



Tanglin Trust School

Senior School Inspection Report 2017

Tanglin Trust Senior School

British Schools Overseas Inspection Report

Inspection Dates: 25-28 September 2017

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Inspectors: David Bowles, Stephen Fletcher

Age Group: 11-18 Years

Report Published: October 2017

This inspection was carried out by inspectors from the Education Development Trust.

Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. Manner in which complaints are handled
8. Leadership and management of the school
9. The quality of provision for boarding

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Proportions used in the report

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

Information about the school

Tanglin Trust Senior School is situated on a growing campus to the west of the city in Singapore in one-north, a development hosting a cluster of world-class biomedical, information and communication technology (ICT), media, physical sciences and engineering businesses. The site comprises separate buildings for infants, junior and senior schools and for sixth-form students. While Tanglin Trust School was established over 90 years ago, the Senior School started in 1996. It is now well established and serves an expatriate community made up of around 54% UK passport holders, and more than 60 other nationalities, aged 11 to 18. At the time of the inspection, there were 1270 students on roll, including 319 in the Sixth Form. The school is larger than international schools of a similar type. There are 216 students identified as having some form of special educational need.

All students have an age-appropriate fluency in English language and have at least one parent who is fluent in English, even though approximately one quarter of students speak English as an additional language. Many have been educated in international settings for their whole school career. This is a non-selective, private school with an admissions policy designed to ‘ensure that students have the capacity to thrive within, and benefit from, all that Tanglin has to offer.’ It is a not-for-profit organisation and a registered charity. The majority of Tanglin Sixth Form students mostly go on to study at UK universities with increasing numbers in North America, Continental Europe and Australasia. The large majority of students secure their university of first choice.

The school’s curriculum is based on the national curriculum for England in Key Stage 3 and the International General Certificate of Secondary Education (IGCSE) and General Certificate of Secondary Education (GCSE) in Key Stage 4. It is the only school in Singapore to offer both the General Certificate of Education (GCE) A Levels and International Baccalaureate (IB) Diploma programme (DP) at post 16. By offering a curriculum with a British core throughout, this provides continuity and the opportunity for families to leave and return to the UK without experiencing disruption to their children’s education. The school prides itself on the development of skills and attributes through experiences beyond the classroom. The focus on well-being and the development of the ‘whole child’ is at the core of all the school does.

The school's core values of 'Respect, Responsibility and Purpose' and the vision statement 'We aspire to be the best school in the world, with a dynamic learning community which nurtures and inspires every individual to be the best they can be,' both underpin the whole school ethos in meeting the varying needs of every individual.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by three Education Development Trust inspectors. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to a wealth of information about the school prior to the inspection. Over four days, the team visited 54 lessons, observing teachers in a wide range of subjects. Inspectors held 24 meetings to interview senior leaders, heads of faculty, the head of learning support, other middle leaders and staff, students, parents and governing body members. Inspectors also observed break times, assemblies and other aspects of the school's work. The team scrutinised students' work, particularly that done electronically on tablets. They also looked at school documents including: the school's self-evaluation, development plans, policies, assessment systems, data analyses, behaviour incidents, complaints and safeguarding procedures. They observed the school at work and followed up on any issues raised.

Evaluation of the school

Tanglin Trust Senior School is an outstanding school. It provides an outstanding quality of education for all of its students and meets the standards for British Schools Overseas. It shows excellent capacity for further improvement.

Attainment in **English** is outstanding and exceeds the national averages in the UK for the end of both Key Stage 4 and Key Stage 5. The progress made by students is very impressive as students consistently make better progress than similar students in other schools. There is no significant difference in the performance of different groups. Students who have special educational needs and/or disabilities make the same amount of progress compared to other students by the end of Key Stage 4.

By the end of Key Stage 3, attainment in English is very high. It is higher in speaking and listening than in reading and writing. A large majority of students make better-than-expected progress given their different starting points.

At the culmination of Year 11, attainment in (I)GCSE in both English language and literature is high and on an improving trend. Improving standards are particularly evident in speaking and listening. Again, the extent of progress made by students is substantial and is a cause for celebration, as most students make much better-than-expected progress. The average amount of progress made by the year group in 2017 was the largest since 2014.

