

Tanglin Trust Junior School

British Schools Overseas Inspection Report

Inspection dates: 1-3 February 2016

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Age group: 7-11
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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 3 inspectors from Education Development Trust who spent 3 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. 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

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Tanglin Trust Junior School is a not-for-profit private school situated in Portsdown Road, Singapore. It has recently celebrated its 90th anniversary. The school provides education for boys and girls aged seven to 11 years old. There are currently 768 pupils who attend the school. This is much larger than the average-sized junior school in the UK. The majority of pupils hold British passports, but there are over 40 nationalities represented at the school. The majority of pupils speak English as a first language. The school also teaches Mandarin as a foreign language, providing Mandarin as an additional language for heritage speakers. It has recently introduced a mother tongue programme after school including Hindi, Japanese, Spanish, French and German. The school also teaches Mandarin Chinese as an additional language. Few pupils are disabled or have been identified as having special educational needs. The school provides the English National Curriculum. The school has also received a wide number of awards: for example, the Geography Gold Quality Mark. Tanglin has also been designated as the 'hub leader' for the Science Quality Mark within Asia. When pupils leave school, the majority go on to attend Tanglin Senior School.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by three Education Development Trust inspectors. The inspection team had access to a wealth of information about the school prior to the inspection. Over the three days of the inspection, inspectors visited 34 lessons, 3 of these were conducted jointly with the headteacher and senior staff. Inspectors held 31 meetings to interview the senior leaders, staff, pupils, parents and members of the governing body. Inspectors reviewed the responses from parents to the school questionnaire on their views of the school. The inspectors scrutinised pupils' work as well as school documents, including the school's self-evaluation, improvement plans, policies, assessment information and safeguarding procedures. Inspectors generally observed the school's work and followed up on any issues raised. On the third day of

the inspection, a representative of Education Development Trust conducted a quality assurance visit.

Evaluation of the school

Tanglin Trust Junior School is an outstanding school. It provides an excellent quality of education for all its pupils and meets the standards for British Schools Overseas. The vast majority of pupils start the school with attainment which is above the standards expected for their age.

Pupils' attainment is exceptionally high and progress in **English** is outstanding. From typically above average starting points in the development of their basic skills, pupils in Year 3 make rapid progress. Most listen carefully, speak clearly and use an increasing range of high quality vocabulary. For example, a recently hatched but missing dragon was described as, 'a vile, bloodthirsty and fearsome beast'. Pupils make excellent progress in reading because the regular teaching of phonics helps to ensure that all pupils' basic reading skills are firmly established. This also provides a secure platform for the development of writing skills which are well above those expected for their age.

Outstanding progress continues as pupils move through the school. As almost all pupils are enthusiastic learners, and expectations of what they can achieve are high, pupils' speaking, listening, reading and writing skills develop rapidly. By Year 6, the overwhelming majority of pupils reach standards that are exceptionally high compared with those expected of pupils of the same age in England. Pupils demonstrate high level speaking skills. With considerable confidence, they express their ideas with increasing precision, using a rich and varied vocabulary. Reading skills are also exceptionally high. Pupils use their good knowledge of punctuation and grammar to read with understanding and expression. Most pupils are able to extract information from a range of demanding texts and a variety of source material, which they acknowledge and reference with increasing skill to avoid plagiarism. Progress in writing is underpinned by the numerous, stimulating opportunities provided for pupils to talk through their own ideas and listen to the views of others before writing. Most develop neat, cursive script and write extended pieces for different audiences and different purposes: for example, a series of entries in a disaster diary and writing historical fiction. Of extraordinary quality are discursive essays, written to answer the question, 'Who is to blame for the deaths of Romeo and Juliet?' These include embedded quotes, clear points, supporting evidence and sophisticated conclusions. Typically, writing includes a rich selection of carefully chosen adjectives, varied connectives and adeptly used figurative language, imagery, rhetorical questions, metaphors and personification in well-structured paragraphs.

