



The International School @ ParkCity

ISQM Accreditation Report October 2021



Gold Accreditation

+603 6280 8880

info@isp.edu.my

No. 1 Jalan Intisari, Desa ParkCity, 52200 Kuala Lumpur, Malaysia

www.isp.edu.my

The International School @ ParkCity

ISQM Accreditation Report

Accreditation team: David Bowles
Louise Murphy
Simon Spry

Date of visit: 25 – 28 October 2021

Date report published: 14 December 2021



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. The school has faced a number of closures since the pandemic began and consequently has put in place a distance online package for all students. At the time of accreditation the school offers a hybrid learning model to students where some students enjoy face-to-face teaching in school (Reception and Years 10 to 13) and students in the other year groups study 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 accreditation was conducted by a team of three Education Development Trust consultants led by David Bowles. The Education Development Trust team members were Louise Murphy and Simon Spry. The team had access to a wide range of documentation prior to the reaccreditation virtual visit. Over four days, the team visited 14 part-lessons which were being taught on site and remotely via a video-communication service. In both types of lesson, the teaching and learning of the pupils were observed. The team also observed one pre-recorded lesson. Consultants observed teachers in the core and foundation subjects. A consultant was taken on a virtual tour of the school's premises and facilities. Team members held meetings with senior leaders, heads of department, deputy heads of school, year leaders, human resources staff and school administrators. They also met with parents, students and the school's Director of Education.

Consultants examined a small selection of students' work that was available electronically. They also looked at school documents including the SRD, development plans, policies, assessment systems, data analysis, complaints, safeguarding procedures, risk assessments and a log of behaviour incidents. Consultants were unable to observe the school working normally but followed up any issues raised through observations, discussions or reviews of policies.

2. School context

The International School @ ParkCity (ISP) is a non-selective private co-education international school that was established in 2011 in a partnership between Brighton Education Group Sdn Bhd, who provide educational services in ASEAN, and Perdana ParkCity Sdn Bhd, the operators of the Desa ParkCity township. Perdana ParkCity is a subsidiary company of the Samling Group of Companies. In 2019 the ownership of the school changed its name to ParkCity Education Sdn Bhd. The school consists of two sites: the Early Years Centre (EYC) and the main campus. The school has a sister school in Hanoi, Vietnam.

The school began operations in 2011 with 131 students with ages ranging from Nursery to Year 8. Now there are 915 students on roll in both the primary and secondary schools. There has been a slight decline in student numbers in the last two years due to the impact of the global pandemic on international travel. The school admits a relatively high number of new students at the beginning of every academic year compared to other international schools in the area. The school's sixth form numbers 75 students. Most of these students progress to university in Europe, Australia, Hong Kong and the USA.

The school is building an extension to the campus. It is also refurbishing and redeveloping existing facilities and planning for the relocation of the primary school.

The school is non-selective. It accepts students from a wide range of nationalities, backgrounds, cultures and abilities. There are 54 nationalities represented in a ratio of 49% Malaysian to 51% other nationalities. The majority of students are either bilingual or multilingual and in general are drawn from higher socio-economic groups based upon the income and employment status of their parents.

The school provides support for students with special educational needs and/or disabilities (SEND), those who have English as an additional language (EAL) and the most able whom the school refer to as 'Challenging Able Students'. A SEND policy is in place and 2.8% of students are registered on an EAL programme.

The school follows a curriculum that is broadly based upon that of the UK. In the early years students follow the early years foundation stage curriculum (EYFS). In the primary phase students follow a curriculum based upon the English national curriculum, the Cambridge primary science curriculum and the international primary curriculum (IPC). In secondary, students study the English national curriculum at key stage 3, IGCSEs in key stage 4 and A levels in the sixth form. The AQA Extended Project Qualification is also available to students in the sixth form.

Following an application to enrol the students are given an age-appropriate assessment. The results contribute to the decision whether to offer a place at the school.

Leaders, managers and staff have been highly effective in ensuring that students' learning continues through the pandemic. The school has developed a model of hybrid learning consisting of some students working on the campus and others studying at home simultaneously. This has been highly effective. There is no evidence to suggest that either academic standards or rates of progress have fallen since the pandemic began.

