

Tanglin Trust Infant School

British Schools Overseas Inspection Report

Inspection Dates: 5-7 February 2018

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Age Group: 3-7 years

Report Reference Number: 1046



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 three 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 Infant School is one of three schools of the Tanglin Trust School, a large and well-established non-selective, independent, international school founded in 1925 and run as a not-for-profit charitable trust. It is located in one north, an area to the west of the city in Singapore which has a concentration of modern technology and research-based industries. There are 736 pupils on roll, aged three to seven years, arranged in 32 mixed-ability classes from Nursery to Year 2. The school is larger than similar international schools. It serves an expatriate community of over 60 nationalities, with around 50% holding British passports. All pupils have an age-appropriate fluency in English. There is a trend of increasing numbers of pupils who speak English as an additional language, although the school does not provide specific support for these pupils. There are 17 pupils identified as having special educational needs and/or disabilities, and around 7% of pupils receive additional learning support. Pupil turnover is relatively low, and most pupils move on to the junior school after Year 2.

The school is committed to British-style education. It follows the early years foundation stage framework and the national curriculum for England, suitably modified to take account of the school's Singaporean and international context. This enables families to leave and return to the UK without disruption to their children's education.

Summary of the evidence base used by the inspection team

This inspection was carried out by three inspectors from the Education Development Trust. The school had 10 weeks' notice of the inspection, and the inspection team was given access to a wealth of information about the school in advance, including the school's self-review document and improvement plan. Over three days, the team visited 35 lessons, observing learning across the school. Inspectors held 25 meetings with senior leaders, other leaders and staff, the chief executive officer of the three schools and representatives of the board of directors, as well as with pupils and parents. The team scrutinised pupils' work and examined school documents, improvement plans, policies, assessment information, safeguarding procedures and a survey of parents' views. Inspectors generally observed the work of the school and followed up any issues raised.

Evaluation of the school

Tanglin Trust Infant School is an outstanding school. It provides an outstanding quality of education for all of its pupils and meets all the requirements for British Schools Overseas.

Overall attainment and progress in **English** are outstanding. Children enter Nursery with skills in language and communication typical for their age. By the end of Reception, the proportion of children reaching and exceeding the early learning goals in reading and writing is well above average, representing outstanding progress. The rapid acquisition of language through well-planned opportunities for speaking, reading and writing underpins children's excellent attainment and progress in all aspects of communication and language. As a result, children are confident to talk with adults, both familiar and new, and most respond fluently to questions. For example, in a Reception class, children explain confidently why a whale needs to be rescued, using new language such as 'beached' and showing empathy for the creature's plight. In Nursery, children are writing letters, some can write words, and there is a focus on continuous cursive script from the outset. As children move through Reception, they become increasingly confident in writing sentences using more complex words.

Across the school, pupils' thirst for reading is evident in their engagement with books in lessons, when reading with senior school students and in their choice of books in the library. In Reception, most children are able to read simple sentences and the most able read fluently and with a strong understanding of the text. In Key Stage 1, pupils enjoy reading both information and storybooks, searching out their interests such as computer games and animals.

In Key Stage 1, pupils make outstanding progress in English and attainment is consistently well above average. Attainment is particularly high in reading and a renewed approach to writing has greatly narrowed the gap between boys' and girls' attainment. By Year 2, the most able pupils are able to write their own sentences using adverbs, while lower-ability pupils accurately identify the most appropriate adverb for the passage they are adapting. Pupils are able to write for different purposes and audiences; for example, diaries, letters and story writing. Pupils' descriptive writing is strong; for example, in Year 2, inspired by the theme of space, a pupil writes about 'the glamorous, silver stars' which were 'whispering' to her. Cursive writing is a consistent strength across the school.

Attainment and progress in **mathematics** are outstanding. Children enter the early years with skills and knowledge in mathematics that are typical for their age. They make outstanding progress so that, by the end of Reception, they reach standards that are well above average. There is a strong focus on stimulating children's curiosity about numbers, learning through play,

and using mathematical language effectively. For example, in a roleplay involving checking in at an airport, children are involved in weighing suitcases and working out extra charges. As a result, the proportions of children reaching and exceeding the early learning goals in numeracy and shape, space and measure are well above average.

