

Sri Kdu International School, Kota Damansara, Malaysia

ISQM Accreditation Report

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1. Introduction

1.1 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 school 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 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 on-going 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, Ofsted (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

Special arrangements for this visit due to COVID-19:

The accreditation visit was completed remotely. At this time pupils were learning remotely.

Principles that apply to remote ISQM reaccreditation visits from October 2020 onwards

Due to COVID-19, Education Development Trust is unable to deploy its assigned consultants or inspectors in most countries. Strong relationships with our schools via the assigned consultant enable us to keep in touch and offer guidance and support remotely. Feedback from our schools has been positive in this respect.

Some of our schools were due to have a reaccreditation visit during the period between March 2020 and July 2020 and these were postponed. Most have been rescheduled to take place in 2021. An extension to their accreditation period has been approved by Education Development Trust and a letter can be written should a school need that evidence for their Board or Ministry.

The proposal

Schools due a reaccreditation visit will be eligible to apply for a remote reaccreditation.

What will this involve?

The school will make preparations in line with a traditional visit, including any paperwork requested by the lead accreditor. This will be in addition to the school's self-evaluation (SRD).

The accreditation team will share responsibilities for subjects/aspects of the school and liaise with the appropriate school leader.

The remote reaccreditation will cover the same time period agreed for the traditional visit.

The team will make use of the school's online resources as well as video conferences at the agreed times during the visit.

Video-conferencing meetings will be held with school leaders, subject/aspect leaders and parent and student representatives. These meetings will follow a similar agenda to the traditional face-to-face meetings.

The school may choose to upload filmed 'learning walks' if it feels they would provide evidence of the quality of the school's work in the different areas.

Real-time lesson visits or recorded lessons will be required. These may be of online teaching if the school is closed due to lockdown.

Evidence that the school meets all safeguarding and health and safety requirements will be required.

The team will request evidence of students' work and the school's analysis of its quality, etc.

This is not a definitive list and there will be other evidence that can be shared during the process.

Outcomes of the remote reaccreditation.

The team will produce a full written report in line with ISQM requirements. It will report on the areas set out in the ISQM schedule.

The report will state whether the requirements of the framework have been met.

A remote reaccreditation will not change the school's current level of award.

The outcomes will be shared with EDT's accreditation board.

The outcomes will also be shared with the host country's Ministry of Education if requested.

Follow-up activities

The judgements made during the 'virtual visit' will determine whether the ISQM standards are being met. If the standards are met the school will retain its current level of accreditation.

When the assigned consultant is next able to visit the school, she/he will be accompanied by one or more experienced Education Development Trust consultants. The number will depend on the size and complexity of the school.

The visit will be supportive and will focus on areas identified in the school's improvement cycle. It will also verify the judgements made in the 'virtual accreditation' and will determine the level of the accreditation – bronze, silver or gold.

In the unlikely event that the visiting consultants find that there is a major discrepancy between the outcomes of the remote accreditation and the findings of their on-site visit, this information will be shared with the school and with Education Development Trust's accreditation board. The accreditation board will determine what future action is required.

Evidence base for this remote accreditation

Introduction

This ISQM remote accreditation was carried out by a team of three Education Development Trust consultants. The team had access to a wide range of information about the school prior to the remote accreditation. Over three days, the team visited 12 part lessons which were being taught remotely via a video-communication service. In these lessons the initial teaching was observed and some completed work at the end of the lesson was also reviewed when possible. Consultants observed teachers in core subjects. They also observed recorded teaching of lessons and school events. They held meetings with senior leaders, heads of sections, other middle leaders and the school's staff, students, parents and a governing-body and board member. The team scrutinised a small selection of students' work that was available

electronically. Consultants also looked at school documents including: the school's SRD, development plans, policies, assessment systems, data analyses, a log of behaviour incidents, complaints and safeguarding procedures. They were unable to observe the school working normally but followed up any issues raised through observations, discussions or reviews of policies.