The school became a member of the Federation of British International Schools in Asia (FOBISIA) in 2014.

Report summary

Accreditation status

The International School@ ParkCity 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: 28 October 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 made improvements in each of the eight standards that make up the ISQM award since the school received its accreditation in 2017. **It confirms that International School @ ParkCity 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:

- how the curriculum in the primary and secondary schools is overseen by a senior leader to enhance the continuity and progression of learning opportunities
- the capacity of leaders and managers to manage any future growth in pupil numbers
- the quality of the school's extension and the quality of its refurbished facilities
- the quality of extra-curricular activities (CCAs).

Highlights

The International School@ ParkCity was judged to be an outstanding school in the previous accreditation review in 2017. Since then, it has undergone significant change and improvement and now its performance in each of the eight standards of the ISQM framework is better than when it was accredited with the gold status in 2017.

Academic standards are very high. IGCSE and A-level results exceed those in the UK and world averages. The progress of students is very good in both the core and foundation subjects. Students of all abilities make very good progress.

Students' attendance at school is very high. Their behaviour is exemplary. They enjoy coming to school, work hard and show a real determination to succeed. They enjoy each other's company and display a deep respect for each other's beliefs and cultures.

Teaching, learning and assessment are highly effective. Teachers provide a range of suitable learning opportunities for all students and use technology very effectively to stimulate and challenge students. Their ability to engage students both online and in the classroom is especially strong. Students make extensive use of technology as a learning tool and assessment arrangements provide a wealth of accurate information on students' achievement.

The school provides a curriculum that meets the needs of all the students very well. It is broad, balanced and enriched by a large number of extra-curricular activities. It includes opportunities for students to develop both academically and socially, reflecting the school's key aim of developing the 'whole child'.

Staff at the school are highly qualified and committed to providing the best possible learning opportunities for the students. They consistently seek to improve their practice and take every opportunity to learn from each other. School buildings and premises provide a high-quality learning environment.

The school provides very high levels of care and support for the students. Staff know the students well and make the safety and welfare of the students their most important consideration. Support provided for students of all abilities, including those with SEND, is very effective.

Partnerships between the school and parents and with its local community are very strong. Parents feel valued and believe their views are listened to by staff. They offer a range of expertise to enrich extra-curricular opportunities.

Leaders and managers have an accurate picture of the school's performance. They have a clear vision of how the school needs to develop and they display the key values that underpin the school's curriculum. They are highly successful in leading and managing change while maintaining very high levels of pupil achievement.

Standard 1: The standards reached by students in their work and the progress they make

In **English** students' attainment is very high and progress is very good. Many have EAL and this means that on entry into Reception literacy levels and communication skills are below what is typical for their age.

As a result of excellent teaching and well-planned interventions, students in Reception make excellent progress and develop their reading, writing and comprehension skills to a high level. By the end of Reception, the students can re-tell the stories that have been told to them. They can write letters correctly, spell simple words and write simple phrases and sentences.

This excellent rate of progress in reading, writing and communication continues in the primary school. Students become increasingly skilled in their use of English. Teachers plan interesting and challenging lessons that allow students to achieve very well. In a Year 2 lesson students displayed considerable skill in using diagraphs and trigraphs. By the end of Year 2 proportions of students who meet the standard of the phonics check exceed those in England and the proportions of students meeting or exceeding age-related expectations in reading and writing are above international standards.

By the end of Year 6 students are confident users of English and have reached standards of attainment that are higher than those of similar students in England. Students with EAL make excellent progress when compared to similar students internationally.

In the secondary school the firm foundations in literacy laid in the primary school are built upon very effectively by the implementation of a progressive curriculum that is accessible to all students including those with EAL and SEND. Attainment in key stage 3 is high and at the end of key stage 4, IGCSE results in English and English literature exceed world averages. Students develop both a comprehensive knowledge of and understanding of English. In a Year 8 lesson on poetry, excellent teaching ensured that the students gained an excellent understanding of how to use imagery in their poems. Students also show a real enthusiasm for literature. Teachers are subject specialists, have high expectations and plan lessons that allow all students to make strong gains in their levels of knowledge and understanding.