Outstanding progress continues throughout Key Stage 1 and, by the end of Year 2, pupils reach high standards. Pupils' mathematical skills become increasingly secure, and pupils become very proficient in using and applying these skills. There is an increasingly strong emphasis on investigation and problem solving. For example, Year 1 pupils can readily recognise and explain the difference between odd and even numbers, and follow this up by investigating what happens if odd/odd, odd/even and even/even numbers are added together. Year 2 pupils show great awareness and flexibility when making the link between sharing quantities and fractions, and can successfully compare the sizes of different fractions graphically.

Throughout their time in the school, there is a strong emphasis on pupils using mathematical skills and knowledge to solve problems in practical situations across the curriculum.

In **science**, pupils' attainment and progress are outstanding as they develop their awareness and understanding of the world around them. By the end of the early years, almost all children meet the expected standards and significantly greater-than-average proportions exceed these. From their first days in Nursery, children are presented with exciting objects and challenges, as they plant seeds, explore how water behaves, or experiment with sand, pots and pans in the 'mud kitchen'. They show a rapidly growing understanding of self and family and learn about the behaviour and habitat of stick insects through first-hand observation. They are very well prepared to build upon their understanding and skills as they move up the school.

Key Stage 1 sees the progressive growth of young scientists and, by the end of Year 2, attainment is high. Lessons place an appropriate emphasis upon the scientific skills of enquiry, testing, observation, and conclusion and, by Year 2, pupils are able to make predictions in the knowledge that even if they are wrong, they will learn from the process. Investigations into how an alien could make fuel for a space ship leads to an understanding of fair testing as pupils try to find the best combination of sweets and liquids to make gas. Pupils use vocabulary such as 'dissolve' or 'reaction' in explaining their outcomes, and one even notes that the different colours of the sweets might invalidate the experiment. Pupils' scientific understanding is also developed in conjunction with other activity as, for example, when they use programmable devices in their information technology work to select either natural or manmade materials. These frequent opportunities to cement their knowledge strengthen further pupils' mastery of appropriate scientific concepts.

In **other subjects**, pupils make equally strong progress and achieve similarly high standards. Year 1 pupils develop increasingly useful Mandarin vocabulary through repetitive rhymes and simple songs. In the physical education programme, Year 2 pupils develop confidence and agility as they learn to work with a 'spotter' when using the climbing wall. Children in the early years grasp key skills of balance and physical control as they work on the 'perceptual motor programme' with specialist equipment. In their music development, pupils hone both their skills, as they learn to blend voices with percussion, and their self-assurance, by performing both in class and at a local children's home. In their art, they are learning about processes and techniques at an unusually early stage.

Very strong leadership in the **early years** fosters vibrancy in all aspects of learning in both Nursery and Reception, and leads to outstanding progress in all areas. Children's interest is captured as soon as they enter their classrooms due to the stimulating resources and experiences such as Chinese New Year artefact displays and the real snails from their story. A focus on using natural and real objects has developed children's sense of curiosity. They are challenged to think deeply through question-based activities such as 'how can the animals cross the water?' when faced with a barrel of water, some animals, boats and corks.

A focus on developing children's fine motor skills has a very positive impact on their emerging writing skills. Classroom activities, such as picking up mini elephants with chopsticks and being responsible for moving delicate china cups across the classroom, improve these skills while ensuring fun and instilling responsibility. The introduction of the 'talk box' develops discursive skills well and extends children's understanding of the world. For example, a photograph of the classteacher as a child stimulated a discussion on the theme of 'we are unique' in which children explored the different nationalities and cultures in their own class and in the world beyond. The richness of the physical environment, including the climbing wall, tricycles, wooden climbing areas and free space, promote strong physical development and confidence.

Children become increasingly independent and confident across early years through the emphasis on choice in all that they do. For instance, children choose their own materials to create a cherry blossom painting and they are autonomous in selecting their own work to display on the 'learning walls'. Impressive displays of writing, models and artwork demonstrate children's creative talents.