Sixth Form students' attainment is high at A Level and high in the IBDP. At A Level, all students attain a pass grade in English language and English literature and a minority achieve the very highest grades. Progress is also exceptional with students making rapid progress from their starting points at the beginning of Year 12.

The attainment of students studying the IBDP demonstrates very high achievement with all students attaining the highest levels, well above world averages. The rate of progress made by students is also well above what is expected when compared to students with similar starting points.

Attainment in **mathematics** is outstanding. Over their time in the Senior School, almost all students make outstanding progress and achieve higher than average levels of attainment.

Results in (I)GCSE and at A Level are outstanding overall, and compare favourably with high performing selective and independent schools in the UK. Throughout the school, students make outstanding progress; most students perform above their predicted targets and better than similar students in other schools. In (I)GCSE A mathematics, most students achieved an A* or A grade with almost all achieving grade A* to C. In additional mathematics, three quarters of students achieved grades A* to C. Standards over time are being maintained or are improving. At A Level, the majority of students achieved a grade A* to A in mathematics and further mathematics. In IBDP mathematics standard (SL) and higher level (HL), and mathematics studies SL, almost all students achieved at grade 5 or above. Boys and girls, students who have special educational needs and/or disabilities and mathematically gifted students make similar rates of progress.

Overall, and on an age-related basis, almost all students' knowledge, skills and understanding of numbers and operations, algebra and functions, geometry, measures, data analysis and probability are at least good, with a large majority attaining outstanding standards. In all year groups, students are developing as skilled problem solvers; they approach investigation with confidence. When opportunities arise, they apply their mathematical knowledge competently to other subjects, including science and economics.

Attainment in **science** is outstanding and far exceeds national averages in all Key Stages. Examination performance in science continues to improve over time at (I)GCSE, A Level and IBDP. In Key Stage 3, science is approached from an investigation viewpoint using a range of technology for research; for example, the investigation of cheek cells through a microscope. Students' skills of independent and collaborative learning develop extremely well in Key Stage 3; by the time they reach Key Stage 4 these skills are embedded, allowing students to work with confidence and with superb attitudes to learning.

By the end of Key Stage 4, almost all students achieve A* to A grades in the separate sciences at GCSE, and almost all achieve A* to C in the GCSE Double award. This represents impressive progress with students achieving more than one grade higher in their GCSEs than predicted, based on their starting points and compared to other students with similar starting points in the UK.

Performance at A Level is equally accomplished with high proportions of students achieving A* to A grades, particularly in biology this year. Almost all achieved A* to C grades at A Level in all three sciences. This again represents impressive progress, with students in biology achieving around one-and-a-quarter grades higher than predicted and compared to similar students.

Results remain outstanding in the IB and represent excellent progress despite the proportions of students achieving the top grade 7 dropping slightly this year. Students performed better than predicted in all science subjects at both higher and standard levels and well above world averages.

There is no variation in the performance of different groups at any age; students who have special educational needs and/or disabilities make at least as good and sometimes better progress than their peers, due in part to the excellent support they receive in class from specialist teaching assistants.

Attainment in computer science and other subjects is very high when compared to standards in the UK. In many subjects, a significant number of students attain A* grades at (I)GCSE. Students' performance data points to an improving picture over time for many subjects. At post-16, the standards achieved by students are also exceptionally high both in the IBDP and at A Level.

By the end of Key Stage 4, the degree of progress made by students is striking. At (I)GCSE, overall progress is far in excess of students with similar starting points and, on average, one-and-a-quarter grades higher than expected.

