



**British School  
Overseas**  
Inspected by Penta International

## **Inspection Report**

# **St Christopher's International Primary School**

**Penang  
Malaysia**

Date	17 <sup>th</sup> - 19 <sup>th</sup> February 2020
Inspection number	20200217

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools Overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of the pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, all teachers were observed by inspectors. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of pupils. Two and a half school days were monitored.

The lead inspector was Nicola Walsh. The team members were Susan Bennett and Alistair Downs.

## 2. Compliance with regulatory requirements

St Christopher's International Primary School meets all standards for British Schools Overseas and in several areas, exceeds them.

## 3. Overall effectiveness of the school

The school offers a high-quality British education that meets the needs of its pupils. The curriculum is rich and inspiring and engages pupils. Teachers make good use of the wide range of resources and creative outdoor spaces to plan interesting lessons across all subject areas. A range of after school activities complements the rich curriculum. Achievements in sports are high and the school competes successfully in international and national sporting events. Pupils' behaviour is exemplary, and they enjoy school. As a result, pupils make good progress and become confident and articulate learners.

### 3.1 What the school does well

The school has many strengths which include:

- confident and articulate pupils
- a caring and nurturing environment
- relationships between staff, pupils and parents
- social and cultural activities and events
- a broad and balanced curriculum that is inspiring and engaging
- successes in regional and international sporting events

## 3.2 Points for improvement

Whilst not required by regulations, the school might wish to consider the following points for development:

- ensure that the board of governors have the capacity to support and further develop all aspects of the school, so as to remain successful in the future;
- ensure that school improvement plans involve all stakeholders, are ambitious and based on accurate self-evaluation;
- complete the transition to a new assessment system and monitor, evaluate and regularly review the quality and its usage;
- develop the use of teaching assistants;
- further develop the early years foundation stage so that provision replicates current UK best practice.

#### 4. The context of the school

Full name of school/college	St Christopher's International Primary School				
Address	10 Nunn Road, 10350 Penang, George Town, Malaysia				
Telephone number	+60 4 226 3589				
Fax number	+60 4 226 4340				
Website	www.scips.org.my				
Email address	scipsoffice@scips.org.my				
Head	Martin Towse				
Chairman of Board of Governors	Danny S. C. Goon				
Age range	3 years to 11 years				
Total number of pupils	578	<i>Boys</i>	292	<i>Girls</i>	286
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	0	
	<i>3-5 years</i>	233	<i>16-18 years</i>	0	
	<i>6-11 years</i>	345	<i>18+ years</i>	0	
Total number of part-time children	0				

St Christopher's International Primary School is situated in Georgetown, Penang where it maintains a strong reputation as one of the oldest international schools in Malaysia. It was established in 1963 as a school to provide a not-for-profit British education for the ex-patriate community. This remains a clear focus for the school, which boasts a very international student body comprising of over 35 nationalities. 41% are Malaysian and from the remaining mix of nationalities, 30% consisting of either Korean, Australian, Indian or Chinese. Therefore, most pupils registered at the school speak English as a second language.

## 4.1 British nature of the school

- The school delivers the British National Curriculum and Early Years Foundation Stage Curriculum.
- The school's governing body of committed volunteers and staffing hierarchy replicates that of UK schools.
- The school is organised into Key Stages and year groups.
- The school's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is well resourced in materials that are in use in British curriculum schools.
- The school has a uniform policy, like many English schools.
- The school's house point and rewards system reflect those used in UK schools.
- The school has a high proportion of teachers trained with experience of teaching in UK schools.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by St Christopher's International Primary School fully meets the requirements of the BSO Framework.

#### 5.1 Curriculum

The school meets the standard.

The curriculum is broad, balanced and matched to the needs of its pupils. The school follows the 2014 English National Curriculum and the Early Years Foundation Stage (EYFS) guidance. In addition, the school follows the International Primary Curriculum (IPC) for the teaching of foundation subjects. This enables a broad and balanced curriculum.

Curriculum planning is collaborative across year groups and curriculum audits ensure content and skills are regularly updated. Subject coordinators ensure there is clear progression in skills in the delivery of the curriculum across the school. Teachers meet weekly in year groups to plan collaboratively. As a result, schemes of work are well matched to the ages and interests of the pupils that they teach.