Pupils' attainment is exceptionally high and progress in **mathematics** is outstanding. By the end of Year 6, the overwhelming majority of pupils reach standards that are significantly higher than those expected of pupils of the same age in England. Standards, by the end of Year 6, have risen significantly every year since the last inspection. Pupils' work is characterised by their conceptual understanding and the ability to recall and apply knowledge. In lessons, pupils confidently tackle the challenges set; they are given time to talk through their learning and to learn by their mistakes. A strength through the school is the way in which pupils use their mathematical and number skills to help them in other subjects across the curriculum. Pupils in Year 5, for example, use what they know of measuring mass and angles to predict and evaluate

the impact of a meteor strike, as part of their space topic in science. They use flour trays and balls of modelling clay of different sizes and weights to replicate the possible impact of such a strike. They cooperate well and carefully measure and interpret the results to determine potentially where to site a space station on a distant planet. The pupils are assured users of mathematics, confident to take risks, using trial and error methods, persevering in seeking solutions and ‘thinking harder’.

Pupils’ attainment is exceptionally high and progress in **science** is also outstanding. Since the last inspection, standards have risen year on year. All pupils make at least expected progress and a very large majority make considerably better-than-expected progress. The most able pupils also achieve exceptionally well. Pupils are very effective in harnessing their natural curiosity and developing skills of enquiry. For example, pupils in Year 3 use their highly tuned skills of scientific enquiry when testing egg shells to explore the impact that various fizzy drinks, fruit juice and water may have on tooth decay. Pupils also use their excellent subject knowledge, building upon prior learning in other subjects such as mathematics and computing, to ensure tests are robust, fair, accurately measured and recorded. Pupils respond very positively to the support and guidance provided by members of staff. Pupils consider questions thoughtfully before giving a well-considered and reasoned answer. Pupils also understand the concept that different skills are needed by different people for different investigations. This was clear, for example, when Year 6 pupils were exploring the forensics of fibre analysis in their crime-scene investigations work. The lead detective understood her role was very different from that of the criminal profiler and so needed to establish different hypotheses and different lines of enquiry.

As well as achieving exceptionally well in reading, writing, mathematics and science, the standards reached by pupils in other subjects across the curriculum are also exceptionally high. Pupils’ use of technology is highly effective. They are confident to use 3D printers to help their geographical understanding of the Singapore skyline and the green screen to help with their performing arts. Pupils learn a wide range of musical instruments and perform to a high level. The school has invested in developing specialist teachers and departments. For example, the quality of pupils’ skills in basketball, girls’ football or swimming is also exceptionally high.

Summary of other judgements against the BSO standards:

The quality of the curriculum provided by the school is outstanding (see Standard 1 below).

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 9 below). In the context of this already highly effective school, inspectors agree with leaders on the identified priority of implementing planned actions relating to the further improvement of the assessment of pupils’ achievement in line with the new National Curriculum.

As a result of this inspection, undertaken during February 2016, 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 school meets the requirements for this standard. The quality of the **curriculum is outstanding**. It is vibrant, rich and exciting. Detailed schemes of work follow the English National Curriculum and pupils are exceptionally well prepared for the next stage in their education or to enter or re-enter the English education system. The school is successful in delivering a curriculum that inspires and motivates pupils who say they 'really enjoy everything Tanglin provides for us'. The curriculum also reflects very well the school's international setting and celebrates diversity; pupils say they appreciate topics, such as 'Incredible India' and 'Rise of Modern Singapore'. In addition, themed topics are used well and often include a whole school focus, such as the one on entrepreneurship. The school regularly reviews provision and takes into account the views of parents and pupils. This has resulted, for example, in Mandarin Chinese being taught as a foreign language for all pupils and the introduction of mother tongue lessons. The curriculum provides exceptionally well for pupils who speak English as an additional language.

The extensive number of cross-curricular topics provides many opportunities for pupils to apply their subject knowledge in activities which they find interesting and relevant. There are many examples across the school, including a Year 4 topic 'An Island Paradise' which successfully links geography, science, English and computing.

Specialist staff are employed to support physical education, music and computing, art, drama, dance and modern foreign languages. The value of their expertise is evident in the exceptionally high standards reached in these subjects and the rich opportunities offered to all pupils. Specialists not only bring their subject expertise to enhance the learning experience for pupils, but also to support other staff in their professional development.

The curriculum is exceptionally well adapted to challenge the most able pupils to achieve outstandingly well. Examples in science and humanities include Brain Academy and Challenge for All. The curriculum is equally well adapted to support disabled pupils and those who have special educational needs, or others who may require more support in their learning at any given time through precision teaching. All achieve outstandingly well. This bespoke approach to curriculum development ensures that all pupils, regardless of ability, are provided with work that engages, challenges, excites and motivates. It is no wonder pupils say, 'we absolutely love it here'.