At the end of Key Stage 5, the degree of progress made by students is also very impressive for both main post-16 pathways. At both A Level and IBDP, students in all subjects overall secured progress that was over half a grade better than expected compared to similar students.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1)
- The quality of teaching and assessment is outstanding overall (see Standard 1)
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2)
- The welfare, health and safety of the pupils are outstanding (see Standard 3)
- To improve the welfare support still further, the school should consider expanding the support and guidance provided to continue to meet the personal, well-being needs of the growing and increasingly diverse population of the Sixth Form in the future
- The Standard for the suitability of the proprietor and staff is met (see Standard 4)
- The premises and accommodation meet the requirements of the Standard (see Standard 5)
- The provision of information for parents meets the requirements of this Standard (see Standard 6)
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7)
- The leadership and management of the school are outstanding (see Standard 8)

As a result of this inspection, undertaken during September 2017, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. Quality of education provided

The school meets all the requirements of the Standard. The curriculum is outstanding. The school's curriculum is strongly British in character and closely follows the national curriculum; consequently, it allows for students to enter or re-enter the UK education system smoothly. The curriculum is broad, balanced and constantly developing to meet the needs of all groups of students in every key stage. It is successful in developing a tolerance, patience and understanding towards others. There is an appropriate emphasis on English, mathematics and science, which allows students to make rapid progress in these and other subjects and to attain at the highest levels. The school drives to produce 'international citizens', capable of thriving anywhere in the world and able to make responsible and informed choices. There is also a very strong emphasis on providing learning opportunities to develop the 'whole person', particularly through the life skills programme. This programme encompasses practical skills needed for independent learning and how to stay safe and healthy in the modern world.

Students are supported very well with advice and guidance concerning the personal, social, emotional and health challenges facing young people today. There is an ever increasing need for this support as the diverse range of student needs continue to grow. The curriculum also promotes the key British values of respect for, and tolerance of, different faiths, beliefs and ideas to be found across the world. By doing so, it makes a strong contribution to producing a school community at Tanglin that is highly cohesive and one

that is characterised by high levels of collaboration, co-operation and respect among all groups within the school. The school meets all the requirements of the Equalities Act 2010, paying particular regard to the protected characteristics such as age, disability, race, and sexual orientation.

Students are encouraged to be outward looking with a keen sense of responsibility for local, national and international communities. There are a number of opportunities to contribute through programmes including the Learner Profile award in Year 7, the National Youth Achievement Award (NYAA) in Year 9 and Creativity Activity Service (CAS) in the Sixth Form. Such programmes, by allowing students to be 'self-starters' and to take responsibility for their own learning, encourage the development of independence and resilience among students of all ages. The programmes also stress the need for students to leave a legacy where a project started in one year can be continued in subsequent years.

Guidance and support for students in careers education is another very strong feature of the curriculum. Careers education begins in Year 7 and continues through to the Sixth Form. Form tutors play a crucial role in supporting the students with their choices and are well supported by careers specialists, resulting in the highest quality guidance. The excellent advice offered regarding post-16 study reveals a detailed knowledge of entry requirements for universities around the world.

There is an impressive range of extra-curricular opportunities that serves to enrich the curriculum. These include a range of sporting, cultural and musical activities suitable for all students. Last year, a total of 113 extra-curricular activities were offered with approximately 1,200 students involved. The school promotes an approach of 'competitive sport for all', which means that all students, no matter what their sporting ability, can take part in sport on a competitive basis. The provision for outdoor education is substantial, with over 50 trips taking place annually. All students in Key Stage 3 are required to take part in a week-long residential trip each year. Students benefit enormously from high quality links with world-class businesses and expertise in the locality. For example, high profile visiting science speakers and real life projects with students in design technology, on virtual reality and drone design.

The curriculum continues to evolve to meet the demands of a rapidly changing world and the multitude of needs of the students. Most recently, the introduction of design technology, a 'mother tongue' programme and the re-modelling of the personal, social, health and citizenship education (PSHCE) as 'life skills' are examples of how the school is responding to the need to review constantly and adapt the curriculum for the benefit of its students.

The school offers a diverse, rich and skills-based curriculum that meets effectively the needs of all students as they move through the school and beyond. This includes students who have special educational needs and/or disabilities. The curriculum promotes the key attributes of team work, participation, resilience, confidence and co-operation alongside support for outstanding attainment and progress. The curriculum is relevant, inclusive and highly successful in providing effective preparation for the opportunities, responsibilities and experiences of life in British society. For example, it encourages students to learn about and embrace a range of cultures, explore how different societies work and develop their employability skills.