2. School context

Sri KDU International School (SKIS) is a private, co-educational day school in Kota Damansara, Malaysia. The school was founded in 2011 as an 11 to 18 school with 500 students. Primary classes were added in 2012. In February 2020, SKIS became part of the XCL Education group, which is the largest provider of K-12 education in the country. The school has now almost doubled in size with 922 students of whom 228 are in the primary school, (SKIPS). SKIS has specialist facilities on a modern, purpose-built campus and shares some facilities with the other two schools on site including a sports hall and a multi-purpose hall. The school also provides well-equipped science, information-technology and design-and-technology laboratories, two extensive libraries, art rooms and dance, drama and music studios. There is an outside sports area and a swimming pool. The school is a member of the Federation of British International Schools in Asia (FOBISIA).

Students in the primary school and key stage 3 follow a modified English National Curriculum. In Year 11, students sit International General Certificate of Secondary Education (IGCSE) examinations. Bahasa Malaysia is taught until Year 10 as a compulsory subject. In the sixth form, students study the International Baccalaureate Diploma Programme (IBDP).

Over 80% of students are Malaysian with the greatest number being of Chinese Malaysian heritage. Korean students form the second largest group. Altogether the school has pupils of 28 different nationalities. The majority of students speak English as an additional language, and are competent bilinguals. The vast majority of primary students move on to the secondary school and are joined by a significant number of new arrivals in Years 7 and 8, many of whom are initially less fluent in English. The sixth form is very small with only 26 students of whom about half are new to the school.

The school has a selective admissions policy. Thirty-one students have special educational needs and/or disabilities (SEND). These pupils have an individual learning programme. A lift provides access to all floors in the secondary building.

Report summary

Accreditation status

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

In 2017, the school was awarded the Education Development Trust International Schools Quality Mark at the advanced level (gold). This remote accreditation does not change the level of that award. There will be an on-site verification visit at a time to be agreed. During this visit, the on-site team will confirm the final level of the award (bronze, silver or gold).

This accreditation is valid from:

4th February 2021 until a date when a verification team can complete an on-site visit.

Overview

The evidence collected by the team indicates that the school has not only sustained its provision since the previous accreditation report in 2017 but has made further improvements. **It confirms that Sri Kdu International School meets the ISQM requirements in all of the standards.** It is not possible to identify specific areas for improvement by means of a remote accreditation. Instead, the team agreed that the verification team should explore the following areas when it visits the school in person:

- live teaching in classrooms, including group work, practical activities and the teaching of learners who require additional support in English language learning
- the quality of Extra Curricular Activities (ECAs)
- the accuracy and consistency of assessment over time through work sampling
- students' understanding of their own targets.

Highlights

Sri Kdu was judged to be an outstanding school in the previous accreditation review in 2017. The school has consolidated previous improvements and continued to make progress. It is well led and managed at every level. It has made exceptional efforts to ensure the continuation of high-quality education for its students during the period of restrictions made necessary to combat COVID-19 infections. Academic standards are high and the school has achieved exceptional results in IGCSE examinations and in the IBDP which are well above UK and world averages. The progress of all students is strong, including those with SEND and those for whom English is an additional language. It is testament to the school that nearly all students take examinations in English as a first language and gain strong results. The school provides a broad and vibrant curriculum which meets all statutory requirements and ensures that students enjoy an interesting, enjoyable and challenging educational diet. The curriculum is kept under constant review and is enhanced by an exceptional range of extra- and co-curricular activities. Students enjoy coming to school and are highly appreciative of their teachers. They develop into well-rounded students who not only perform well academically but develop important life skills. They are highly motivated learners who are respectful of each other. They are involved in much active charity work and are quick to step up to take up the many leadership opportunities offered by the school. They learn in an environment which is safe as all health and safety considerations are fully addressed. The accommodation and resources within the school are of a very high order with excellent facilities in a range of specialist subjects. Parents and carers are highly supportive of the school as they are not only kept regularly informed but are welcomed as true partners in the education of their children. Teachers work hard and are well qualified. They work in a consistent manner ensuring that students are active learners who develop their skills whether working independently or in larger groups. They are well supported by senior staff and have access to a wide range of professional development. Significant investment in digital technology has allowed the school to move between school-based learning, virtual learning and hybrid learning. School leaders at all levels have high expectations of themselves and those with whom they work. Teamwork across the school is highly effective. School leaders are well supported by the school's governing body, members of which also serve on the board of the owning company,