The curriculum is balanced, and priority is given to English, maths, science and IPC. Mathematics and English are taught daily, science and PE are taught twice each week with all pupils attending swimming for one term at a local pool as part of the PE curriculum. There is a broad offer of modern foreign languages as Mandarin, Bahasa Malaysia and German are offered to all pupils in key stage 1 and 2.

Detailed analysis of pupils' performances in the end of year summative assessments have been used to adapt the curriculum to ensure that the provision of the curriculum is closely matched to pupils' attainment. For example, as a result of underperformance in reading in KS1 and in problem solving in maths in KS2 the curriculum is now adapted to include a greater focus on these important areas. The school is using its' attainment data effectively to revise its curriculum provision.

Specialist teachers deliver modern foreign languages (MFL), PE and music so that planning for specialist curriculum areas considers pupils' prior learning and the curriculum delivery is very well matched to pupils needs. This was observed in a year 3 Mandarin lesson.

English is used throughout the school. Many planned opportunities for speaking and listening activities are provided within the curriculum. Collaboration and



communication skills are developed in lessons. Passion Projects are a focus for Year 6 pupils and all pupils are engaged in regular assembly presentations to further develop speaking and listening skills in English.

Throughout the school the IPC fosters cross curricular links between all subjects. A year 5 study of oil enabled links between maths, science and geography. Clear links between maths and geography were made in a year 3 lesson on handling data and natural hazards regarding the frequency and intensity of earthquakes. There is weekly timetabled access to the ICT suite and library for all classes.

The science curriculum includes opportunities for all pupils to develop scientific skills of investigation through six areas of questioning, concluding, predicting and organising, classifying and recording. The curriculum content is heavily based on practical tasks and ensuring that pupils have the necessary skills to perform well in the next stage of their education. This was evident in the year 6 workbooks. A recent science day 'Entopia', brought small live animals such as lizards and stick insects into each classroom for pupils to study. This stimulated a wide range of learning activities and was also supported by students from a local secondary school.

The PSHE curriculum is a strong feature of the school and is timetabled for 1-hour weekly. It enables all students to develop into well-rounded articulate and confident individuals. It is taught each week and has clear progression through a wide range of age appropriate subjects and issues, such as Financial Capability in year 6 and My Emotions in year 2. The PSHE coordinator monitors and reviews this provision to ensure that it is meeting the needs of a diverse school community. It fully supports the teaching of equality, diversity and inclusion within the school's local context.

In EYFS, the curriculum is based around a carousel of activities. This includes phonics sessions that are taught in small targeted groups following the UK Department for Education, Letters and Sounds. There is a strong element of free play and developing language. Pupils flow freely between the indoor and outdoor areas where there are a range of investigative and imaginative spaces. Stories are shared daily with pupils in the Nursery and Reception classes.

The curriculum is extended using homework which consist mainly of spellings, reading and project work. After school activities are well attended and include sports, martial arts, music, art, MFL and Eco club. The library and IT suite are open to students at break and lunch times.

Curriculum provision for pupils with special educational needs is provided through intervention. Pupils needs are identified and met by a bespoke individual curriculum. Programmes such as a 'toe-by-toe' reading programme have been used effectively to provide for pupils who are below the expected levels in reading across the school.

Transition within the school and into the secondary schools is positive and well established. A directed handover day is allocated each year for teachers to pass up details of pupils moving up the school. Each pupil has a Record of Success and Achievement that also supports this transition. Year 6 pupils and parents are well supported in their choice of secondary school, through meetings in school and transfer of information with the secondary schools. Parents felt very well informed about the process of transition at the end of year 6.

## 5.2 Teaching and assessment

The school meets the standard. The quality of teaching across the school is good with outstanding practice evident in classrooms at the end of key stages.

In all lessons, teachers are confident and have developed an effective working relationship with pupils, offering lots of praise and encouragement. Teachers manage pupils' behaviour very effectively through consistent use of house points and rewards systems. The classroom management is strong, classroom time is well managed, and pace is appropriate.