The quality of teaching and learning is outstanding. The standard of teaching is exceptionally high, being mostly outstanding throughout the school. Teachers set high expectations of their learners and plan very effectively to ensure challenge for all students. Learning intentions are very clear and the activities and tasks chosen are paced well to achieve them. All students, including the most able students and those

who have special educational needs and/or disabilities make rapid progress throughout the school. The excellent additional teaching support offered to students with support plans, particularly during lessons, is a key to their excellent progress.

Teachers display excellent subject knowledge and an understanding of how children learn, combined with a real passion for teaching and learning. The teachers' enthusiasm for learning is often infectious, leading to students seeing learning as a highly worthwhile and enjoyable process; students are highly motivated to succeed. Skilful questioning makes a significant contribution to the high levels of knowledge, understanding and skills attained by students. Questioning is planned well and timed for maximum effect. It allows the teacher not only to check on levels of understanding but also encourages students to refine and develop their initial ideas. As a result, students consolidate their knowledge and understanding articulately.

The use of the latest technology has a significant impact on standards and students' effective learning skills. A key development is the use of student-owned tablets using software to aid teachers' planning and assessment and very slick and fast-paced student learning. High quality feedback is possible both in written and spoken form, students can see and respond to comments in real time and conversations about learning enable rapid and sustained progress with their learning. The use of technology for learning has been extended considerably since the last inspection and continues to embed across all subjects.

Relationships between teachers and students are extremely positive. They show mutual respect for each other and, in so doing, succeed in creating an environment where learning can grow and flourish. Students are keen to share their ideas with their teachers as well as with each other; they are generous learners. Teachers are equally keen to hear students articulate responses and this dialogue often deepens understanding and critical thinking skills. Teachers challenge in a supportive way, and so help their students to become confident and increasingly independent learners. Students have superb attitudes to learning, taking responsibility for their own learning and progress.

There is a framework in place to assess formally attainment and progress at key points across the year. In lessons, teachers continually judge the progress of students and adapt lessons to address very well the strengths and development points for individual students. Assessment data is used to inform the planning of lessons over time. Students have a record of key assessment points, together with learning targets, giving them a clear picture of their progress over time. The school continues to refine ways of reporting assessment to parents.

Standard 2. Spiritual, moral, social and cultural development of pupils

The school meets the requirements of this Standard. The spiritual, moral, social and cultural development of students is outstanding.

Students flourish in the supportive environment and consequently grow in self-esteem. Students respond very well to the many opportunities provided by the school to take on responsibilities, building their self-confidence and self-esteem. They apply for leadership roles, participate in the student-led school council teams, lead initiatives, make presentations, contribute to assemblies and play an extremely active part in school life.

Students' ability to reflect on their lifestyle and their own beliefs is developed very well and enables them to understand and respect the views, opinions and choices of others. This includes tolerance of those with

different faiths and beliefs and sexual orientation. They are polite and respectful and relate especially well to one another. There is no place in the school for the promotion of partial political views or disregard to all the protected characteristics. They understand and respect the school's values and are supportive of each other at all times. In lessons, students are enthusiastic, engaged and have superb attitudes to learning. Students are confident that the school's systems to celebrate hard work and excellent behaviour are working well.

Almost all students show excellent social awareness and understand what is the appropriate behaviour expected of them in different circumstances, in formal academic settings and social events. Reinforcement of positive behaviour is central to the school's behaviour policy. The code of conduct for students and the policy for dealing with misbehaviour and sanctions for students underpin the high standards of behaviour at the school. Behaviour is based on a belief in encouragement and reward, which was observed in all areas of the school from lessons to assemblies.

The increasingly wide range of nationalities represented in the school's population means that students learn about each other and their cultural heritage socially, as well as from the planned elements of the curriculum. Planned events such as International Day help to promote cultural understanding as do regular aspects of PSHCE, the curriculum and assemblies. As a result, students mature within, and contribute to, a diverse community.

