



Tanglin Trust School

Infant School Inspection Report 2015

Tanglin Trust Infant School

British Schools Overseas Inspection Report

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Age Group: 3-7 Years

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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 CfBT Education Trust who spent three days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools in England and overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT 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. 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 for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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

97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	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 Infant School is part of a large international three to 18, fee-paying school, which is a not-for-profit charitable trust, celebrating its 90th anniversary in 2015. The Infant School has 744 pupils on roll from the age of three to seven years, organised in 31 classes from Nursery to Year 2. It serves a mainly expatriate community of which around 70% are UK passport holders. The school follows the English National Curriculum and Early Years Foundation Stage (EYFS) programme, while taking account of its Singaporean context. It is non-selective, but proficiency in English is an entry requirement and the school does not provide specific support for those with English as an additional language. It has a commitment to British-based learning, enabling families to leave and return to the UK without disruption to their children's education.

The majority of pupils are from advantaged socio-economic backgrounds with supportive parents, but most classes contain a broad range of abilities. Approximately 8% of pupils are provided with additional learning support sessions outside their regular classes. Annual pupil turnover is approximately 14%, in line with schools in similar contexts. The school is a member of the Independent Association of Prep Schools (IAPS) and holds a number of awards including accreditation as an Investor in People at gold level and the UK CPD mark for the quality of its continuing professional development. Most pupils transfer to the Junior School after Year 2.

Summary of the evidence base used by the inspection team

The inspection was undertaken by three inspectors from CfBT Education Trust. Inspectors visited 34 lessons, observed 30 teachers, and held 27 meetings with governors, staff and parents and carers. They talked with groups of pupils and observed their work. Inspectors also examined the school's self-evaluation, improvement planning, assessment and tracking systems and its safeguarding procedures. They also studied outcomes of school surveys and questionnaires returned by parents and pupils and followed up on any issues they raised.

Evaluation of the school

Tanglin Infants is an outstanding school, which provides an excellent British-style education, while maintaining an awareness and appreciation of its cultural setting in Singapore. Leadership and management are outstanding and have an excellent view of the school's strengths and areas to develop. This underpins the school's outstanding capacity for improvement.

Attainment in the core areas of English, Mathematics and Science is strong and compares favourably with that reached in British independent schools.

Children in the early years make excellent progress towards achieving the early learning goals from starting points that are broadly typical. By the end of the early years, most children are exceeding the expected standards in the majority of learning areas. They are especially successful in improving their ability to communicate well and develop their personal and social skills, sometimes from a low starting point. Children's physical skills are improving well but not as fast as in other areas. The school's leadership has identified that this is an area for further improvement so that children have more opportunities to practise important skills, such as movement and handling, throwing, catching and kicking, where there is a wide range of abilities.

Attainment in English is high. Pupils make outstanding progress from their starting points. There are no differences in attainment or progress between boys and girls or between summer-born pupils and those born in the autumn or spring. Any gaps in attainment between pupils who need extra support and the rest of the class are steadily closing as a result of effective intervention programmes and close monitoring of progress.

Pupils have a rich and varied vocabulary and express their views clearly in discussion and debate. They listen attentively even when they disagree and rarely interrupt. A Year 2 pupil discussing the properties of waterproof materials in a science experiment asked, 'Are we allowed to argue?' He then articulated cogent reasons for disagreeing with the findings of the rest of his group. Pupils have a very good understanding of the rules of conversation, such as tenses and the grammatical structure of sentences.

Pupils develop good phonic knowledge in the early years and, by Year 2, this is excellent. They understand the importance of phonics in reading and spelling. By Year 2, almost all pupils read with accuracy and fluency across a wide range of texts. They read for pleasure and information, motivated by the extensive range of books in the libraries and classrooms. They have very good research and comprehension skills. They read for meaning and can draw inferences and justify these with evidence from the text, predicting what might happen from details stated and implied.

Pupils write fluently with interesting detail on a variety of topics. They make rapid progress from simple mark making in Nursery. A child in Reception class wrote, 'I went to the American Club for diner on Sunday. I had spegaty And pizza. It was fantastik!' Writing is well organised and includes a variety of sentence structures. A high-achieving Year 1 pupil wrote, 'One gloomy morning Goldilocks tip-toed to the bears house.....she was so scared she never went there again.' Pupils have very good transcription skills; their writing is well presented and punctuated, spelled correctly and neat.