Throughout the school, pupils who have special educational needs and/or disabilities are very well supported and make excellent progress, at least in line with that of their peers. They receive focused support and guidance which develop their confidence to work independently and so achieve outstandingly well.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below). To add still further to the outstanding curriculum, leaders might consider how the school's provision might adapt to take account of the increasingly diverse characteristics of its population, particularly for the increasing numbers who speak English as an additional language.
- The quality of teaching and assessment is outstanding overall (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 meet the requirements of the Standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8) below

As a result of this inspection, undertaken during February 2018, 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.

Part 1. The quality of education provided

The school meets the requirements of the standard.

A rich and diverse **curriculum** provides outstanding learning across the school. Leaders are relentless in their ambition to offer pupils not only breadth but also depth in their learning. As a result, stimulating opportunities are built into daily lessons for all pupils, from experiences of the climbing wall to Mandarin Chinese language lessons and scientific experiments. Creative and meticulous curriculum planning inspires pupils' curiosity and develops deeper thinking at every opportunity. Leaders systematically review and adapt the curriculum in response to changing requirements and needs, and changes in the cohorts of children entering the school. Leaders have taken full account of recent changes to assessment in England and appropriate modifications have been made to schemes of learning.

In the early years, the curriculum is planned carefully and provides outstanding opportunities for children to become fully involved in their own learning through play and exploration. Children are encouraged to think creatively and critically, and there is an excellent balance of teacher-directed and child-chosen activities.

The curriculum achieves its aim convincingly in equipping 'young 21st century learners with the relevant skills and knowledge to help them move forward into the unknown and to inspire and excite...' The integrated provision for information technology encourages pupils to extend their learning through the use of tablet computers and applications, for example by using a learning journal to record their own achievements.

Pupils' experiences are considerably enriched by a wide range of vibrant learning opportunities beyond the classroom. Lunchtime and after-school sessions, including robotics, ukulele, infant strings, the 'pedal power programme' and guides and scouts, broaden pupils' creative, academic and physical skills. Pupils' learning is greatly enhanced with field trips to local markets and gardens and they regularly perform for different audiences both within school and the community. Visiting speakers, including British authors, theatrical groups, international athletes and renowned musicians lead sessions with pupils to inspire ambitions for the future.

The curriculum provides a wealth of opportunities for pupils to take on responsibilities to shape the direction of their school. The TEAM (Together Everyone Achieves More) approach drives the leadership structure for pupils. Starting in the early years, children act as 'sun monitors', checking that hats are worn at playtime. In Key Stage 1, a broad range of roles includes 'tech leaders' who help other pupils with technology problems in class and 'singing leaders' who encourage pupils to sing at the breaktime 'song stop'. In order to offer these posts to a wide range of pupils, the posts rotate through termly elections, educating pupils in the function of democracy.

A focus on literacy permeates the curriculum and every opportunity is seized to offer challenge and questions in all subject areas. For example, learning areas are peppered with boards which ask questions of pupils, such as 'how many ways can you make 21?' 'Fascination traps' such as the 'alien landing at Tanglin', spark pupils' interest ahead of writing. The infant library offers pupils a wide choice of information and storybooks and the soft toy 'reading buddies' encourage pupils to settle to read in the 'jungle room'. Books are from a range of British authors, some of whom have visited the school, and books such as 'It's okay to be different' and 'the skin you live in' promote respect and tolerance.

A comprehensive and vibrant programme of personal, social, health and citizenship education (PSHCE) equips pupils with a strong understanding of how to stay healthy and safe. Philosophy sessions and the 'Boggle Monster' encourage pupils to think about moral questions such as 'is Goldilocks a good character?' There is a strong commitment from leaders at all levels to develop pupils as global citizens. Consequently pupils openly embrace a range of cultures, starting with those within their diverse but cohesive school community and extending out into the local community. Events such as international day extend further pupils' cultural understanding and the displays of maps of Britain and the world give pupils a sense of place and culture. The curriculum develops pupils' strong understanding of the British values of tolerance, respect and democracy and meets all the requirements of the Equalities Act 2010, educating pupils in an age appropriate way in the protected characteristics such as age, disability, race and sexual orientation.

Although all pupils show an appropriate fluency in English, as the school's population becomes more diverse there is a trend of an increasing number of pupils who speak English as an additional language. The school is beginning to consider how best to address this, and whether any additional support or provision is needed.