Students are helped to develop a growing understanding of, and respect for, the law in both Singapore and the UK. Students have a broad knowledge of politics, parliament, public institutions and services in the UK. Through the high quality PSHCE and life skills curriculum, and whole school assemblies, students learn to distinguish right from wrong and their impact on others. Visiting speakers, such as a lawyer, enhance students' understanding of democracy, respect for freedom of expression, human rights and other values of tolerance that feature in modern British life. Students also have insights into public life in Singapore through visits, for example, from the police and civil defence systems.

All students take an active role in philanthropy, particularly in developing strong relationships with local Singaporean charities. These include mufti days, class charities and fundraising events.

The Alumni association promotes exceptionally valuable links between past and present students; the registration of Tanglin leavers as Alumni is leading to a thriving community. The school is developing its Tanglin Alumni programme, which has an immensely positive impact in supporting current students; increasing numbers of Alumni interns are funded by the Tanglin Trust School Foundation.

Standard 3. Welfare, health and safety of pupils

The school meets the requirements of this Standard. The school's provision for health and safety and its pastoral care are outstanding. Tanglin Senior School provides an exceptionally caring learning environment. Students and staff enjoy highly positive and supportive relationships. Members of staff know their students well and share information with school leaders through clear channels of communication. Students joining the school settle quickly and all students know they are cared for and are valued as members of their school community. The bespoke academic and personal support for each student enhances greatly their levels of achievement and progress. The commitment and professionalism of the year group leadership teams, counsellors, careers advisors, mentors, tutors and learning support staff complement the excellent PSHCE programme. Students are respectful of the staff; for example, they

value the way staff engage with them as they participate in the life skills programme. The house system is very popular with the students and supports their well-being and integration into school life. Attendance is high, and students arrive punctually at school and for lessons throughout the day. Attendance for the current academic year averages 97.5%.

Senior leaders are a visible presence in the school and enjoy informal conversations with students, thus adding another layer to pastoral care. High quality support is offered to students by the school counsellors and careers advisors; students express their appreciation of the personalised support they receive. The need for this support is growing in the diverse school community, and leaders continue to work to ensure their capacity to offer this excellent support is sustained, particularly in the Sixth Form. The school nurse and visiting doctor provide high quality medical support for the students and staff. They handle day-to-day injuries, keep detailed records, ensure procedures for the handling and security of medication are thorough and carry out regular medical checks. The school has a strong commitment to healthy living. This is reinforced by the healthy eating programme and the students' enjoyment of physical fitness in an inclusive, vibrant sports and physical education programme.

Comprehensive security systems ensure students are protected from any unauthorised intrusion. All staff and visitors wear badges and family members' passes are checked by the security team who are vigilant but approachable. Fire regulations reflect the stringent UK regulations. Procedures for fire evacuation and lock-downs are regularly practised and recorded. Transport is managed very well. The school bus area is well away from other moving vehicles. Students enjoy visits and expeditions in Singapore and overseas; these visits are subject to rigorous risk assessments and detailed planning. All written risk assessment policies thoroughly safeguard and promote the welfare of students.

Safeguarding and child protection are high priorities for the school and conform to the best of UK practices. The policy is well understood by all staff who receive appropriate and timely training and know how to respond to any concerns brought to them by a student. There is a strong anti-bullying culture in the school; students report that any bullying issues are addressed promptly and successfully. Students with physical disabilities have full access to the school campus, reflecting the school's commitment to equality of opportunity.

Standard 4. Suitability of staff, supply staff and proprietors

The school meets the requirements of this Standard. The school has a comprehensive single central record of all staff, including supply staff, governors, support staff, invigilators, parent ambassadors, coaches and tutors. This document records that all the required checks are in place and confirm that employed staff are suitable to work with children, are not on the prohibition from teaching list, and have the right to work in Singapore. All checks are in place prior to confirming appointment. Those involved in the recruitment of staff have undertaken safer recruitment training. Recruitment procedures are of the highest standard with rigorous selection and checking of references prior to interview. This means the school is able to recruit the highest calibre teaching staff, most of whom are British trained, with considerable experience of the UK curriculum.