Attainment in Mathematics is high and progress is outstanding. The rapid progress children make in Mathematics in the early years continues throughout Years 1 and 2. Results in 2014, for pupils at the end of Key Stage 1, confirm that they exceed UK standards by a significant percentage. Evidence from the inspection confirms that an even greater proportion of pupils are on track to reach the higher levels in 2015.

From their very first days in Nursery, children show an interest and are curious about numbers. Many soon recognise numbers to five and beyond. They regularly use mathematical language in their role play as, for example, they discuss how many places they need to set at the table for their friends or why more blocks can be fitted into a square box. Their excellent progress is maintained across all classes and year groups. Consequently, by the time pupils reach the end of Year 2, an increasing proportion are confident about trying different approaches to solving practical mathematical problems that they face. 'If we placed that plank across those two blocks everyone would be able to watch, we could double the seats', was how one group of Year 1 pupils resolved the problem of too many spectators wanting to watch their puppet show. Most pupils are able to use standard metric units as they calculate length, capacity and weight. A real strength is pupils' ability to recognise and use increasingly large numbers. For example, some of the most able pupils are able to calculate using high numbers, recognise prime numbers and use Carroll diagrams to sort groups of numbers according to different criteria. In their work on the application of number, awareness of shape, space and measurement, pupils make excellent use of mobile technology to complete tasks and challenges.

Children's attainment is high and progress is outstanding as they build their understanding of the world. Many are on course to exceed the expected standards by the end of the early years phase. Their exposure to a rich array of resources and experiences underpins their achievements. For example, they use magnifiers to observe real fish frozen in ice, prompting them to study their scales, look in their mouths for teeth and speculate upon what they might eat. Simple activities such as comparing how a plastic boat and a cardboard box behave in water generate excellent insight into basic scientific concepts at a very appropriate level.

Attainment in science is high for the majority of pupils in Key Stage 1 and most make better-than-expected progress in relation to their starting points. Pupils are confident in their approach to the many opportunities provided for them to plan and carry out investigations. They initiate their own lines of enquiry into topics such as the features of waterproof material or how they might sort objects according to their properties. Excellent progress is maintained through frequent exposure to both exciting activities and to the promotion of scientific ways of working, such as the cycle of predict, test and conclude. Engagement in many practical tasks prompts pupils to ask further questions. Their use of information and communication technology and library resources in their research contributes well to their high level of knowledge and understanding.

In other subjects of the curriculum, pupils achieve similarly high levels of attainment and rapid rates of progress, and benefit from specialist teaching. Year 2 pupils, for example, supported by 'tech leaders', demonstrate their computing skills as they use simple algorithms to help programme block models. The creative use of curriculum opportunities is illustrated by the way Year 1 classes progress as they pick up Mandarin vocabulary while learning how to ask for items to celebrate the imminent Chinese New Year. Music skills for Year 2 also tap into this as pupils engage in group compositions of Chinese songs with instrumental support.

The quality of education provided by the school is outstanding. The curriculum and the standards of teaching and assessment are outstanding (see Standard 1 below).

Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

The welfare, health and safety of the pupils are outstanding (see Standard 3 below).

The standard for the suitability of the proprietor and staff is met (see Standard 4 below).

The premises and accommodation are outstanding in quality (see Standard 5 below).

Information for parents is of high quality and easily accessible (see Standard 6 below).

The school's procedures for handling complaints are highly effective (see Standard 7 below).

The leadership and management of the school are outstanding (see Standard 9 below).

As a result of this inspection, undertaken during February 2015, the school has demonstrated that it meets the Standards for British Schools Overseas. 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. The quality of education provided by the school

The curriculum is outstanding. It develops the skills and attributes pupils need for life in a constantly changing global society. It meets the needs of the whole child, inspiring their curiosity, independence and love of learning. It provides excellent opportunities for pupils to experience success and to express their creativity and individual talents. As a result, pupils achieve highly.