The teachers create attractive classroom environments that support the learning in class and promote high standards of work. Resources are used creatively by teachers to enable students to grasp concepts quickly and make good progress. In a year 5 maths lesson the teacher used dice and playing cards to teach improper fractions.

Teachers have secure knowledge of the English National Curriculum and they plan purposeful lessons which sustains pupils' interest and challenges their thinking. For example, making fairground models in Year 6, a 'wow day' linked to medicine in Year 2, and an experiment focusing on pollution in Year 4.

IT is used effectively in some lessons, for example Year 6 students researching Tom Thumb using iPads and in MFL where the teaching of Mandarin effectively engaged students through confident use of the IWB. Pupils spoke enthusiastically about 'TT Rockstar's' which has been introduced to support the learning of multiplication through IT.

Teachers, and in some instances teaching assistants, plan collaboratively across year groups alongside the Heads of School. Such an approach is improving consistency and the sharing of ideas across year groups and Key Stages. In EYFS, teachers plan activities which engage and promote the love of learning for the children.

Collaborative learning and discussion are encouraged. Opportunities to develop teamwork skills are provided through Talk Partners, Learning Buddies and group work throughout the school. In the Early Years children support each other in their play, for example watering the plants, building marble runs and cooking in the class restaurant. Teaching promotes innovative learning activities such as 'Passion Projects' in Key Stage 2. This is encouraging independent ownership of learning and the development of research, planning and presentation skills.

Teachers use questioning effectively to check on students' understanding and prompt deeper thinking. Ongoing verbal feedback is provided to the whole class and individuals, however written feedback to pupils in workbooks is being phased out,

as the school is transitioning to a new formative assessment platform which involves dialogue with pupils as feedback.

In Year 2, Year 6 and in PE mini plenary sessions were used effectively to highlight progress and support pupils. A year 6 teacher used a mini plenary session to clarify a method and offer a different approach to pupils who were struggling with calculating percentages.

In the most effective lessons, learning activities and resources are differentiated to appropriately support and extend students. However, in some cases differentiation is limited. In a minority of lessons, teachers do not provide enough challenge for more able students.

Teaching assistants are appointed to every classroom in the Early Years and Key Stage 1. In Key Stage 2, one teaching assistant is shared between each year group. There are also specialist teaching assistants for languages.

Assessment policies and timetables are in place to monitor students' achievements. These are implemented effectively.

Summative assessments are used at the end of the year. PTE and PTM tests are used to gather information on pupils' individual attainment in maths, English reading and writing. These are UK sourced assessments and the school benchmarks pupils' attainment against UK standards of 100 as an average scaled score. This then informs curriculum planning.

Teachers continually assess pupils' performance and record attainment against learning objectives using the terms 'beginning, mastering and developing'. This was evident in pupils' workbooks and in discussions with pupils and parents. The school has moved to using 'Learning Mats', which identify the pupils' next steps. These are recorded on learning ladders. There are now fewer written comments in children's books and more oral feedback is given, which is reported to have a bigger impact on the children's learning.

Targets are set in term 1 and communicated with parents and pupils. In term 2, a target review takes place and in term 3 a summary report to parents' details pupils' attainment against the targets set and an overall assessment of the pupils' abilities against age related expectations. The recent introduction of Learning Ladders to track pupil progress is being used effectively in some year groups, however it is yet to be embedded fully.

The assessment of pupils in EYFS is a continuous process. Teachers judge and track pupils using the new assessment system, Learning Ladders. All seven areas of the EYFS curriculum are used to assess, with the key age-related criteria in Literacy,

Communication and Language, mathematics and PSED reported on to the parents. Pupils' attainment in phonics was checked regularly and pupils were placed into small targeted groups based on the teacher's judgements.

### 5.3 *Standards achieved by pupils*

Across the school pupils enjoy learning and their attendance at school is closely aligned to that of UK schools. Pupils work together well and can talk in general terms about how to improve their work. They respect one another and use competently a wide range of equipment including iPads to support their learning.

Pupils read well across the school. Although most pupils enter school with English as a second language, pupils demonstrate a good spoken vocabulary and understanding from an early age. As one Early Years student said, "we used the bottle and we paint them.... the butterflies catch the light and get a rainbow colour."