In the sixth form attainment is high and progress is very good. Standards at AS and A level exceed international standards.

In **maths** attainment is exceptionally high. Students join the school in the early years at varying starting points, though most are at levels typical for their age. Students learn how to count and record numbers and they confidently say which number is one more or one less than a given number. Students can also recognise the number of objects in a small group without the need to count them. In the early years, students are secure in recognising and naming simple shapes and when they leave Reception.

The progress made from starting points in Reception to very strong IGCSE and A level results by all students, including those with SEND and EAL, is excellent. Students leaving key stage 1 score above international benchmarking levels in most aspects of number and statistics. This was evident when Year 2 student were seen performing calculations using money. As well as adding notes to make RM30, some students were confident in using multiplication methods to include notes up to the desired amount.

By the end of Year 6, students are secure working with numbers up to one million and can apply their knowledge of mathematics to real-world situations such as calculating the average speed of Olympic athletes and presenting the information graphically.

The proportion of students exceeding the expected standard for England increases as students move through school. At the end of the last school year, the majority of students in key stage 3 exceeded the expected standard for England. Students in key stage 3 are encouraged to use their excellent mathematical skills in other subjects, such as identifying patterns and calculating accurately in science subjects.

IGCSE results are very strong with three quarters of students attaining the highest A* to A grade and almost all pupils attaining A* to C grades. AS attainment is high with all students studying further mathematics attaining within the A* to B banding. Similarly, all students studying further mathematics at A level attained at A* to A. Results compare very favourably with world averages and students regularly achieve above their predicted grades. This indicates excellent student progress.

Students' attainment in **science** is consistently high across the school. Evidence from videos, photographs, plans and other sources indicate that students in the early years make excellent progress. They can explore the world around them, make observations and draw pictures of the natural world.

In the primary school students focus on learning about scientific exploration and developing scientific vocabulary. At the end of key stage 1 attainment is above age-related expectations compared to England. A move towards discrete science teaching in key stage 2 helps to maintain the strong start in Reception and attainment is high and progress is very good. In a Year 6 lesson students displayed an excellent understanding of food-chain dynamics and their use.

As students move through the secondary school, thinking as a curious scientist, exploring the world around them and developing appropriate scientific vocabulary, are seen by teachers and students as vital to successful learning. Students of all abilities, including those with EAL and those with SEND are enthusiastic scientists and make very strong progress.

In key stage 3 students perform very well and make progress which is above average. In a Year 7 lesson on tension, extension and compression, students used appropriate vocabulary and previous scientific knowledge to make accurate and testable predictions. This strong progress continues in key stages 4 and 5, where students consistently perform well above international benchmarks.

Accelerated progress has resulted in exceptional attainment at IGCSE with biology and physics results being well above world averages. Excellent teaching in the sixth form delivered by enthusiastic subject specialists has led to even greater progress being made in key stage 5, culminating in very high levels of attainment. For example, the most recent set of A-level exam results showed students attaining above international benchmarks.

Students' use of **digital technologies** is very well developed throughout the school. Early years students make excellent progress in computing and can use a wide range of digital devices. They can independently use technology to enrich learning.

Students continue to develop their knowledge, skills and understanding of computing as they move up through school. A group of student leaders in Year 6 demonstrated their skills by constructing informative and entertaining videos, illustrating how students use technologies creatively.

Students in key stage 4 and key stage 5 show high levels of competence in their use of digital technology. It is an integral part of their daily learning experience. They are highly skilled in using a range of software programmes both at home and in school.

From different starting points students make excellent progress in computing including those learning EAL and those with SEND. In 2021 computer science IGCSE was taken for the first time and most of the pupils achieved A* to C grades.

In **other subjects**, levels of attainment are high and students make excellent progress. IGCSE results are higher than international standards. A-level results are also high with students making rapid progress during their courses and achieving very high grades.

Standard 2: Students' personal development

The school meets the requirements of the standard. Students enjoy coming to school and engage positively in their learning, both remotely and face to face. Attendance has been consistently high over time and the impact of the global pandemic has been limited. Attendance is currently 97%. Students are punctual and lessons start on time. School is seen by students and teachers alike as a place for learning and so no time is wasted.