The curriculum fulfils the requirements of the English national curriculum and fully prepares pupils for the opportunities, responsibilities and experiences of life in British society. Pupils are extremely well prepared for the next stage of their education, whether this is in Singapore, the UK or elsewhere.

The quality of **teaching, learning and assessment** is outstanding and is the driving force behind pupils' impressive and strong record of achievement. Teachers expect a lot of their classes from Nursery through to Year 2. Through their excellent subject knowledge, they plan challenging and engaging activities that present rich learning opportunities. Through their strong relationships with pupils, teachers establish such a positive atmosphere for enquiry that pupils see their work as an enjoyable experience. Their excellent attitude is epitomised by three Year 2 statements displayed in their learning hub: 'We do the work'; 'Our coaches help us but we find the answers', and 'We have fun'.

In the early years, the outstanding teaching is focused very much on learning through play and exploration. Teachers provide an outstanding range of learning opportunities, and make sure that all children have a wide range of experiences that challenge them to think about what they are doing. As a result, they make excellent progress.

Lessons are often based upon an intriguing concept which hooks pupils into wanting to know more. The alien crash site in Key Stage 1, for example, gave rise to expressive and imaginative writing, individual artwork and some high level mathematics and science enquiries. Activities are

purposeful and well-chosen to promote learning. Most lessons feature a blend of adult directed tasks and individual enquiry, which ensures transmission of understanding, while promoting the development of new skills. Questioning is a strength in the school. Teachers consistently pose challenging and thoughtful questions, which make pupils reflect and think critically. This inspires pupils to raise questions of their own such as 'Where does water come from?' or 'How hard is paint?'

Pupils use technology as an integral part of their learning and enquiry. The newly completed move to the use of more mobile technology enables teachers to plan opportunities for research into the tasks they set. Assisted by their technology leaders, classes regularly find answers to their problems, record their work, or practise reinforcement of mathematics or literacy skills on their portable devices. Small groups or pairs of 'IT buddies' show impressive levels of independence as they learn to programme a 'Blu Bot' or work through a touch-typing challenge, helping each other and consulting instructions when puzzled.

Teachers are extremely well supported by their well-trained teaching and learning assistants, who take on significant teaching responsibilities during lessons. They show strong skills when guiding groups or advising on strategies for pupils to follow, and are an integral cog in the highly successful teaching machine. The learning for those pupils needing extra support at varying levels is just as effective as for other pupils, because of the quality of the learning support teachers and their assistants. The excellent knowledge they bring to bear on learning via strategies such as sensitive one-to-one support or precision teaching to small groups enables pupils to optimise their progress while maintaining or improving their self-esteem. Lessons are conducted with a strong emphasis on British values of respect and tolerance and the importance of equality of opportunity for all. This results in mutually supportive learning behaviour among pupils as they undertake their learning adventures.

Teachers know their pupils very well, pitching their work at appropriate levels of challenge on the basis of accurate assessments. Individual learning diaries in early years, and the classroom monitor system in Key Stage 1, enable teachers to judge individual achievement and rates of progress over time. Analysis by the data managers also helps leaders to plot the progress of cohorts, or specific groups such as summer born children, in order to track the effectiveness of the school's provision. Some systems are too recent to reliably plot trends, but extensive moderation of judgements has improved their reliability and accuracy. The trial of a learning journal system for both recording and sharing pupils' work has been very successful and is to be rolled out shortly for pupils in all classes and their parents.

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

The school meets the requirements of the standard.

Pupils' spiritual, moral, social and cultural development is outstanding.

Pupils thrive in Tanglin, becoming highly confident, independent and caring learners. Pupils are encouraged to talk openly about their feelings, for example through the classroom 'feelings charts' and 'feely pots'. This develops their confidence and awareness and understanding of others. The use of the 'Tanglin learner profiles' develops pupils' deep understanding of the different qualities they need to become a lifelong learner, for example 'principled', 'open-minded', 'thinker'. These qualities are prevalent in all that pupils do in lessons and around the school.