An excellent learning support programme is provided for pupils who are identified as having additional learning needs. Specialist support is offered where needed and individual education plans are carefully tailored to meet pupils' specific needs. Their progress is closely monitored and inspection evidence shows that almost all are making rapid progress from their starting points. Gifted pupils are challenged by appropriate extension work in most lessons and by the enrichment programme for the most able, gifted and talented pupils. The principles and practice of the early years are followed through into the curriculum for Key Stage 1, ensuring that pupils are well prepared to enter and re-enter the UK educational system.

In the early years, the areas of learning are interconnected. There are excellent opportunities for children to become active learners, to play and explore, think critically and creatively and learn through developmental play. The interactive learning diary identifies children's individual needs and interests and the information is used to plan a bespoke curriculum.

The Key Stage 1 curriculum incorporates the depth and rigour of the National Curriculum within a wider curriculum that is culturally and contextually relevant and includes Mandarin for all pupils. The curriculum has a strong focus on the skills needed to gain mastery in the various subjects so that, for example, pupils develop the skills to be a writer, artist or scientist. This equips them to pursue their own individual interests and lines of inquiry.

There is a very good balance between the planned curriculum and activities, which arise spontaneously out of pupils' expressed interests. There is an extensive range of resources, including two libraries, which support pupils' research and lines of inquiry.

Explicit links between subjects provide rich opportunities for pupils to apply skills and knowledge gained in one subject to other subjects, and to understand the inter-relatedness of learning. Information and communication technology is integrated into all subjects and the expansion of portable technology takes learning beyond the classroom. Pupils who are proficient or strongly interested in technology are trained to become 'tech leaders' and cascade new skills to other pupils. The use of internet video links enables pupils to interview leading experts in their fields and enhances the programme of visiting speakers including writers and artists.

The Personal, Health, Social and Citizenship Education (PHSCE) programme is relevant to the needs of pupils growing up in a global society. It prepares them for economic well-being and includes emotional intelligence, mindfulness and philosophy for children. It exemplifies the school values of tolerance and respect and the attributes of the learner profile. In a Year 2 class, a pupil who found it difficult to settle was selected to conclude the lesson, using mindfulness techniques and the lesson ended on a peaceful and calm note.

The curriculum is further enriched through a range of lunchtime clubs including ensembles for musicians and a choir. A love of reading is fostered through visiting authors, 'book week', 'house day', 'read-a-thon' and theatrical representations of children's books.

Pupils celebrate many of the traditions of Britain including traditional festivals and royal occasions. The curriculum is also culturally and contextually relevant to living in Singapore and celebrates festivals such as Chinese New Year and Deepavali. Each year group has a specific topic, which looks at or starts from a UK perspective. The Year 2 'Magnificent Minds' topic included a visit to Singapore Museum to explore the contribution of Sir Stamford Raffles to present-day Singapore.

Teaching, pupils' learning and assessment are outstanding because staff have very high expectations of each pupil's level of attainment and ensure they all make excellent progress. In turn, pupils' behaviour is exemplary. Pupils are keen and eager to do well and are proud of how well they learn independently. Even at this early stage in pupils' education, they are successfully taught to plan carefully, think critically and take responsibility for organising their own learning. For example, in a Year 1 Mathematics lesson, a group of pupils were measuring objects around the classroom using hand spans. It soon became clear that this was not working successfully as they all arrived with different results. After an intensive debate, the spokesperson for the group concluded that the problem was 'because we've all got different hand sizes'.

Activities are consistently well planned. They encourage exciting learning opportunities and are set at just the right levels to help pupils think hard and make outstanding progress. Staff plan regularly together which helps to ensure a consistency of experience for pupils across the eight classes in each year group. However, this approach is not used as a recipe for prescription or uniformity and teachers are encouraged to pursue pupils' interests. As a result, most lessons are exciting and stimulating with a wide range of worthwhile activities targeted to meet the needs of the different groups of pupils represented in the class. Pupils have time and space to explore for themselves. They respond well to teachers' probing questions. Their learning moves forward well as pupils further develop their own ideas.

Teachers are confident, assured and know their subjects exceptionally well. They have an excellent understanding of how pupils learn and use this knowledge effectively to introduce early reading, writing and mathematical skills. As a result, pupils make rapid progress in all of these areas. Staff are also quick to spot areas where more emphasis might be needed. For example, there was recognition that, in past assessments, fewer pupils reached higher levels than might be expected, especially in Mathematics. The enrichment activities planned and delivered for the most able pupils are already paying dividends, with almost one third of pupils in the current Year 2 on target to reach the higher levels.