XCL. Leaders know their school very well and ongoing monitoring and evaluation ensure that the school knows where to prioritise actions to make the greatest impact. Planning is thorough.

Standard 1: The standards reached by students in their work and the progress they make in the core subjects of English, mathematics, science and computing

Evidence presented by the school, observation of lessons and examples of students' work indicate that students make strong progress in **English** from their varied starting points. Most students in key stage 1 arrive with limited phonic skills but soon make progress and move towards the age-related expectations of the UK. They develop their writing skills well and by the end of key stage 1 are good listeners who read their own stories online with accuracy and confidence. The most able students write extensively and show good control in their reading.

Students' progress continues in all aspects of the subject during key stage 2. Standards in writing are improving as a result of the school's strong focus on developing interesting opportunities for different types of writing and on improving skills in spelling, punctuation and grammar. Year 4 students were observed reading their own poems about a magic box into which they placed their most special thoughts and feelings. The poems often showed great sensitivity and awareness with beautiful ideas and imagery. By the time students enter Year 6 they are able to read novels and not only comprehend the plot and the nature of characters but also imagine how each will develop and write from the perspective of a chosen character.

Progress continues throughout SKISS for all students, with additional support provided for those who require help in developing their English language skills. The vast majority of students take IGCSEs in both English as a first language and English literature and results have been improving consistently. In 2020, 57% passed English First language with an A* to A grade and 65% gained A* to A grades in English literature, which is impressive given the varied starting points when students arrive in school. These results are well above the world average. At IBDP, the results in English are above the world average.

In **mathematics**, attainment in external examinations is exceptionally high with all students making rapid progress, including those with SEND and those learning English as an additional language. Students' starting points vary significantly, especially for the youngest students joining in Year 1. Their knowledge in number is stronger than in other strands of the subject. By the end of Year 6, a high proportion of students achieve age-related expectations and many exceed them. Academic standards are well above UK averages. Year 6 students, for example, are confident in calculating the percentage increase or decrease of an amount for items purchased with both pounds sterling and Malaysian ringgits. Students apply their knowledge of percentages to real-world situations such as when calculating the percentage of sugar in juice drinks.

In the secondary school (SKISS), students' progress is rapid. There are many capable and ambitious mathematicians. As students progress through SKISS, the most able mathematicians apply their knowledge and skills in mathematics across a range of other subjects as, for example, when they use their knowledge of complex number and in combining mathematical operations to solve scientific problems in physics.

External examination results at IGCSE are impressive with many students achieving the highest-level grades of A* to A, well in excess of world averages. Approximately 70% of all students study IGCSE Additional Mathematics with equally impressive outcomes. In the November 2020

examinations, 87% achieved A* to A grades, in mathematics, even though they took this examination early.

In the IBDP, attainment has continued to rise over the last three years with an impressive average point score which is above the world average.

Attainment in **science** is consistently strong across the school. Attainment at the end of key stage 2 is high and was 3% above age-related expectations in England in 2018 and 2019. It was lower in 2020, due to the move to virtual lessons during the 2020 Movement Control Order, which forced a reduction in practical science content in lessons. Since then, carefully planned revisions to the curriculum have built scientific skills while maintaining coverage of the knowledge content. Year 4 students, in a virtual lesson on teeth as part of the digestive system, used correct scientific terms throughout and behaved as mature scientists, predicting and planning a practical experiment while learning at home. Building a scientific vocabulary and thinking as a curious scientist starts from Year 1 and underpins successful learning as students move through the school.