Pupils make good progress as most pupils are achieving in line with or above UK standards at the end of Key Stage 2 in English and mathematics. Over the past three years in English and mathematics, students' standardised score averages at year 2 and year 6 have been above UK averages. The school's internal data using UK sourced assessments in 2020 indicates that 98% of Year 6 pupils in reading attained in line with or above UK standards and 99% made expected or better than expected progress. Data from the Year 6 class of 2019 indicated that 94% of pupils attained expected (Level 4) or above and 90% of pupils made expected or better than expected progress.

In Key Stage 1, Year 2 reading data for 2020 shows that 91% of pupils attained the expected standard or above and that 95% of pupils attained the expected standard or above in maths.

The school analyse its internal data from summative tests and teachers' formative assessments effectively. The school's assessment coordinator analyses the performance of cohorts and groups of pupils as they progress through the school and as a comparison over time. Girls and boys perform equally well, there is no significant gender difference over the past three years.

In Key Stages 1 and 2, workbooks evidence pupils at least working in line with UK expectations across all subjects. The school's internal assessments confirmed this. Standards are highest at the end of Key Stage 2. In Key Stage 1, pupils use phonic strategies to decode words in reading and in writing. This was evident in workbooks and in hearing pupils read.

Pupils work independently and collaboratively on tasks set by teachers. They are well disciplined and motivated to learn. Pupils behaviour at break times requires

minimum intervention from adults as pupils interacted cooperatively and respectfully of the space provided and abided by the rules and responsibilities given to them. Pupils move around school well. They observe school rules and understand the reasons for them.

Pupils consistently perform in music lessons at a high standard reading musical notation to play the Ocarina and recorders. The school puts on regular performances to parents. Several pupils are beginning to excel in the areas of music and drama.

Science standards are high across the school and pupils enter secondary school with the skills required. Pupils in a reception class confidently explained the difference between a moth and butterfly.

The school successfully competes in sporting events both nationally and internationally and displays a wide range of trophies in the school.

## 6. *Standard 2* Spiritual, moral, social & cultural development of pupils

The spiritual, moral, social and cultural development of pupils is a significant strength of the school.

Positive relationships exist between all members of the school community and a family centred ethos is evident. The school has succeeded in creating a nurturing, friendly and welcoming atmosphere which pupils appreciate. Pupils are known as individuals and are greeted by name across the school. As one pupil commented, "When I started here, everyone made me feel welcome." Pupils enjoy school and want to attend.

The Schools eight Personal Goals: Respectful, Resilient, Expressive, Curious, Adaptable, Independent, Reflective and Corporative underpin pupils' personal development. They are displayed in all classrooms and across the school and form a focus for assemblies throughout the year. Students' efforts to demonstrate these goals are encouraged and recognised through rewards such as Star of the Week and the house point system.

PSHE is given a high profile with a significant amount of learning time dedicated to this area. UK objectives have been combined with localised content to cater for the diverse pupil population. This promotes the UK's protected characteristics and promotes respect for equality diversity and inclusion, in line with the host countries requirements.

Pupils are provided with many opportunities to develop their confidence, leadership and collaborative skills through both classroom learning and enrichment activities. Regular assemblies, celebrations, concerts, plays and sporting fixtures enable students to develop their self-confidence and ensure they contribute to the life of the school. Leadership opportunities start in Early Years with Reception 'Happy Helpers' and continue throughout school with positions of responsibility which range from Eco Warriors to House Captains, Librarians to E-Cadets and Play Leaders to Year 6 Prefects.

Pupils attend off site and residential trips in Years 3 to 6, to enhance learning in school and the school's eight personal goals. A recent caving activity was enjoyed by the pupils in Year 5. Year 2 pupils have a sleep-over at school as their first introduction to being away from home overnight. Parents reported that this was very successful in helping pupils gain independence.

Pupils value the community feel of the school commenting that the "the school has a nice, kind and friendly environment." They enjoy working with their peers from different year groups, through a buddy system where classes are linked to another year group for the academic year. This was highlighted by a discussion on the recent Chinese New Year celebrations during which a pupil enthusiastically stated, "I like all the things we do with different students!"