Teachers' assessments of pupils' progress towards challenging targets are thorough, systematic and accurate. In most areas of the school, these are carried out uniformly and moderated within subject teams and across year groups. Through these processes, any underperformance is identified quickly and appropriate individual support or modified teaching strategies are put in place to tackle weaknesses. Assessment also identifies some children in the early years who are making slower progress in their physical development, especially their moving and handling. Analyses of assessment information are also used well to review and modify the curriculum. Recent changes to assessment procedures in the early years are allowing staff, including teaching assistants, to record individual children's achievement using mobile technology. This is a step in the right direction, has reduced paperwork and made the process more manageable and accessible for both staff and parents. However, school leaders recognise that more work is required to assure the accuracy of these individual assessments when so many adults are involved.

School leaders also make very effective use of the data that they collect to analyse the performance of different groups and to measure year-on-year improvement. The rigour of this analysis helps to explain why school leaders are able to maintain such high standards. Pupils are provided with excellent feedback on their work, both orally and through marking, which is undertaken regularly in accordance with the school marking scheme.

The school's approaches to teaching mirror those commonly found in schools in the UK. Consequently, pupils are very well prepared to enter or re-enter the UK educational system.

Standard 2. The spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are courteous and behave extremely well. They support each other in lessons and during play. They respond enthusiastically to their various leadership roles and take their responsibilities very seriously, making important contributions to school life. The personalised curriculum provides excellent opportunities for pupils of all abilities and interests to excel.

The new personalised Key Stage 1 curriculum provides plentiful opportunities for each pupil to find something at which they can excel. Adults show great respect for pupils and this serves as a powerful model for the pupils to emulate. Most pupils demonstrate good attendance and punctuality.

The practice of 'mindfulness' promotes pupils' spiritual awareness, allowing time in the school day to be still and to experience the beauty of the world. It encourages pupils to be thankful for all they receive. Through eco-initiatives, pupils learn to appreciate and safeguard the planet and preserve finite world resources. These experiences contribute powerfully to the development of pupils' social responsibilities and moral obligations to future generations.

Pupils' strong moral sense is demonstrated through their exemplary behaviour and clear understanding of knowing what is right and wrong. Pupils welcome new arrivals into the school and include them in friendship circles. In lessons, pupils work together, sharing skills and knowledge. They acknowledge each other's successes and are generous in their praise. In a music lesson where groups of pupils presented their own musical compositions to celebrate the Chinese New Year, pupils praised each other's performance. They focused on the best features and expressed their views in respectful and positive language.

The 'Class Promise' fosters intrinsic values such as personal responsibility for creating a classroom climate where kindness, honesty, mutual respect and consideration of others flourish. The learner profile gives pupils insight into their own attitudes and behaviour and helps them to evaluate which attributes they have and which they need to develop to achieve success.

Pupils demonstrate outstanding social skills in the way they relate to each other and to adults. They are eager to express their opinions but listen respectfully to others. Pupils treat the accommodation and resources with respect and so maintain their high quality. Pupils carry out their leadership responsibilities diligently. The eco-monitors check the use of energy and turn off lights and air-conditioning in empty classrooms. They use their influence to persuade their parents to become more aware of wasteful practices at home. Sun monitors alert fellow pupils to the dangers of the sun. Singing playground leaders and playtime captains make playtimes more joyful. Pupil 'tech leaders' cascade the training they receive in using mobile technology to other pupils. Members of the school council contribute to decision-making, choosing which charities to support and judging competitions. During a Year 1 assembly to celebrate the work of the school council, pupils described why they had been elected: 'I was chosen because I am friendly and I listen.' These leadership roles enable pupils to make a difference to school life and prepare them for future responsibilities and for being thoughtful and active citizens.

The house system enhances the community spirit and enables pupils to socialise across key stages and year groups. In 'Our World Day', the Infant, Junior and Senior School pupils work together on relevant themes.

The Personal, Health, Social and Citizenship Education (PHSCE) curriculum recognises the importance of the pupils' identity as a 'Third Culture' child, developing global understanding and placing emphasis on British and Asian culture. An important core theme is 'Living in the Wider World'.