Students of all abilities, including those with SEND and those for whom English is an additional language, are enthusiastic scientists. Students in key stage 4 apply previous knowledge well and use scientific terms consistently. They are thinking scientifically as was seen in an observed Year 10 lesson in which they not only made accurate predictions but also framed hypotheses about alkaline metals, even though the lesson was not taught in a laboratory.

At IGCSE, the three-year average in recent examinations is strong with at least 98 percent of students achieving A* to C grades in physics, chemistry and biology. Accelerated progress in all sciences in key stage 4 has led to all students following more demanding separate sciences rather than the combined science syllabus. In key stage 5, IBDP results in all three sciences have been consistently above world and UK averages.

Students' experience of **computing** is well developed. They use computers and a range of age-appropriate digital devices throughout the school. It was not possible to observe students using technology in different learning situations during this virtual visit. However, all the live lessons observed showed students applying their computing and technological skills with confidence to achieve the desired learning outcomes. Extensive recorded evidence confirms how students use technology widely across the curriculum. Key stage 1 students, for example, take photographs of their work and post them electronically. Older students show competence in the use of a range of software as an integral part of their online learning. In a live lesson, Year 4 students identified an unexpected limitation within an online group task and calmly pointed out: 'We can't edit it.' They readily adapted to the teacher's swift move to an amended task, undaunted by the change. Attainment in IGCSE computer science exceeded world and UK averages in 2019 and 2020, with 67% of students achieving A* to A grades in 2019 compared to the world average of 47.1%. In 2020, 73% achieved A* to A grades, well above the world average of 47.1%.

Progress and attainment in other subjects are strong across the school. In examinations in the three subjects taken in November 2020, 87% achieved A* to A grades in mathematics, 100% achieved A* in Mandarin and 98% achieved A* to As in Bahasa Malaysia. The exceptionally high standards were recognised by the examination board as 26 students received Outstanding Learner Awards in 2020. In these examinations 62% of all examination passes were either A* or A grades with 96% attaining grades A* to C.

Students leave the sixth form to continue their studies in prestigious universities across the world. Students also gain significant awards in sporting fields such as fencing, swimming and athletics and in creative and musical competitions, often through FOBISIA. Such activities have continued recently through virtual competitions such as the Virtual Steam Fair, the Virtual Rising Stars Performance Art Festival and the virtual Paramount Championship.

Standard 2: Students' personal development

The school meets the requirements of the standard. Students' attendance is consistently high over time, including during the global pandemic. They consistently arrive at lessons on time and are keen to start learning.

Students demonstrate their commitment to caring for and protecting each other. Prefects are involved in the organisation of the annual Anti-Bullying Week. A detailed analysis of the school's records related to bullying shows that incidents of bullying are extremely rare. Students respect each other and are confident to share concerns with teachers, which builds their confidence and resilience.

There is a culture of mutual respect and social responsibility between students. Embedded routines and expectations are clearly understood and valued. Students' behaviour and conduct are almost always exemplary. They can distinguish right from wrong. Positive attitudes are apparent throughout the school and students are self-assured, confident and demonstrate high levels of self-esteem. They demonstrate a great thirst for learning.

Students across the school understand and can articulate the values promoted in the school's use of the Learning Power Approach. In SKIPS, these include values of perseverance and resourcefulness which students demonstrate in many ways. In SKISS, these values help students to become reflective, attentive, imaginative, social, determined, organised, curious and thoughtful learners.

The school's house system provides an opportunity for students to learn about the life and leadership of Coubertin, Curie, Mandela and Shackleton and students work cooperatively to promote a sense of community. Through their efforts, they gain personal satisfaction while contributing to their house's performance through the award of house points.