Pupils have opportunities to socialise with their peers across the school during break times and younger pupils are supported by older pupils in leadership positions.

A well-established house system, recently extended to years 1 and 2, further promotes vertical integration across the school and offers rewards consistently. Pupils post house points they receive into a letter box, placed in an outdoor area of the school.

Further opportunities for personal development are offered through the extensive after school activities. A strong alumni regularly return to support the school and enhance the school's values and sense of purpose.



## 7. Standard 3

### The welfare, health and safety of the pupils

The school meets the standard.

Policies to promote the welfare, health and safety of pupils are in place and regularly reviewed. A designated safeguarding lead and governor are in place, they monitor the implementation of policies regarding safeguarding and child protection.

There are comprehensive risk assessment processes and policies for both school and off-site visits. The school reported that regular fire drills take place. These are held appropriately on a single spreadsheet. Evacuation maps and procedures are visible in all classrooms. Pupils knew what to do and where to go in the event of a drill.

Electrical equipment and fire safety equipment is maintained and inspected regularly. Swimming procedures are documented for the weekly off-site visits to local swimming pools. The school liaises with the swimming pool providers and have documents in place for school staff to follow to ensure that the pool is safe. Ratios are appropriate. Lifesavers are currently provided by external swimming company or by the Penang Sports Club. All PE staff and 2 other staff are in the process of training on an RLSS course.

Admission and attendance registers are accurately recorded. Parents reported that the school makes contacts with parents on the first day of absence and for after school activities where a pupil is absent without notice. The chair of governors also reported that recording pupils' attendance and knowing the whereabouts of pupils when they are not in school is rigorous and enforced. The school promotes attendance through attendance awards to pupils and monitoring pupils whose punctuality raises concerns.

The school is clean, tidy and well maintained. Regular pest control, maintenance and cleaning of facilities, including air conditioning units and water coolers, is monitored by the Premises Officer. There is adequate provision for access to clean drinking water. Washrooms designated for the sole use of pupils are easily accessed and are cleaned regularly. A small pond area is netted and monitored during the school day and there is enough shade for pupils at break times.

The site is secure, and the arrival and departure points are closely monitored by security staff throughout the school day. Cameras monitor the school's perimeter, and this is most effective to prevent intruders when the school is closed. All staff, parents and visitors to the school are recorded and issued with a pass. The classrooms used by the EYFS pupils are secure and access is restricted.

The entrance and exit procedures for pupils are robust. Teachers supervise students and hand over pupils to parents collecting pupils at the end of the school day. This is a well-established

procedure and pupils follow the routines well. A school bus has recently begun to transport pupils' to and from school. The school controls the transport and a monitor rides the bus to and from school. Parents are able to communicate with the monitor, as well as track the bus journey with an app.

Procedures and documentation are in place for maintenance of physical education equipment and facilities. The physical education teachers highlight the efficiency of the maintenance process and the provision of new equipment. Outdoor equipment is regularly checked and procedures for recording slips, trips and falls are logged on the school's systems so that they can be monitored and acted upon.

Standards of behaviour are high, underpinned by a behaviour management policy and positive approach by the school. Accident and incident logs are in place and stored centrally. The level of supervision at break and lunchtime is appropriate and provided by all staff, including Administration, who promote a safe and caring environment for the pupils. Parents identify this as a significant strength of the schools. As Year 1 and Year 5 students said respectively, "I like the nice teachers" and "I feel safe here."

Pupils are taught how to stay safe and healthy. Pupils snack boxes are healthy and pupils drink water in school at break and lunch times. A range of activities and after school clubs promote active play and sport. A recent year 2 'Keeping Healthy' unit of work involved parents dressing up as germs and working with pupils, under the supervision of the class teachers. Through the PHSE curriculum pupils are taught how to stay safe, manage risks to themselves and others, how their bodies change as they grow, including a unit on Changing bodies and relationships education. This is very respectful of the school's diverse community and is adapted to meet local requirements.

Online safety, anti-bullying events and parent workshops are used to promote to pupils and parents the importance of staying safe online and issues regarding bullying. The school subscribes to an online filtering system and iPads are only in use by pupils whilst they are monitored by teachers.