Standard 5. Premises of and accommodation at school

The school meets the requirements of this Standard. Students enjoy an outstanding learning environment. Facilities include the Sixth Form centre which accommodates an excellent library, common areas, classrooms, and a careers and university guidance department. The school is developing workshops for

the provision of design technology activities. There are specialist teaching rooms for art, science and computer science. Students enjoy the use of several large auditoriums and halls which provide excellent venues for drama and musical performances.

The superb indoor and outdoor sports facilities and resources enhance students' participation in an exciting range of sports and physical education activities. The new Nixon Building accommodates a range of facilities including a film and media department, family café for the school community, parent teacher association (PTA) offices and the school shop. The canteen serves a high quality range of food, including healthy options. It has many eco friendly and sustainable features.

Classrooms are a good size and are resourced well; this enables teachers to meet students' learning needs in a variety of ways. For example, ease of movement allows the size and make-up of teaching groups to change quickly, depending on the nature of the learning task. Students make regular use of laptops and tablets to support their learning and enjoy learning with the aid of available technology such as the interactive boards and visualisers.

The highly efficient operations team and relevant authorities carry out regular checks of the premises and accommodation; the school has all of the certificates required to operate safely. The cleaning and maintenance team ensure that the buildings, toilets, grounds and classrooms are cleaned and maintained to a high standard. Students take a great pride in the school environment and treat their surroundings with respect.

Safety and security within the school community are paramount. There are highly effective systems in place to ensure the security of the grounds and premises. The school buildings allow safe access for all students, including those who have special educational needs and/or disabilities.

Standard 6. Provision of information

The school meets the requirements of this Standard. The provision of information for parents, carers and others is outstanding. The school's website is informative, easily navigated and provides a comprehensive range of curriculum and organisational information and policies for prospective and current parents. Hard copies of many publications are also available from the community café area in the new Nixon Building and reception area at the school. The 'parent ambassador' initiative is a creative response by the school in developing further the admissions team's efforts to help prospective parents in their decision-making process through informative tours of the Senior School. Such tours complement the 'open house' events where teachers and students offer presentations that give an insight to life in the Senior School. The 'meet the Year 7 form tutor' day is popular and parents speak of the positive impact this event has in enabling their children to assimilate into the Senior School community.

The parents' portal is the main tool for communication along with face-to-face conversations, email, e-newsletters, and blogs. Digital screens in the school's communal areas share key information. Parents comment very positively on the high quality of information they receive and how promptly staff members respond if they have a query.

School contact details are available to parents through the website, and on written communications, for example publications, letters and e-mails. The weekly 'E-flyer' and 'In Touch' newsletters, and excellent 'The Voice' magazine and year book celebrate achievements within the school community. An

annually produced brochure entitled ‘Reflections’ includes news on developments in the Senior School and the personal reflections of the head of school. Specific information about Senior School academic performance is detailed and graphically illustrated in the annual Senior School profile.

The PTA aims to foster direct contact between parents and the school, playing an important role in building the sense of community. All parents are automatically members; parent year group and class representatives add another tier of communication across the Senior School. The PTA and ‘Parentwise’ initiative work together to provide workshops and support for parents, covering aspects such as curriculum support and parent well-being.

Parents’ verbal feedback during the inspection and responses in the most recent school survey indicate that the vast majority feel they have a genuine partnership with the school. Parents comment that the most important communication source regarding their child’s academic and social development is direct contact with teachers; they value this direct contact and the school’s prompt responses to parental communications. Parent Teacher Student Conferences (PTSC) in all year groups are a key feature in reviewing students’ progress. Regular written reports containing details of attainment grades and attitudes to learning further inform parents; they comment that these reports help them to form an agenda for more detailed discussions during the PTSCs.

Standard 7. Manner in which complaints are handled

The school meets the requirements of this Standard. The complaints’ policy is available on the school’s website. Parents are aware of it and confirm that procedures are clear. Formal procedures for complaint are set out clearly in stages. The head of school ultimately deals with informal teaching related complaints. Other issues are dealt with by the chief operating officer. Most issues are dealt with swiftly and informally but, when necessary, if parents are not satisfied with the informal response, then it is treated as a formal complaint. There have been two such complaints since the last inspection; these were escalated to governors according to correct procedures and documented fully.