The head boy and head girl lead the team of prefects. The appointment of prefects is a formal process and the role is much sought-after by students, who value positions of leadership and responsibility. There are many applicants. Prefects demonstrate confidence and are articulate, committed ambassadors of the school. They execute their duties and responsibilities as excellent role models for other students with precision, in particular promoting the school's values.

Students enjoy the school's diversity. They appreciate a range of culturally diverse events from different world cultures which are celebrated and enjoyed by the whole school community. They also show respect for those in less fortunate circumstances and choose causes for charity work and fundraising. They play a significant role in developing environmental awareness in the school, which has led to the school's Green Flag Award. Through their charity and community work they show enthusiasm for supporting others less fortunate than themselves.

Standard 3: Teaching and learning

The school meets the requirements of the standard. Teaching and learning remotely present many additional challenges but in the lessons observed online there was evidence of impressive teaching. Senior leaders, staff and students were well prepared for the current situation and the school balanced well the time spent learning on screen with that spent completing independent work. Preparation, including the development of handbooks, staff development and collaboration with parents, ensured that learning time was well structured and that students progressed well.

In a lesson on the novel '1984', students in Year 10 linked the story to episodes in real life and articulated developed thoughts triggered by thinking about the book. Their ability and confidence to share their thoughts were of a very high order.

Teachers are well qualified and work very well together. Subject and pedagogical expertise are of a high level throughout the school. Teachers work hard and lessons are always well prepared. Teachers provide an interesting and enjoyable curriculum and are very clear about what they want students to learn, including during this period of remote learning. They are well respected by parents and students, who described how much they miss their teachers and look forward to their return to school.

A particular strength of the school is its consistency of approach to teaching and learning. Lessons are well planned collaboratively, ensuring that there is progression across the school and that students build on the skills they develop. In a Year 2 mathematics lesson, for example, students were expected to show not only that they knew the difference between two sums of money but that they could explain why this was so and how they had deduced their answer. The school has excellent policies for assessment, marking and feedback which celebrate the students' achievements and indicate how they can reach the next stage in their learning. Teachers share with students the expected outcomes for each lesson and this helps them to understand what is expected and to assess their progress. Students are encouraged to analyse their own work and often assess their own work or that of their peers. There is evidence of feedback from the teacher not only being noted by students but becoming a constructive conversation between the two. Teachers know the students very well and through careful assessment are able to plan work that best meets their needs.

Teachers have high expectations and students respond well to challenge. Teachers are skilful at questioning, not just to check knowledge or understanding, but also to prompt and extend learning. They make subtle use of challenging questions to revise, extend and consolidate students' knowledge. Mistakes are viewed as opportunities for learning. No learning time is wasted and lessons move at a good pace.

The school has a strong commitment to inclusion. Through the provision of individual learning plans strategies are presented which address the needs of students with SEND. Plans are reviewed regularly and actions taken to modify their focus or provide different interventions. Those needing extra support for their development in English language receive targeted support from specialist teachers and from teaching assistants which aids their progress. Teaching assistants play a valuable role in their support and in classrooms more generally.

The school gives priority to, and has invested heavily in, the professional development of teachers and support staff. This, along with regular discussions with senior staff, is ensuring the

highest possible standards of teaching and outcomes for students. Staff also have access to a range of development opportunities beyond the school.

The school has been developing its assessment procedures so that it can ensure that all students are making the maximum progress possible. Prior to entry pupils are assessed and this information is used as a basis for a baseline for tracking progress. Within SKIPS the emphasis is on making progress against UK age-related expectations. In the much larger secondary school, assessment yields data which can be analysed at a number of levels. Students are set targets in individual subjects and these are based on performance needed to achieve well in IGCSE examinations. Throughout the school, students' progress is tracked carefully and interventions are based on evidence. The system of regular meetings in SKISS ensures that there is both analysis of students' progress in individual subjects and across subjects so that pastoral support can be triggered as needed.

Video evidence of recent teaching in school shows strong evidence of effective teaching across the whole curriculum as when students in Year 7 identified musical instruments from a recording, placed the instruments in their correct family and described the distinctive nature of the sounds they produced.