There is a full-time nurse available on site in a well-resourced First Aid room. Pupils with health concerns or allergies are identified, and records stored securely. The school nurse liaises closely with parents on any medical issues. Parents are routinely informed by the school nurse of any accidents in school. Accident and illness report forms are documented in a comprehensive log and any serious issues are shared. First Aid training is provided to all staff. The nurse facilitates healthy lifestyle programs across all year levels.

## 8. Standard 4

### *The suitability of the proprietor and staff*

The suitability of the proprietor and staff meets the standards required for BSO.

All members of teaching staff undergo appropriate checks to ensure their suitability for the role when they are appointed to the school. Identity, medical, qualifications and police checks and references were in place for teaching staff appointed to the school and these are held in individual files. The Ministry of Education and the school require that all teaching staff have a minimum of 3 years' experience before being appointed to a teacher position at the school. New staff are invited to visit the school before being appointed.

The school does not use supply staff, as they have two permanently employed teachers for this role. The chairperson and the board of governors are suitable. They are established local members of the community and have demonstrated over time suitability to work with children. They meet local requirements.

The school follows safer recruitment procedures and has a safer recruitment policy in place. A designated safeguarding lead ensures all staff remain vigilant regarding their suitability to work with and around children. Annual safeguarding and child protection training takes place each year for all teaching staff and teaching assistants. They complete an online training programme and details of staff completing this are recorded. Administration, Ancillary as well as external providers also undergo internal training as well. A child protection policy is in place which references Malaysian child protection policy. This has been updated to refer to Keeping Children Safe in Education (KCSIE) and follow UK best practice.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards

School buildings are well used and are very suitable for the delivery of the UK National curriculum and EYFS curriculum. Additions to the school buildings over time have been carefully incorporated so that there is a harmonious flow to the school. The use of the school's buildings reflects the ages and stages of its pupils. Independent learning areas and creative use of outdoor areas provide an environment that is very conducive to the schools aims.

Creative designs have enhanced the use of small areas between classrooms so that no space is underutilised. Large outdoor play equipment, a hard-court area, canteen area and grassed field are in timetabled use throughout the day. The school has an indoor hall for school assemblies, whole school events and productions. Interactive whiteboards or HD screens are installed in each classroom and a wealth of appropriate UK sourced resources are provided in classrooms, library and ICT suite. Specialist teaching areas are provided for sport, language, art, music and ICT and these are well equipped. Gardens are well maintained and attractive.

The EYFS area is designed to provide for the youngest students, with free flow between classrooms into a central shared play area. Bespoke locally sourced equipment is provided for the pupils' physical development. The Ministry of Education has inspected the school and passed all play equipment under their standards.

Ramps are in place for the use of pupils with less mobility on the ground floor. The use of upstairs classrooms to ground floor classrooms is changed should there be access required for a pupil with a disability.

The school has access to two local swimming pools and a local sports club to provide enhanced facilities for PE activities. These are risk assessed and procedures for their use is closely monitored.

The Nurse's station and first aid room are well resourced and maintained. A dedicated parents' room, café, library and meeting rooms reflects the strong relationship between the school and the community. A car park on the school site for parents is provided and well used.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is good and meets the standard expected.

Relevant and up to date information for parents regarding the school is published on the school's website. This includes the school's policy on and arrangements for admissions, behaviour, complaints and information regarding the Board of Governors.

Communication with parents is well established through a range of channels. Social media is well used including the school app 'flexi buzz', email and through class representatives. An informative parents' noticeboard is well located at the front of the school and is updated regularly. Parents reported that communication between home and school was very effective. Newsletters every 2 weeks also further ensure that parents are well informed about events at the school. Parents reported that teachers are easy to contact and are approachable.

The use of Google Classrooms with years 5 and 6 pupils has helped to keep parents informed about their child's learning in school. Parents like this as it has been a safe and secure introduction for pupils to use chat rooms within the google classrooms app. Throughout the school, homework also ensures that parents are involved and can help to support learning in school. Spellings and reading are a consistent feature of homework across the school.

The views of parents are regularly sought through parent questionnaires. The board of governors hold annual meetings to which all parents are invited to attend and actively seeks the views of parents at this meeting.