Standard 8. Quality of leadership in and management of schools

The school meets the requirements of this Standard. The leadership and management of the school are outstanding. The head of school is focused on key priorities for improvement, based on the core values of ‘respect, responsibility and purpose’ and an excellent understanding of the Senior School. Widely distributed and highly effective leadership promotes these priorities with flexibility and autonomy. Leaders are proactive, reflective and driven to improve. The school is tremendously successful in achieving exceptional, world class, high standards, improving year on year, but without losing their focus on the well-being and all-round development of their students. This commitment to excellence and the very positive school ethos is reflected in all stakeholders. These include the highly professional, competent and enthusiastic staff who are excellent role models and always go the ‘extra mile’ for their students to the parents who are highly satisfied. Additionally, the students who have superb attitudes to learning, high levels of motivation, independence, confidence and engagement in all that they do, aspire to ‘be the best they can be’. It is no coincidence that a culture of ‘having a go’ and ‘cool to be clever’ is prevalent in this exceptional group of students.

The Board of Governors set the strategic vision for the whole school and provide superb support and challenge to the head of school, while empowering him to work autonomously. Governors appraise his performance. The separate responsibilities of the governors and the school’s professional leadership

are understood and respected. Governors are highly focused on continuous improvement and guarding against complacency. They value the well-being of students above anything; for example, their focus on the development of the whole child with regard to equality, developing respect, responsibility, participation and independence is key to their aspiration to be the best school in the world. Their desire is that students feel that when they leave Tanglin they are the best they can be, going out into the world as 'super people' who have ambition and purpose and ultimately a positive impact in the world around them. The board has clear financial policies, ensures the school operates legally and that safeguarding procedures are effective.

The high quality teaching staff are deployed well and benefit from personalised development and regular safeguarding training. Regular review and development to support their personal, pastoral, teaching and, where applicable, leadership goals, are in place. The school holds the Continuing Professional Development quality mark. The extremely effective director for continuing professional development has an overview of the school's development needs, the training happening in the region and can identify individual strengths to share expertise. High quality induction helps new teachers settle quickly. Learning triads across faculties are supportive and reflective. There is a culture of continuous improvement; the sharing of best practice is commonplace. The school works consistently with other international schools, for example, hosting TeachMeet and IBDP conferences. Continuing professional development is constantly reviewed and renewed, empowering teachers with autonomy to put themselves forward for further training. The head of school and leaders undertake 360 reviews to seek honest feedback from all stakeholders to address and assess their impact from different perspectives. A relatively low turnover in staffing indicates staff stability, high morale and mutually supportive relationships.

Outstanding leaders of the school, at all levels, fulfil their responsibilities in ensuring the BSO standards are consistently met; they nurture, inspire and care for every one of their superb students. As an inclusive school, Tanglin promotes equality, tackles discrimination and embraces diversity, which contributes to the extremely caring atmosphere wherein students are happy and highly successful.

Compliance with regulatory requirements

Tanglin Senior School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

Expand the support and guidance provided to continue to meet the personal, well-being needs of the growing and increasingly diverse population of the Sixth Form in the future.

Summary of inspection judgements

	Outstanding	Good	Satisfactory	Inadequate
The quality of education				
Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			
Pupils' spiritual, moral, social and cultural development				
Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			
Welfare, health and safety of pupils				
The overall welfare, health and safety of pupils	✓			
Leadership and management				
Overall effectiveness of leadership and management	✓			
The quality of provision for boarding				
Not applicable	n/a			

School details

Name of school	Tanglin Trust Senior School
Type of school	Private secondary school
Date school opened	1996
Age range of pupils	11-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,270
Number on roll (part-time pupils)	0
Annual fees (day pupils)	39,000 – 43,000 SGD
Annual fees (boarders)	n/a
Address of school	95 Portsdown Road Singapore 139299
Telephone number	+65 6778 0771
Email address	seniorschool@tts.edu.sg
Head Teacher	Allan Forbes
Proprietor	Tanglin Trust

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust.

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Equality Act 2010 - Provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

Protected Characteristics – contained within the Equality Act 2010.

States that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

Sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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Report reference no: 1045