Standard 4: The curriculum

The school meets the requirements of the standard. The curriculum is broad, balanced and of high quality, meeting the needs of all students, including those with SEND and those who speak English as an additional language. The chosen curriculum is carefully modified to reflect the local context where necessary. The curriculum also includes Bahasa Malaysia, Mandarin, Chinese as a second language, French and music. At key stage 4 students follow a core curriculum plus physical education, personal, social, health and leadership education (PSHLE) and Islamic studies for Muslim Malay students. Most students take English literature as well as language. Students also select options from humanities, modern foreign languages, sciences, creative and vocational subjects. In key stage 5, students take the three core elements of the IBDP (Theory of Knowledge, Extended Essay and a project related to the concepts of creativity, activity and service) and select subjects from six subject groups at either higher or standard level. Cultural education includes British values and life and elements of the history, traditions and culture of Malaysia, China and India. This important aspect of the curriculum helps the school to achieve its ambition of 'Malaysian Hearts, Global Minds.' Cross-curricular links extend and deepen learning with imaginative and engaging content. This is particularly evident in how students using English as an additional language learn and use subject-specific words and terms and their meaning.

PSHLE is carefully planned to meet the needs of all students and allows them to develop as well-rounded and confident children and young people throughout the whole school, PSHLE themes provide continuity and progression as students move into higher year groups. While they demonstrate maturity and take responsibility, they also enjoy the awe, wonder and laughter of childhood. Career guidance is established and IBDP students are well prepared when they make their applications for university.

The academic and personal development curriculum is underpinned by the learning power approach (LPA), in which LPA values are developed in lessons. Consequently, students engage with lesson content while becoming confident capable learners. In the lessons observed,

students learning at home were competent and independent, using their learning skills well in a quite different environment from school.

There is a wealth of enrichment activities for all students covering over 40 options in sport, the arts, music and service projects. The facilities for creative and fine arts, music, design technology and sport are extensively well used to support activities in the school and competitions with other schools and organisations. Inter-house competitions allow all to participate and succeed. The enrichment programme has continued while students are learning at home, with teachers and students being innovative and using technology in alternative activities. Physical education continues with a recorded daily workout to sustain stamina, fitness, coordination and development. Sports competitions have taken place and musical activities have continued with a virtual choir of staff, parents and students.

Curriculum review is securely established at all levels, with reviews involving subject teachers, leading to more formal review at middle and senior leadership levels. Students' views are sought at the end of a learning unit or term's work. In SKISS, changes in examination content inform longer-term planning to ensure that teaching matches the syllabus. For example, the key stage 3 science curriculum is under review to prepare those students for changes to IGCSE already announced for 2024/25.

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

The school meets the requirements of the standard. It was not possible to visit the site in person for this verification, but extensive information from video tours, photographs, plans and other sources of evidence confirms the positive judgements made in the school's self-review document.

The school has sufficient qualified teachers to deliver its chosen curriculum and ensure that guidelines for class sizes are not exceeded. Recruitment follows UK statutory guidance for safer recruitment procedures. Teachers are well qualified with 50% from the UK and the remainder with local qualifications. The staff includes subject specialists, director of digital learning, science, library and administrative staff. While most staff work primarily in either SKISS or SKIPS there are whole-school leaders for PE and Music. Staff value the professional development, team working and supportive culture for new and established colleagues.

Other schools in the Sri Kdu group share the single-site campus, including specialist facilities for sports, creative and fine arts, meeting and function rooms. Equitable use of the shared facilities is agreed at monthly meetings. All the high-quality accommodation is routinely maintained with daily checking and repairs where necessary and scheduled programming for major work and improvements. Displays contribute to a stimulating environment that encourages learning and personal development. SKIPS has its own classrooms with specialist facilities for science, language, art, ICT, music and a play area for key stage 1 students. Students also enjoy access to secondary accommodation for particular purposes.

