inspire students, staff and parents. Stakeholders are proud to be members of the school community.

Board members have formulated a strategic plan that gives a clear direction to the school's development in future years.

The board supports the operational leadership of the school very effectively. It communicates regularly with senior leaders, is supportive of their ideas for change and provides a range of resources to facilitate developments and improvements.

Senior managers are deeply committed to the school and have made a significant contribution to the outstanding results achieved over time. Senior managers, including the heads of early years, primary and secondary phases are determined to build upon these high standards and have established a belief amongst staff of the need for continuous improvement.

Relationships between leaders, staff and students are excellent and serve to create an environment that is conducive for learning. Staff at all levels are firmly committed to treating all students equally and with respect.

The teachers' deep understanding of the curriculum combined with an accurate view of how students learn ensures that students of all abilities have equal access to the curriculum.

Managers are successful in securing improvements to provision and outcomes. They have improved the process for the transition of students from key stage 1 to key stage 2, reviewed their safeguarding and child protection procedures and enabled teachers to remain up to date concerning best practices in teaching and learning. Consequently, students enjoy a safe learning environment, make a rapid start to their learning when they begin a new key stage and achieve very well.

Senior managers together with board members and all staff have updated their child protection and safeguarding policies and procedures as recommended by their assigned consultant in 2022.

School governors and leaders have an accurate picture of the school's strengths and areas for development. They know their school very well and use this information to plan for future improvement. Self-evaluation procedures are embedded and involve all staff. Such procedures are rigorous and form a continuous cycle of self-reflection and improvement. Results are used to create plans for improvement that clearly identify what needs to improve, actions needed, by when, and the resources required to achieve the desired outcomes.

Cooperation and collaboration amongst school leaders at all levels are key features of how leaders and managers work together. They trust each other and believe passionately that working together provides the best opportunities for further success. They are successful in creating teams to lead school improvement. There are task and finish groups consisting of senior and middle managers charged with meeting school priorities. Recently, one group was responsible for planning the introduction of a sixth form.

Leaders challenge each other on a regular basis. They use the results of their self-evaluation to ask questions such as 'How well have we done?' and 'Can we do better?'. They welcome scrutiny of their performance and view it as an opportunity to improve.

Leadership and management responsibilities are widely distributed throughout the staff. Both senior and middle managers set priorities for improvement and enjoy a great deal of autonomy to make decisions and act. This serves to increase the leadership capacity of the school. Budgets are delegated to teams.

The appraisal process is an established feature of staff management. It is organised around the school's management structure with the executive director and chief executive office taking the lead by appraising senior managers. Staff view appraisal as a supportive process that facilitates their improvement as professionals. It allows them to reflect upon their performance and both identify areas for improvement and the support they require to improve. Leaders place a high priority on continuous professional development. The school's record of training is considerable and includes courses on metacognitive strategies, classroom rules for student success and how to use time effectively for human-resource issues.

Leaders have established a close relationship with the local community. They meet regularly with parents and have established contacts with the local university, members of the business community, charities and the police.