Excellent behaviour for learning was observed in both the remote and face-to-face lessons visited and the school's positive behaviour was discussed enthusiastically by students, teachers and leaders. Behaviour is exemplary across the school and it clearly reflects the school's commitment to its core values and learning habits. Students of all ages across the school are fully aware of these, as they underpin the positive climate and atmosphere. Behaviour policies and procedures are very clear and consistent and produce a very positive attitude towards learning. As one Year 6 student confidently announced, 'Behaviour is awesome'. Pupils are confident, work hard and enjoy coming to school.

There is a culture of mutual respect and social responsibility between students and they demonstrate a genuine commitment to caring for and protecting each other. Bullying is rare, but if it does occur, it is dealt with promptly and appropriately. Students are very clear about the difference between bullying and just falling out with each other. Students can distinguish right from wrong and are sufficiently confident to share any concerns with teachers and other adults in the school. They demonstrate very high levels of self-esteem and confidence.

The school's community, outreach and life skills (COALS) programme is warmly appreciated by students and it is successful in raising awareness of issues surrounding respect, cultural diversity and the wider world. Students experience a range of culturally diverse events from different world cultures, which are celebrated and enjoyed by the whole school community. They enjoy the school's diversity. The recent World Food Day was cited by students as an excellent example of how they experience this diversity of cultures. They also show respect for those in less fortunate circumstances and choose causes for charity work and fundraising.

The school works incredibly hard to give students a very wide range of opportunities to take on significant and very real positions of leadership and responsibility across the whole school. These include roles such as student council representatives, house captains, sixth-form mentors and primary prefects. There are also opportunities which students see as making a real difference, such as older students reading with younger children, 'playtime pals' supporting positive breaktime games and student ambassadors in key stage 3, who lead work on community, communication and conservation. One student from the conservation team proudly described a very significant change in school policy that it had achieved, persuading parents waiting outside the school in their cars to turn off their engines.

Standard 3: Teaching and learning

The school meets the requirement of the standard. The accreditation team saw a range of recorded sessions and live lessons taking place in school and online to ensure continuity of learning during the pandemic. There were also hybrid lessons which included the teacher and some students in school while others joined in from home at the same time.

Teachers prepare very well for distance learning activities through working in partnership with parents, engaging in additional training and developing a range of specialised online and written resources. Teaching is of a very high standard across the range of lesson types. Teachers are well qualified, have excellent subject and pedagogical knowledge and work very well together to refine and improve lessons to enhance students' learning experiences.

Teachers teaching the same year group plan together to ensure a consistency of approach to meeting the students' needs and are very clear about what they want students to learn. They discuss what happens during lessons and share their ideas on what went well and what could be improved. Consequently, teaching and learning are adjusted to ensure that students enjoy learning, are highly engaged and presented with a level of challenge that helps them to achieve well across all lessons.

Teachers question students skilfully to check progress, knowledge and understanding. Teachers ask general questions of groups of students and then target specific questions to individuals to challenge them and make sure that they think carefully about the work being investigated. There is no time wasted during lessons, which continue at an appropriate pace. However, teachers consistently make the time to explain new ideas.

Students have the skills to work effectively as individuals and within a group. Teachers ensure that opportunities for collaborative learning continue during home learning by encouraging students to engage in joint projects and enter competitions together. Students also initiate their own collaborative ventures. For example, a band of students in year 13, having previously performed during assemblies at school, came together independently and used their technological and music-making skills to put together a performance for the school's online assembly. This was appreciated by other pupils and so they now deliver online performances regularly.

Teachers and students benefit from support from a well-trained group of classroom assistants who participate in teacher training and meetings when necessary. This helps them to understand the learning needs of students very well. Classroom assistants provide very effective support both in the classroom and in breakout rooms outside the main teaching area. This support can be for individual students or small groups depending on what is required. Teachers recognise that students with EAL require a more intense, specialised approach to help develop their speaking and understanding of English. A specialist literacy teacher works with this group and this helps students to develop their English skills quickly and move rapidly off the EAL register.