The school has an impressive range of age-appropriate resources for core and non-core subjects. It is forward thinking with high-quality resources which use technology to support design technology, science and music, and extensive computer equipment, including interactive white boards. The infrastructure for using technology is robust and the use of virtual learning since 2020 has proven the reliability and capacity of the systems. Other resources have not

been overlooked, with large libraries for primary and secondary students, classroom resources and equipment for sport and the creative curriculum.

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

The school meets the requirements of the standard and satisfies the criteria of a safe environment for students and staff, including the security of the site. The school prioritises the safety of all students and sets the highest expectations. There is an extremely strong ethos of care and support led by dedicated, highly qualified and experienced professionals.

The school's work caring for and supporting students is of high quality. Robust procedures are in place to ensure that students are protected. Leaders demonstrate commitment to ensure that the school is a safe environment. Staff deployed to ensure this are diligent in their duties. The human resource department follows rigorous protocols in all mandatory checks to confirm staff identity and qualifications.

Designated safeguarding leaders in SKIPS and SKISS lead the school's work to keep students safe and are supported by a number of trained deputies. Training for all staff in child protection is annual and staff are required to sign an annual declaration to confirm that they have read and understood the school's policy.

The school sets the highest expectations for students' conduct and promotes a culture of responsibility and respect. It runs an annual anti-bullying week and its anti-bullying policy is communicated widely to all stakeholders.

Health and safety requirements, including recently updated national guidelines for Malaysian schools, are closely monitored and recommendations are implemented in full. Preparations for the recent return to school were thorough to ensure that every precaution was taken to keep students and staff safe from COVID-19 infection. Temperature-check points at all entry and exit points of the campus are among the many additional safety measures made.

The infirmary is led by an experienced school nurse. There are clear arrangements for the storage of all medication and for supervision when administering the medication provided by parents. Detailed records are maintained. The school nurse is proactive in educating students and sharing health information with the whole school community and plays a key role as a first responder when medical incidents occur.

The school counsellor is experienced and highly qualified. He is a trusted and valued adult and is available to support all students' emotional well-being and mental health. Careful attention is given to meeting each individual's needs. Students have access to this support in school, but it has also been available during the time of remote learning. Students occasionally engage with the counsellor anonymously regarding broader issues and do so in the knowledge that the school has systems that address confidentiality within a clear framework. There is suitable support for those with special educational needs and/or disabilities.

Risk assessments are overseen by senior leaders and protocols for health and safety are robust. The school has a dedicated health and safety officer who ensures that the school is fully compliant with all health and safety expectations.

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

The school meets the requirements of the standard. Partnership with parents is very strong. The school views parents as important partners in the education of its students. It provides extensive information, often electronically, and regularly seeks parental views and acts upon them as when it sought and acted upon the views of SKIPS' parents to inform developing practice for remote teaching and learning for younger children. Parents feel listened to and valued. There is a parent-liaison officer for Korean speakers and administrative or teaching staff also translate or interpret for Mandarin and Malay speakers when necessary.

The quality of information is high and the school goes to considerable efforts to explain its teaching approaches through regular information about what will be taught and workshops, which are highly valued by parents. A workshop was provided, for example, to explain a newly developed policy for bringing educational devices to school so that parents understood its justification and the depth to which this policy had been researched. Parents were thus able to support its implementation and are strongly supportive of the school and its values. They feel that the school provides high-quality teaching in a safe and secure environment, balancing stability and innovation.

Teaching staff and leaders are very accessible and the formal complaints policy has never been needed. Parents play an active role in the school and are involved in special events such as school productions. During lockdown, a number of parents joined staff and students in the virtual choir. Parents feel that the school has handled lockdown arrangements extremely well and is managing to provide ongoing high-quality education in difficult circumstances. They have great trust in the school's leadership and its teachers.