Pupils participate in an abundance of activities, which help them to appreciate and respect their own culture and that of others. Many support staff come from different countries and cultures and this daily contact adds to pupils' wider understanding and respect. They celebrate various festivals linked to religious or cultural themes and make valuable links to a local children's home. They fundraise for the charity 'Singapore from the Heart'.

Pupils know about modern British life from the taught curriculum and special occasions, celebrations and visits. Some pupils met the Duke and Duchess of Cambridge when they visited Singapore and the school receives visits from British dignitaries. Pupils tracked the route of the London Olympic flame and enjoyed a visit from a new London bus on its world tour. There is a profusion of books by renowned British authors, which deepen pupils' knowledge and understanding of British life and values in past and present times.

Standard 3. The welfare, health and safety of the pupils

The welfare and safety of all pupils are given the highest priority. Parents and pupils comment favourably on how well pupils are cared for and appreciate the high-quality information they receive. The school is responsive to parents' views and takes action where possible. Excellent use is made of the highly attractive and spacious accommodation and facilities. These are complemented by an impressive range of good-quality resources.

Pupils are exceptionally well cared for. The arrangements made by the school to ensure pupils' welfare, health and safety are outstanding. They fully meet the requirements of both the Singapore and British government guidance. This is a very strong feature of the school. Relationships between pupils and adults are supportive and positive. Class teachers know their pupils very well and share information formally and informally with school leaders through clearly understood and agreed channels of communication. This is essential in such a large infant school. As a result, pupils joining the school settle quickly and all pupils know they are cared for and are valued as members of their school community.

All safeguarding requirements are fully met. Keeping pupils' safe is taken very seriously and given the highest priority. Policies for dealing with emergencies, such as fire drills, prevention of bullying, first aid, health and safety issues are defined clearly. They are fully and consistently implemented and regularly monitored. Safeguarding and child protection procedures meet UK expectations and the requirements of Singapore. Child protection arrangements are clearly set out and are understood by all pupils, staff and parents to ensure that pupils are kept safe. Pupils know who to speak to if they need help or are worried. The excellent systems are closely monitored by the board member with responsibility for, and expertise in, this area. All pupils are taught about e-safety and know how to close a screen if they are concerned about the content by 'clicking on the dolphin who keeps us safe' as one pupil described it. Regular trips and educational visits are important features of the extended curriculum. Detailed risk assessments are carried out for these and many other activities that take place in and outside of school. Pupils, staff and parents all confirm that they feel safe and secure on-site and when they are taking part in activities off-site.

Reinforcing and celebrating positive behaviour and respect are central to the school's behaviour policy. Staff set the highest standards and expectations in the way that they treat pupils and interact with them. In this way they model expected behaviour. Throughout the school, pupils are taught to reflect and, when required, are encouraged to think about the choices they make regarding their behaviour and the impact this might be having on their classmates. Rewards for positive behaviour such as house points are used well to celebrate pupils' achievements. These contribute to pupils' exemplary behaviour and positive attitudes to school. Systems for checking on pupils' punctuality and attendance are rigorous and are having a positive impact. Despite a small number of unauthorised absences resulting from holidays taken in school time, the overwhelming majority of pupils attend regularly and arrive on time.

Medical facilities on site are excellent. The school clinic, run by two nurses, provides first-rate medical care. Health and medical records are kept meticulously and stored securely. The first-aid policy is fully implemented and staff are trained regularly. A nurse routinely accompanies school trips so that pupils have immediate access to qualified medical care. 'Healthy living' is built into the school's curriculum and promoted systematically in all aspects of school life. Sports clubs, exercise and healthy eating are all successfully promoted. For example, play leaders take great pride in organising games for others during

break and lunchtimes. Timetabled physical education, often taught by specialist teachers, also helps to promote a healthy lifestyle.

Standard 4. The suitability of the proprietor and staff

The school fully meets this standard. All staff undergo required checks to ensure that they are entitled to work in Singapore and that they are fit to work with young people. Any visitors working with pupils are also required to confirm their adherence to school procedures in writing and are supervised accordingly.