Since the previous accreditation visit the school has developed, introduced and embedded a new assessment package across year groups one to nine. The process delivers consistency and provides the robust data teachers need to plan effective lessons and check students' attainment and progress. Parents understand the system very well and it helps them to know exactly how well students are learning. Analysis of data confirms that teachers' assessment fits accurately with external examination results. School leaders analyse students' performance against world averages and against the performance of local schools.

Marking is extremely helpful to students. Teachers follow the school's marking policy well and so students understand what marking means and what they need to do in response to teachers' comments. Learners are given time to amend their work and learn from mistakes. Students are

involved in assessing their own work and the work of their peers, which gives them an opportunity to share their ideas. Students are sufficiently confident to ask for help from their teachers and teachers provide one-to-one support online through written feedback using the school's chat facility or through video calls when required. Students said that their teachers are very helpful. Students know how well they are doing and what they need to do to improve.

Standard 4: The curriculum

The school meets the requirements of the standard. The curriculum is broad, balanced and of high quality. As well as concentrating on academic priorities the curriculum focuses on developing sports, the arts and technological skills.

In the early years the curriculum is based on Birth to 5 Matters and supported by the revised Development Matters. Key stages 1 and 2 students follow the national curriculum for England and Wales for literacy and numeracy, Cambridge primary science, and the international primary curriculum for other subjects. The national curriculum for England and Wales is also followed across key stage 3.

The curriculum is finely tuned to meet the needs of students living and learning in Malaysia and includes Bahasa, Mandarin and Spanish languages. At key stage 4 students are required to study English, mathematics and science and then have a large number of subjects to choose from. There are 24 IGCSE subjects available to study. In key stage 5, students can choose from 14 subjects and an extended project option.

The PSHE curriculum is covered at the secondary and post-16 level by the school's Community Outreach and Life Skills programme (COALS). The school hosts a specialist COALS week which ends with an assembly to celebrate the charity work students have engaged in, the challenges they have overcome and the competitions they have entered. For example, a student in Year 13 entered a global competition and came third for her writing about innovations of the future and how they will impact on her life.

The curriculum meets the needs of all students including those with SEND and EAL. Arrangements to support students with SEND are a strength of the school. Students with EAL are taught by a specialist literacy teacher and the school hosts a website to support parents and teachers. SEND students are very well supported by teachers and the highly trained classroom assistants. School leaders ensure that any modifications to meet students' needs are included in lesson planning.

The curriculum is reviewed regularly and adjustments made to improve it. For example, the primary science curriculum now includes more investigations. Though subject leaders know the curriculum in their subject very well, there is no one school leader with an overview of the whole curriculum.

Before the pandemic, the curriculum was enriched by up to 80 extra-curricular activities. The Ministry of Education has halted onsite before- and after-school activities. The school has taken this opportunity to review its curriculum enrichment offer and now has in place a revised programme encompassing a wide range of activities suitable for all ages and abilities.

'Wow Days' mark the start of new topics in the primary school so that students can be introduced to all of the exciting things they are about to learn and 'Exit Days' are held to celebrate what has been learned. These are very successful in engaging the students' interest, securing meaningful participation in the activities and allowing students to celebrate what they have learnt.

Students are very well supported in making transitions across the school to their new key stages. Helping older students to make realistic decisions about the subjects they choose and career and

university pathways is also highly effective. Students who spoke to the accreditation team confirmed that they were highly satisfied with the guidance they received from the school.

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. However, a live video tour of the accommodation provided extensive information. This, alongside photographs, plans and other sources of evidence, helped to confirm the positive judgements made in the school's self-review document.

School staff are well qualified to support teaching and learning effectively, including for students with SEND and EAL. The majority of teaching staff are carefully recruited from the UK and are experienced in delivering the English national curriculum. Selection and vetting procedures are robust and follow appropriate statutory guidance for safer recruitment. A comprehensive and detailed induction process helps staff to settle in and regular training is offered. This induction programme is combined with an ongoing bespoke professional development for all staff. These arrangements for supporting and training staff help to ensure the students' learning needs are met very well. Staff work together regularly in planning the curriculum and delivering lessons. There is a culture of constant support and celebration, where colleagues are encouraged to recognise their excellent work and to collaborate with each other to seek further improvements in teaching and learning.