Parents are updated about their child's progress on a regular basis, both formally and informally. The written termly reports provide a detailed picture of each child with a good balance of strengths, improvements during the term and targets for the future. The use of the terms 'beginning, developing and mastering' ensure that parents can see where their child is making progress. In term 1 pupil led conferences are provided so that parents can visit their child's classroom and talk with their child about the learning in school. In term 2 and 3 parent teacher conferences are more formal and targets regarding pupil performances are shared and discussed. Parents are given the end of year a summative statement regarding their child's performance in the end of year tests, although they felt that the information was not always very easy to understand.

Parents can be seen regularly in school. The onsite coffee shop provides a space for parents to meet before and after school and a local bakery is invited into school twice each week to offer a service to families. Parent workshops are hosted regularly by the school. Induction meetings are hosted at the beginning of each term, for new families

joining the school. Information regarding transition to secondary schools is provided through meetings at the school with secondary school's staff attending.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

A concerns and complaints policy are available on the school's website, in the parents' handbook and on request to the school. The definition of either a concern or complaint is clearly stated in the policy. The procedures to be followed are detailed and ensure that concerns or complaints raised with the school are dealt with quickly. There are four levels of action to be taken. In the event of a complaint or concern not being resolved, the final level is formal and involves the complaint or concern being raised with a governors' complaint panel. This constitutes 3 governors who have not previously been involved in the dispute.

At level 4 a formal letter of complaint is written by the complainant to the chair of governors and must be received by the school within 10 days. This must state the reason why the complaint has not been resolved at the previous stage with the principal. The complaints panel then meet and makes recommendations and findings of the matter raised to which the complainant and a friend can attend.

The school maintains written records of all complaints indicating whether they were resolved at the preliminary stage, and whether they proceeded to a panel hearing. The policy states that correspondence, statements and records of complaints are to be kept confidential, except in cases where Malaysian legal requirements permit access by local authorities. The school reported that complaints unresolved at the preliminary stage are very rare.

Overall parents and pupils felt that complaints were dealt with very effectively and resolved quickly.

## 12. *Standard 8* *Leadership and management of the school*

The quality of leadership and management of the school meets the standard.

The school is led and managed by a board of 9 governors and a long serving chair of governors who know the school well. An established principal and a committed team of senior leaders support the governors to direct the school. Many members of the board of governors have been effectively supporting the school for over 15 years. They meet regularly and are well equipped with a range of skills in finance, health and engineering to aid the schools continued progress and maintain its high reputation in the local community. Five sub committees meet regularly to oversee staffing, finance, buildings, safety and curriculum. All sub committee meetings are attended by the principal and chair of governors.

The school has moved forward since the last inspection. Data analysis of pupils' achievements for key stages 1 and 2 is in place and this is used to inform curriculum planning and support for pupils. Middle leaders are used very effectively to lead on subject areas and have initiated changes across the school that have improved provision for pupils, such as the PSHE curriculum. 'Developing Experts' has improved teachers' subject knowledge in science. The teaching of phonics is taught and structured consistently in EYFS and Key Stage 1. The recent introduction of 'Learning Ladders' to monitor the progress of pupils is not yet fully implemented across the whole school. However, early indications of its' effectiveness are good.

Staff meet weekly in year groups and these are attended by the senior leadership team. Planning is consistent across the school. Weekly planning meetings by year group ensure that teachers' plans and units of work are shared across year groups and there is consistency for pupils.

Teachers' professional development is met through in-house training by middle leaders and outside providers such as a recent whole staff training on coaching. Monitoring of teachers' performance is by observations and work scrutiny by heads of the junior and infant sections of the school. The school is further supported by attendance at FOBISIA conferences and working with the Association of International Malaysian Schools, AIMS. The school recently hosted the FOBISIA Teaching Community Conference inviting British Schools from across Asia to attend. There is close collaboration with other international schools on Penang.

The school's strategic long-term plans identify actions that the school needs to take, and consider evidence from a range of sources. Teachers' professional reviews include targets set for teachers. Feedback from stakeholders is sought through the form of parent questionnaires.



The school works hard to recruit and retain staff, induction processes for staff are well established and purposeful. Teaching staff report that they enjoy working at the school and feel supported.