Rich, diverse opportunities extend the curriculum well beyond the classroom and further enhance pupils' learning with memorable experiences. They include residential visits to Singapore Zoo, Pulau Ubin/Sentosa, Sarawak and Malacca. The school also makes excellent use of visitors to the school and pupils benefit from, for example, workshops with the illustrator Korky Paul. An extensive range of extra-curricular and enrichment activities enables pupils to

pursue their individual talents and interests, particularly in art and sports. Productions, such as *Mulan*, are one of the many annual highlights in the music and drama department's calendar.

British life, past and present, features strongly in the curriculum. For example, in the Second World War history topic or Shakespeare's, *Romeo and Juliet* topic in English. The recent flooding in Britain has been studied, making comparisons to other flood hit countries in the world. After school clubs, such as Brownies and Cub Scouts further support pupils' understanding of British life.

The quality of **teaching and assessment is outstanding**. Carefully recruited teachers have access to high quality professional development, accurate and skilful monitoring and feedback. Consequently, the quality and consistency of teaching are extraordinarily high. Across all subjects, teaching promotes pupils' learning and personal development exceptionally well. This is seen in the work in pupils' books, the varied examples of completed work and the records of their progress. As a result, all pupils make outstanding progress and achieve high standards in every subject.

Pupils make rapid progress because teachers have a highly secure knowledge of the subjects they teach and an excellent understanding of how children learn. They make effective use of a wide variety of resources to create a highly stimulating learning environment and are ably supported by highly trained teaching and learning assistants. Teachers use an extensive range of strategies to deliver carefully planned, imaginative and relevant lessons. Pupils meet teachers' high expectations of behaviour and this lays the foundation for their exemplary attitudes and mature conduct. The school has created a safe learning environment where both pupils and their teachers feel safe to take calculated risks, experiment and think 'outside of the box'. In this special environment, pupils thrive and their knowledge, skills and understanding quickly develop in all areas of learning. Pupils' curiosity is valued, passion for learning encouraged and resilience and resourcefulness developed. Teachers provide frequent opportunities for pupils to verbalise and clarify their thinking, to work collaboratively and independently. As a result, pupils are enthusiastic and motivated learners. There is a lively atmosphere in all lessons as pupils actively work together in pairs or small groups, sharing ideas and finding things out for themselves.

Questioning is used exceptionally well to check pupils' understanding, to probe the reasoning behind their answers and to encourage pupils to think more deeply. In Year 6 literacy, for example, pupils explore how well a variety of authors make their villains come to life. High-quality questioning develops pupils' critical thinking as they rank the vile villains from least to most evil, justifying their thinking. Pupils demonstrate a well-developed understanding of a variety of social and moral issues such as 'is war ever justified?' Pupils' speaking and listening skills are well above expectations for their age. Teachers perceptively gauge when and when not to question and encourage pupils to find things out, hypothesise, problem solve and arrive at conclusions for themselves.

Staff make particularly effective use of assessment information to track pupils' progress towards their targets, identify potential underperformance and plan lessons to meet the needs of all pupils. As a result, the work closely matches pupils' ability levels and contributes positively to the excellent progress they make. Across subjects, teachers mark pupils' work promptly. In accordance with the school's marking policy, pupils are provided with clear guidance on how well they are doing and what they must do in order to improve. Pupils are skilled at evaluating

their own work and also assessing the work of others. They are helped to have a clear understanding of their targets. This enables them know what it is they do well and what they need to do to further improve. They are able to make these judgements about their work in every subject across the curriculum.

Assessment systems allow standards and progress to be compared to high performing schools in the United Kingdom and internationally.

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

The school meets the requirements of this Standard. The spiritual, moral, social and cultural development of pupils is outstanding. As a result, pupils thrive in a supportive, safe environment which develops confident and collaborative learners who are resilient and not afraid to take risks. Pupils' attendance is above average and they are punctual and well prepared for their lessons.