High levels of enjoyment abound in all lessons and pupils exude excitement in their learning. Pupils concentrate well and always do their best due to their pride, commitment and positive attitudes to their own learning and that of others. Behaviour is exemplary at all times and politeness is a key characteristic of pupils at Tanglin. Pupils are punctual to school in the mornings and move promptly and sensibly to their lessons.

Pupils relate extremely well to each other and collaboration is a strong feature of work and play. The use of reward and encouragement charts has a significantly positive impact on pupils' desire to do well, while enjoying life at school. Pupils sign up to their 'class promises' and these empower them to meet the highest expectations. Pupils have a strong awareness of what is right and wrong and they understand the consequences of any misdemeanours. Consequently, they are self-disciplined, mature and listen well to each other, supporting anyone in need. Pupils show kindness to each other and the 'kindness buckets' and prompts from teachers to 'make friends with a new pupil today' reinforce its importance. Excellent relationships in the play areas reflect these qualities.

Pupils relish the opportunity to take on a broad range of responsibilities and they make a significant contribution to school life. School council members feel empowered to make changes and other post holders, such as the 'wellbeing warriors', take their responsibilities seriously. They wear their different badges with pride. Pupils understand the need for democracy in their school and in society and understand the need to elect different pupils to share responsibility posts. 'Everyone has a role and gets a chance' commented one pupil. In classes, pupils act responsibly by finding equipment for themselves and making decisions about how to learn.

Pupils have a strong sense of moral duty due to their respect for the dignity of all individuals and groups of people. Extreme views and discrimination are not tolerated. Pupils speak passionately about the 'Care for Cambodia' charity work, understanding that not all children are 'as lucky as us'. Pupils are compassionate and develop a strong commitment at a young age to showing tolerance for all, irrespective of any differences. 'They are children like us', said one child; another commented that everyone has 'hair, hands, a mouth, legs, arms ...and a heart'. Books and PSHCE lessons address openly issues such as the structure of different family groups. Pupils' strong sense of giving to the community continues in their overwhelming commitment to preserving the environment. They have changed the wrapping on their hygiene packs for Cambodia from plastic to old t-shirts which can be recycled. Deconstructed role-plays now use recycled materials and pupils have even more fun using these.

The curriculum develops pupils' cultural and spiritual understanding very well. Pupils play a range of musical instruments, such as ukulele, drums and violins, and they are also able to sing, paint, make models and create handicrafts. Boys and girls take part equally in the broad range of activities. Pupils have a strong understanding of different cultures through their lessons on diversity, including the 'We are Unique' project. They know which religions and cultures celebrate which festivals and they enjoy celebrating these together. Pupils can explain key aspects of British society due to the celebration of key events such as the Diamond Jubilee and visits to Singapore by Prince Charles and the Duchess of Cornwall. As a result, they are developing their knowledge of the structure of the royal family, including the Queen's role in Britain. The annual celebration of Remembrance Day at school develops pupils' understanding of the significance of the poppy.

Part 3. Welfare, health and safety of pupils

The school meets the requirements of the standard.

Arrangements to promote the welfare, health and security of pupils are outstanding in their scope and effectiveness and pupils rightly feel safe and very well cared for. The school's safeguarding policy is applied rigorously and any incidents are handled appropriately and, if necessary, with the support of local child services. All staff are trained regularly by specialists to the highest UK standards and any new members are immediately guided through the school's approach. The promotion of ideals of friendship and cooperation actively prevent issues of bullying and both pupils and parents comment on the school's harmonious nature.

Relationships between staff and pupils are very strong and productive. New pupils settle quickly in the friendly and cooperative atmosphere. They quickly gain in confidence through the mutual support of peers. The positive reinforcement received from teachers helps develop their self-esteem, maturity and sense of personal worth.

The coordinated support network offered by the learning support staff, nurses, counsellor and educational psychologist is particularly effective for those pupils experiencing difficulties. As well as offering training to colleagues, these staff maintain a constant watching brief and their radar is alert to any pupil needing support. Pupils report that they know who they would turn to with any difficulties. The newly created infant health centre deals promptly with any minor cuts and bruises, undertakes medical checks, and keeps detailed pupil records. Procedures for handling medication are exemplary.