The school's website provides much useful information for prospective and existing parents and keeps parents informed. This has been especially important recently, given rapidly changing circumstances determining when the school has been operating remotely. Virtual tours have been available in which prospective parents have been able to see the school's facilities in detail and to ask questions of senior staff. These have been of high quality and much appreciated.

In surveys and in their discussions with consultants, parents show a high degree of satisfaction with the school. They value the school's ethos and its commitment to both high academic standards and the provision of wider learning opportunities to lead, work with the community and participate in sporting and creative activities.

The school has a wide range of links with the community which enhance students' understanding of the world in which they live as when they volunteer in the Pertiwi soup kitchen, for example. In more normal times community involvement is strong and enriches the school's curriculum.

Standard 8: Leadership and management

The school meets the requirements of the standard. School leaders and its governors have a clear sense of the values that they want to develop in their students. The principal and heads of school provide continuity, energy and commitment to ongoing improvement. They share high standards. Their actions ensure that the school's vision and values permeate all that the school does and develop young people who are successful in both academic work and in their wider

lives. The school has new owners and it is to the credit of the governing body and senior staff in the school that this transition has happened seamlessly. The governing body meets regularly and uses its expertise to both support the school's development and ensure that it meets the highest standards. There is clear demarcation of roles and the principal and senior leadership team work closely with governors and the chief executive officer. Governors hold the school to account and there is an effective system for appraising the principal. They oversee the progress of the school, receive regular updates on developments and support the school leadership in its strategic planning. Governors ensure that the school meets all of its legal requirements and have helped to ensure that pupils receive high-quality education whether in lockdown through remote learning, in school with carefully constructed safety procedures or operating between the two. Members of the governing body are also on the owning company board which allows financial decisions to be linked to the school's needs. The company supported staff welfare during the first Movement Control Order.

The senior leadership team has provided stable and effective leadership over time and is supported by a range of senior and middle leaders who show high levels of commitment and expertise. Heads of subject and subject leaders, some of whom have taken up their role more recently, make a valuable contribution within their areas of responsibility. All leaders are forward looking and ensure that the school's outstanding record is developed further as they lead on a journey of continual improvement. At all levels, leaders know the school very well and have built careful and effective procedures for monitoring and evaluating every aspect of school life. The quality of the school's self-evaluation is a great strength. As a result, leaders make appropriately detailed strategic plans to take the school forward. Plans are often developed and led through teams with middle leaders playing a key role. The constant review of the curriculum, for example, ensures that students consistently receive the teaching that will best further their progress as successful learners. Effective team working is a feature of the school.

Leaders work in a supportive way and have high expectations of staff and students. The development of staff at all levels is a priority. There is a wide range of professional development opportunities both within the school and wider afield. The appraisal system is implemented well and encourages teachers to develop their skills to the maximum. It is based on a coaching approach in which teachers and leaders share responsibility for reaching high standards. Careful attention is paid to the recruitment and appointment of staff and to ensuring that they fit with the values that the school promotes. Newly appointed staff are supported well and there is a detailed induction programme which prepares them well to undertake their roles and responsibilities.

The school pays close attention to equal opportunities. This is apparent in the development and promotional opportunities made available to staff at all levels, through the additional support for pupils who have particular needs and the specific support available to parents who need to communicate in their home language.

At an operational level the school is very well managed. To provide education of high quality to all of its pupils, including a few who have not yet been able to return to the country during COVID-19 restrictions, has required detailed, flexible and demanding plans which have proved fully effective. Both strategic and operational plans in recent months have required constant adaptation and effective communication to all stakeholders.

The school is a safe and attractive place in which to learn. Leaders make sure that all required policies are in place to ensure every aspect of health and safety. The school has a range of carefully constructed policies which guide the work of the school in all areas of its functioning. These are well written in a consistent style and are subject to systematic review.

The school's vision and mission are about developing tomorrow's leaders today and developing them as global citizens with Malaysian hearts. Students' needs are at the forefront of the work of all school leaders. Leaders have high aspirations for their students and are leading the school very effectively on its journey of continuing improvement.