The school's accommodation is exceptional. It has well-designed buildings that support and stimulate high-quality teaching and learning. These include specialist teaching spaces for science, IT, sports, languages, dance, drama, art and technology. There is a purpose-built early -years centre which contains a large open-plan indoor space and carefully designed outdoor spaces that include an adventure playground, mini jungle trail and garden.

The school also has an impressive range of age-appropriate teaching and learning resources, including a very well stocked library, high quality classroom resources and specialist teaching equipment for sport, music, art, science and information and communication technology. All students are expected to bring their own i-Pad to school from Year 3 upwards and a laptop from Year 10 upwards. Students in the early years and key stage 1 have access to class sets of i-Pads. There are dedicated learning spaces which contain a range of specialist resources for supporting students with SEND and EAL. All of the high-quality accommodation is routinely maintained to a very high standard.

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

The school meets the requirements of the standard. The school provides a very secure and safe environment for all students and staff. There is a very strong ethos of care and support throughout the school. The care of the students is led by experienced, dedicated and highly qualified professionals.

There are a range of measures in place designed to manage the impact of COVID-19 and keep students safe. These closely follow government guidelines and include developing an extensive online learning programme for students.

Safeguarding policies and procedures are very strong. Everyone in the school recognises its importance and leaders ensure that all staff are appropriately trained, retrained and inducted in

keeping students safe. Regular annual audits of safeguarding practice ensure the school remains up to date with the latest safeguarding regulations including guidance from the UK. Robust procedures are in place to ensure that students are protected, and leaders are committed to ensuring that the school is a safe environment. Staff at all levels understand the importance of safeguarding and that it is everybody's responsibility. In terms of safer recruitment, the school is rigorous in its work to undertake mandatory checks to confirm staff identity and qualifications.

The school has well-trained designated safeguarding leaders, supported by a number of fully trained deputies, who lead the school's work to keep students safe. Training for all staff in child protection takes place annually and all staff are required to sign an annual declaration to confirm that they have read and understood the school's policy.

The behaviour of students is exemplary and underpinned by a positive culture of responsibility and respect. The school's anti-bullying position is also widely understood by all stakeholders. Consequently, bullying is an extremely rare event and when it happens is swiftly dealt with very effectively.

The school has a comprehensive suite of policies and procedures to ensure that all health-and-safety requirements are met and everyone stays safe. Perimeter fencing, CCTV monitoring and well-trained security personnel ensure the school site is very safe. In addition, fire safety, evacuation drills and the safe storage of chemicals and medicines are all carefully managed.

To further support pupil safety and welfare, a well-qualified team of nurses is available to manage illness, administer medication provided by parents and educate students in healthy living and eating. The school nursing team is also available to support any minor medical incidents that may occur. Detailed medical records are maintained and securely stored.

As part of its wider offer to students, the school provides a well-respected and fully qualified counsellor to help support their needs. The counsellor is highly valued by both students and staff and is available to support all students' emotional well-being and mental health. Careful attention is given to meeting each individual's needs and all students have access to counselling services.

Risk assessments are overseen by senior leaders and protocols and plans for school trips are both robust and detailed. The school is committed to the safety of its students both on site and off campus.

The school has dedicated internal health-and-safety staff and commissioned external contractors, who help to ensure 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. The partnership between parents and the school is very strong. The school provides a multitude of communication channels for parents to use. These include online coffee mornings, emails, social-media channels, parent conferences, a notification app for absence called 'School Stream' and regular reports on pupils' progress. The Parent Teacher Association (PTA) is active in informing parents about school affairs and events and the school's website contains a lot of relevant information for parents. Parents feel extremely well informed about the achievements of the students and are kept up to date with school developments.

Parents find the reports on students' progress very useful. There is a reporting cycle in place that includes termly reports. In Reception, parents receive weekly updates on the student's progress

and development and at the end of the year are given a report on student's attainment against the 17 early-learning goals. In both the primary and secondary schools, parents have an accurate picture of how well their children are progressing. They know their children's strengths and areas for development and feel well prepared to support them with their studies, including their homework. IGCSE and A level target grades are shared with parents.