There is a clear commitment to leading a healthy lifestyle and pupils have benefitted from the school's recent drive to introduce a wider range of physical education into the curriculum. Activities such as learning to cycle or using the climbing wall complement the healthy eating programme in promoting pupils' fitness. As part of the continual challenge to keep pupils safe, the school has introduced lessons in e-safety.

The school takes every opportunity to ensure that the campus is a secure environment. Robust systems to control entry and secure the school grounds are employed by the vigilant security team. Stringent fire regulations are met, reflecting those in the UK, with regular evacuations held to test procedures as well as lockdowns to ensure that pupils remain safe from intrusion.

School leaders ensure that all activities are appropriately assessed for risk as required in the school's written risk assessment policy. Any off-site visits have risk assessments built into their planning and all new initiatives such as the climbing wall, are also assessed for risk. In line with the school's principles of equal opportunity, the buildings are accessible to all pupils regardless of physical disability.

For almost all pupils, attendance and punctuality figures are high. Any pupils or families whose record is less than regular are the subject of close monitoring and any unexplained absences are immediately investigated.

Part 4. Suitability of staff, supply staff and proprietors

The school meets the requirements of the standard.

Systems to check the suitability of the proprietor and staff meet all requirements, both locally and internationally. There is a very strong emphasis on safe recruitment, and those involved in staff recruitment have been appropriately trained. All aspects of staff recruitment and vetting are applied rigorously. The school checks the employment history of all staff, including police checks on the suitability of staff to work with children and the right to work in Singapore.

Locally recruited staff are subject to similarly thorough checks, as are all volunteers who work with children. All have been trained in child protection and receive regular updates. The school's directors are subject to stringent checks to meet local requirements concerning their suitability.

The school has a high-quality teaching staff, almost all of whom are British trained with extensive experience of the British curriculum. Teaching and learning assistants are also very well qualified. There is a strong programme of training and staff development for all staff to ensure that they keep abreast of new developments.

Part 5. Premises of and accommodation at school

The school meets the requirements of the standard.

The premises and accommodation are of exceptionally high quality. Many useful additions and modifications have been made since the last inspection and the campus offers an excellent environment for pupils' learning. New facilities include access to physical education halls and a parents' social area in the recently constructed Nixon building, a climbing wall in the Curran hall, and a newly located infant health centre as well as refurbishments of toilets and communal areas.

Some of the most effective developments have been driven by the continual desire to improve curriculum opportunities. For example, the new 'creation station' in the library, offers a chance to make things from a huge range of small resources, and the 'music shed' is the setting for outdoor musical creativity. Simple ideas such as the 'mud kitchen' in the early years area present enriched opportunities for children to learn early concepts of mathematics and science.

The premises are extremely well maintained by the dedicated members of the facilities and housekeeping departments. Their care encourages pupils to treat the premises and resources with similar respect. Class areas are used well to value pupils' work and celebrate their achievements. They have been configured carefully to support the school's approach to learning, with open-plan areas and smaller, discrete activity spaces. Teaching areas are well resourced with aids such as interactive boards and portable information technology, which has been chosen well to support learning skills.

The school is a safe and accessible environment for all pupils. Security is given a very high priority and the operations department ensure that all certification is in place to meet Singapore's stringent statutory requirements.

Part 6. Provision of information

The school meets the requirements of the standard.

The provision of information for parents, carers and others is outstanding. The school's website is comprehensive, updated regularly and provides a wealth of easily accessible information concerning all aspects of school life. This includes basic information, admission arrangements, policies, procedures, events and newsletters. The infant school section of the website provides further, more detailed and specific information. The parent portal allows access to restricted and more confidential information concerning a child's education and progress, including assessments and reports. In addition, the school has social media and messaging feeds to deal with more urgent information, either on an individual, group or whole-school basis. In the early years, the online individual learning diary provides information about children's individual work and progress. In Key Stage 1, a newly introduced learning journal programme provides similar information and is becoming increasingly popular among parents.

Parents receive regular reports and updates about their child's progress, both formally and informally. Parents say that they are extremely well informed about all that is happening in the school, and the progress their children are making. They report that the school and staff are open and very accessible. They say that the first line of contact is usually through a child's classteacher, and that the school responds very effectively to all reasonable requests for information. They feel part of the school community and say that the school works very well in partnership with parents to help their child's education. For example, they welcome the workshops that the school has run for parents concerning particular issues such as helping children to manage the digital world.