Standard 5. The premises and accommodation

The excellent premises, resources and accommodation fully meet the requirements of the Standard. Regular checks of the premises and accommodation are carried out by the Director of Operations and the relevant authorities. The school has all of the certificates required to operate in Singapore. Cleaning and maintenance staff ensure that the attractive buildings and classrooms are maintained to the highest possible standards with any defects attended to promptly. The school environment, both indoors and outside, is clean and litter free. Pupils take a great pride in keeping it that way and the school's eco-monitors take their roles very seriously.

Classrooms are well proportioned and have an excellent array of high-quality resources that meet the needs of infant-age pupils. They provide attractive environments for learning and, while all classrooms are unique, there is a remarkable consistency in the quality of the environment that pupils experience. All classrooms offer ready access to a shared resource area where pupils can learn to become independent and manage their own learning. The school's move towards 'mobile technology' as opposed to fixed computer suites is enabling laptops, tablets and other forms of technology to become regular tools for pupils' learning.

Impressive displays of pupils' work are shared in classrooms and corridors. These celebrate pupils' achievements and, overtime, many reflect the British nature of the school. For example, at different times of the year, they include the BBC's Children in Need appeal, British health and well-being initiatives such as 'Brake' road safety week as well as Remembrance Day memorabilia.

The school buildings allow safe access for all pupils, including those with additional educational needs. There are effective systems in place to ensure the security of the grounds and premises.

Standard 6. The provision of information for parents, carers and others

Provision of information for parents, carers and others is outstanding. There is a wealth of information available on both academic and pastoral aspects of school life. Recent improvements in the distribution and accessibility of some of this information via the parents' portal, in response to their views, have enabled parents to filter the contents to suit their needs. As a result, parents report that they are happy with the information they receive.

The school uses a number of efficient channels of communication to keep parents informed. Emergency text messaging enables immediate contact to be made. For less urgent information, the school's E Flyer lets parents know of essential upcoming events and activities, and the weekly In Touch communication offers a wider range of reading matter for those who wish to follow all the current initiatives. The picture is completed by the termly magazine, The Voice, which celebrates pupils' achievements and activities. Parents are well informed about their children's progress. Reports are thorough and informative and, for early years children, the newly introduced individual learning diary offers parents an additional insight into their daily work. Open evenings and parent-teacher meetings offer opportunities for parents to hear about what is planned and how their children are progressing. Parents also point out that informal conversations with class teachers and direct emails are regular channels of communication whenever needed.

There are regular opportunities for parents to become involved in the school's work. For example, the Parent Teacher Association offers a chance to be a part of the school 'family' and parent year group representatives act as conduits for any parental views. They say that the school listens and responds wherever possible, such as the move to increase the amount of Mandarin instruction available as a result of parental requests. A number of parents volunteer to help in school during twice-weekly slots, supporting readers, or cooking with the pupils.

The parents' survey results indicate a high level of satisfaction with the school's overall provision. Most parents endorse the values which the school prioritises and express their trust that it serves their children's interests and needs well.

Standard 7. The school's procedures for handling complaints

The school meets all requirements of the standard. Complaints' procedures are comprehensive, clear and effectively shared with all parents. School records indicate that the use of the formal complaints' procedure is rare. The school promises parents a response to their queries, issues or complaints within 24 hours, although in practice this is often more rapid. Most issues are resolved informally as a result of the ease of access to teachers or senior staff.

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

Leadership and management at all levels are outstanding and this is pivotal to the continuing success of the school. The headteacher and senior staff have set high expectations and a clear and aspirational vision for the school's direction. The excellent leadership shown at all levels is energetic and well focused and has established a strong sense of harmony and unity of purpose among the staff. Senior leaders know their school's strengths and areas for improvement as a result of keeping their finger firmly on its pulse. Their effective planning for improvement is tied closely to identified priorities and focuses upon the school's key purpose of delivering a strong curriculum through high-quality teaching.

As a team, the senior leaders are relatively new to their posts. The energy and enthusiasm they bring to their role are shared by the leaders of phases, year groups and curriculum areas alike. All are prepared to 'go the extra mile'. Leaders skilfully articulate a common vision for the school, with a high priority placed upon ensuring that all individuals have equality of opportunity, feel valued, work to their potential, and gain the skills and attributes of successful lifelong learners. Senior staff demonstrate trust in their colleagues at the middle tier of leadership, which has empowered them to develop effective leadership skills of their own as they drive agreed improvements forward. The strategy of allocating temporary responsibility points to encourage development of specific projects has been highly effective in raising the confidence and leadership skills of staff, including teaching assistants. Within the context of a large overall group of three schools, the regular presence and support of the chief executive officer on site helps to generate a sense of unity of purpose.