Staff welcome feedback from parents and act upon suggestions offered. The voice of parents is well developed and parents give their opinions on all aspects of school life. As a result of feedback, the school has introduced a number of improvements, including introducing air purifiers in every classroom, issuing homework diaries, constructing a new pedestrian crossing and providing less fried food on school menus.

Parents expressed their concerns over the loss of learning time during the early stages of the pandemic. The school responded swiftly by arranging an extra five days of teaching during 2020 - 2021 and converting their designated training days to teaching days.

The partnership between the school and its community is very strong. Students are active members of their local community and make a significant contribution to its welfare. The school is involved in a number of community activities including the annual Park City run, local recycling schemes, charity work and organising New Year's Eve events. Annually, the school organizes a week of community activities for students.

The school draws on expertise from the local community and invites into the school staff from the local hospital, guest speakers from universities and officers of the High Commissioner for Britain.

Standard 8: Leadership and management

The school meets the requirements of the standard. Since the last accreditation visit there have been improvements in the staffing and structure of the senior leadership team. In 2018 the vice principal was promoted to principal and a deputy head of primary position created. In 2019 a new head of primary was appointed. Deputy heads of department and head of year positions were also created in the secondary school. The management structure is now clear and fit for purpose and has the capacity to accommodate any future growth in student numbers.

Board members have a clear vision for the school and fully understand their roles in its operations. They are passionate about improving students' lives and developing the 'whole child' as opposed to only improving students' academic performance. They are deeply committed to maintaining an inclusive learning environment for all students. Board members know the school's strengths and areas for development well. They are determined to achieve their vision of being the premier international school in Malaysia.

The school's leadership is dynamic and forward thinking. It shares and supports the vision and passion shown by board members and works very well with them in developing the strategic direction of the school. Leaders and managers have been highly successfully in sharing and refining the school's vision and mission with the school community. Consequently, stakeholders are fully aware of and support the school's aims and long-term goals.

The clear vision, passion and determination of school leaders is translated into well-developed plans for improvement. Planning is strategic in nature with a three-year whole-school development plan in place. This plan is underpinned by detailed operational plans in the primary and secondary schools. Such plans identify clear objectives, actions, timescales and resources. The objectives and actions are well matched to the school's key priorities. The plans are regularly reviewed and modified in the light of events and developments. They are working documents used by staff as a road map to secure better outcomes for students. Leaders swiftly implemented an effective plan to manage the impact of COVID-19.

The forward planning by school leaders is based upon a rigorous cycle of self-assessment and evaluation. Clear processes are in place to assess all aspects of the school's work. The results produce a detailed picture of the school's strengths and areas for development. Self-evaluation is approached by staff as a continuous process that provides evidence to help the school to improve further. The judgements made are accurate. Consequently, leaders and staff know the school very well and this accurate picture of school performance allows them to deploy resources both effectively and efficiently. Staff have been very successful in improving all areas of school operations by constantly examining what the school does best and what it needs to do to get better and then implementing changes quickly.

There is substantial time and effort given to the improving the skills of school staff. Arrangements for the appraisal of staff are in place and these involve individuals reflecting upon their own performance, being observed through a well-publicised cycle of observations and taking part in follow up discussions with line managers. Continuous professional development is closely linked to appraisal and is seen by leaders as essential to improve performance. It is based upon the needs of individuals and whole-school priorities. Individuals are encouraged to consider what training they need to improve their performance. Knowing how to keep students safe is a key feature of the CPD programme.

There are imaginative approaches to improving the quality of teaching and learning, including staff regularly sharing best practice through 'Fuss Free CPD' in the primary-school meetings. In the secondary school, teachers share an aspect of best practice weekly. A comprehensive programme of induction covering all areas of school processes and regulations is in place for new staff. This programme begins before the staff arrive at the school. Board members and leaders see CPD both as a way of improving the skills and the commitment of staff to continuous improvement.

School leaders act as inspirational role models for the school community. They are highly successful in creating an inclusive learning environment where all stakeholders are respected and valued. They display a drive and commitment to achieving excellence in everything they do and they are very effective in enabling students to achieve very high standards. They believe leadership should be distributed across the school and take immense pride in providing a student-leadership programme. However, leaders are not complacent and display a determination to create the conditions where students can achieve even higher standards.