Part 7. Manner in which complaints are handled

The school meets the requirements of the standard.

The school has a detailed complaints policy that is readily available via the school's website. This makes it clear how to raise a complaint, either formally or informally, and sets out the procedures that will be followed. Parents say that they are fully aware of this policy and the steps to take should they wish to complain.

Parents say that most issues are handled informally, quickly and to the satisfaction of the relevant parties. There has been one formal complaint since the last inspection. This was handled appropriately and sensitively by the school. All procedures were followed and were documented fully.

Part 8. Quality of leadership in and management of schools

The school meets the requirements of the standard.

Leadership and management of the school at all levels are outstanding and result in outstanding outcomes in all areas. The headteacher and senior leaders set very high standards and are committed to excellence in all areas. The school's vision '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' reflects this. The school's core values of 'respect, responsibility and purpose' are very firmly embedded and shared by all staff.

This commitment to excellence permeates the school and is widely shared, and leadership at all levels, including in the early years, is outstanding. Middle leaders, whether of curriculum areas, phases or year groups, are very capable and committed. These leaders have autonomy and are very effective in developing and driving initiatives and improvement. The teaching staff are well qualified, effectively deployed and equally committed to achieving the best outcomes for all pupils, both academic and personal. They are effectively supported by a large team of well qualified teaching and learning assistants. Staff at all levels are mutually supportive but will also challenge where they see a need or opportunity for improvement. As a result, staff are very happy working in the school, and staff turnover is low.

The school is investing heavily in improving still further the skills of all staff. There is a strong and effective programme of training and professional development and the school was recently reaccredited for the Continuing Professional Development quality mark. A system of project and temporary points for both teachers and teaching and learning assistants allows a wider range of staff to experience leadership roles. In addition, the school provides and hosts workshops and training for other international schools to share and promote best practice.

As a result of outstanding leadership and management, the school has maintained very high standards over an extended period of time. However, there is no complacency. It constantly strives to do better and there is a culture of continuous improvement. The school's leadership reflects carefully on all that it does, and there are very thorough systems in place to monitor the quality of pupils' achievements and the quality of teaching and learning. Self-evaluation is detailed, honest and accurate, and forms the basis of very thorough improvement planning. Leaders also ensure that the standards relating to British Schools Overseas are fully met. Consequently, the school has an excellent capacity to improve.

School leaders at all levels, including governors, have a very strong and clear focus on the development and welfare of the whole child. This is reflected in the school's vision and core values. The school is highly inclusive. Discrimination is not tolerated and leaders ensure that there is a strong and clear commitment to equal opportunities for all pupils, including those who have special educational needs and/or disabilities, or those who are gifted and talented.

The governance of the school is excellent. The distinction between governance and leadership of the school is clear. The board of directors sets the strategic direction for the whole school and provides excellent support and challenge for the headteacher. The board ensures that senior leaders can work with autonomy, but that they are held effectively to account. Two governors are specifically attached to the infant school, and this ensures that there is a clear line of communication and information so that infant school issues receive appropriate attention and consideration. The board makes sure that the school meets all regulatory requirements, including those related to safeguarding and child protection. Governors maintain a clear oversight of the school's finances and have been extremely successful in managing the school's staffing, facilities and resources.

In discussion and in surveys, parents routinely describe the school as excellent. Almost all say that they are very happy with the quality of education provided and the progress made by their children. They describe the school as a very happy, caring community that deals very effectively with the individual needs of each child while promoting outstanding standards.

Part 9. Minimum standards for boarding

Not applicable.

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, the school might wish to consider the following point for development:

- Consider how the school's provision might adapt to take account of the increasingly diverse characteristics of the school population.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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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	✓			
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Leadership and management

Overall effectiveness of leadership and management	✓			
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The quality of provision for boarding

Not applicable				
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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)	736
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	Nursery: S\$26,181 Reception: S\$32076 Y1 and Y2: S\$32586
Annual fees (boarders)	n/a
Address of school	95 Portsdown Road Singapore 139299
Telephone number	+65 6788 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 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.

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.

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.

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 Education Development Trust works 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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