School self-evaluation is thorough and accurate. Through a wide and regular array of monitoring tools, leaders understand where the school's strengths lie. They recognise any areas requiring further action, such as the need to develop exemplar materials to support the accuracy and validity of teachers' judgements on attainment against the new curriculum requirements. The reflective approach promoted by the headteacher, but extending through all key staff is a key reason behind the forward momentum of the school, as the question 'Can we do this a better way?' is a regular starting point for action.

The outstanding overall teaching quality is closely scrutinised and, where scope for further improvement is noted, immediate action is taken in the form of peer support, coaching, or providing external expertise. A particularly strong feature of leadership is this emphasis given to developing the key features of teaching and curriculum quality. These substantial areas are prioritised unswervingly and this has paid excellent dividends in raising and maintaining pupils' high standards. Aspirations of the headteacher and senior staff are consistently high, and the feeling that only the best will do is clearly prevalent. Strategies for improvement are realistic and the school's improvement plan is well focused and prioritised. In some instances, the success criteria by which the impact of developments is judged, are not quite sharp enough. They do not always set out exactly what it is hoped will happen as a result of action taken.

The leadership and management of the early years phase of the school are extremely effective. The consistency of the high quality learning environment with its challenging yet engaging activities is a product of clear vision and a determined drive for excellence. The commitment of all adults to providing a rich, stimulating and rewarding learning experience while maintaining a high level of care is exceptional.

Management of staffing, facilities, finances and resources is outstanding. Recruiting procedures are robust and effective and consequently the school is well staffed with appropriately qualified teachers. They have a balance of experience; most are British trained and confident in their teaching of the UK curriculum. Able and efficient administrative and support staff ensure that the school runs smoothly, allowing the teaching staff to concentrate on what matters most. A strong programme of continuing professional development, linked to observed needs, helps to build teachers' expertise and iron out any unwanted inconsistencies.

Governance is excellent and ensures that the educational priorities of the professional leaders are supported and respected, while their performance is scrutinised through regular reporting and appraisal. Two governors are specifically attached to the infant school and their regular visits enable them to form a valid and current picture of the school's performance. The governors, in partnership with the senior leadership, make sure that all regulatory requirements are met and that pupils are adequately safeguarded. There is a clear separation of the roles of governorship from those of education professionals, with each respecting the other's responsibilities. Governance requires accountability from the school's leadership while offering support and expertise. Both governors and school leaders maintain far-sighted strategic planning for the school's future and have an excellent capacity for continued improvement.

Compliance with regulatory requirements

Tanglin Trust Infant School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, and in the context of an outstanding school, the leadership might wish to consider the following points for development:

1. Ensure that the accuracy and consistency of assessments in the Early Years Foundation Stage are supported by clear exemplars of standards and verified by external moderation.
2. Ensure that pupils have sufficient opportunities to develop further confidence and skill in their physical development.

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	√			

The quality of provision for boarding				
Not applicable	n/a			

Leadership and management				
Overall effectiveness of leadership and management	√			

School details

Name of school	Tanglin Trust Infant School
Type of school	Infant
Date school opened	1925
Age range of pupils	3 - 7
Gender of pupils	Mixed
Number on roll (full-time pupils)	744
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	Nursery S\$ 23,754, Reception S\$ 29,098 Y1 and Y2 S\$ 29,564
Annual fees (boarders)	N/A
Address of school	95 Portsdown Road, Singapore 139299
Telephone number	Tel: +65 6778 0771
Email address	infant.school@tts.edu.sg
Headteacher	Paula Craigie
Proprietor	Tanglin Trust (Company limited by guarantee and registered as a charity)

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 CfBT

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.

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

Central Support Team – Personnel based in CfBT 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 CfBT Education Trust.

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.

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, CfBT Education Trust exists 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. CfBT 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.

CfBT 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.

CfBT 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. CfBT is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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