All members of the Tanglin Junior School community model, through the high quality of relationships and interactions, a keen understanding of the principles they wish to promote; for example, tolerance and respect. School values are reinforced through assemblies, posters and displays. On arrival in school, everyone is greeted by the 'Faces Wall' where the faces of all pupils, and every member of staff are displayed, with the flag of their choice painted on their face, to represent the country with which they are associated. This is just one of many examples where school leaders have developed a climate within which all can grow and flourish, respect others and be respected. This is evident in the way pupils conduct themselves in lessons, listening to each other's views, taking turns in a debate, working as a team and collaborating. Leaders also promote a teaching style which promotes and values pupils' questions and gives time for reflection so as to develop curiosity in learning. In one lesson, there was a whoop of delight when pupils were told they were going to be set another challenge. Spontaneous applause for the classmate who succeeded in this challenge showed a real passion for learning.

The school places a high priority on personal development. The impact of the introduction of the bespoke personal, health, social and cultural curriculum is evident in pupils' exemplary attitudes towards learning and behaviour around the school. The 'impact hour' and assemblies not only reinforce the values of the school but recognise pupils' achievements and particular talents. Pupils enjoy taking responsibility and there are numerous opportunities for pupils to take on leadership roles. These include buddies who support in the infant school, charity leaders, and numerous curriculum and class representatives. School house captains, elected through a democratic process by their peers, also make a significant contribution to the smooth running of the school. Pupils are proud to take on positions of responsibility and recognise that they all have an important role to 'foster a community of caring learners'. Pupils also contribute to and make decisions that affect the development of the school; for example, their involvement with the shortlisting of prospective teachers.

Pupils are highly respectful of the cultures and values of others. They are knowledgeable about public institutions in Singapore, internationally and in Britain, for example the National Health Service. Pupils have many opportunities to visit places of worship or cultural significance. For instance, Year 3 made a trip to a Hindu temple as preparations were underway for Diwali

celebrations. The Ancient China topic also provided an opportunity to recreate an amazing 'Terracotta Army' in art lessons. Preparations for the Chinese New Year were also well underway and pupils have an excellent appreciation of what others consider important.

Residential trips, which are now offered to all year groups, develop pupils' social skills and are highly successful in building self-confidence and promoting team building. Pupils are also actively engaged in supporting a wide range of charities such as Riding for the Disabled, Food from the Heart, while the High Commissioner Award gives pupils the opportunity to engage with the local community. Pupils at Tanglin Junior School talk with pride about their school. They say 'our teachers make it like we are the centre of their world, but we in turn learn that life is all about other people and not ourselves.'

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

The school meets the requirements of this Standard. Arrangements to promote pupils' welfare, health and safety are outstanding. They are supported by a comprehensive set of school policies that are firmly embedded and regularly updated. These underpin the school's powerful ethos of inclusion and support for all pupils.

The safety and security of pupils is of the highest priority. Arrangements for child protection and safeguarding match current requirements in the United Kingdom and the requirements of Singapore. In the event of concerns for a pupil's welfare, all staff know what to do and to whom they must speak. Safety arrangements meet local requirements. Regular drills ensure that staff and pupils know the procedures to be followed during evacuation of the buildings and lockdown. Evacuations are completed speedily and efficiently. Security for visits outside the school has a high profile and risk assessments are integral parts of the planning of all visits. An admissions' register and an attendance register are kept up to date; both conform to local regulatory requirements.

Appropriate policies are in place to promote excellent behaviour and to guard against bullying. Supervision of pupils is very effective and pupils say that they feel very safe in school. They have very few concerns about behaviour because instances of bullying are extremely rare and they know to whom they should go if they have any worries. School data confirm that there are no recorded incidents of bullying and that instances of unacceptable behaviour are extremely rare.

School nurses ensure that there is a high quality of care for any pupils who become ill or require regular medication. The medical team keeps the relevant staff fully informed about the health needs of individual pupils. Medication is kept in a locked cabinet and records meticulously maintained. There is a suitable written policy on first aid, which is implemented appropriately. Learning support for disabled pupils and those who have special educational needs is highly effective and enables all to play a full part in school life and make rapid progress. Parents are included in planning how the needs of their child will be met and in monitoring their progress. Carefully identified pupils who are gifted and talented excel because they are provided with high quality specialist support to challenge and inspire them. There is no ceiling to the levels they can achieve in academic learning, sports, creative and performing arts. Pupils' progress is closely monitored and, when this slows down, identified pupils of all abilities are immediately offered additional precision teaching in reading and writing. This exceptional provision is 'the cherry on the top' of individual targeted support, contributing significantly to pupils' excellent progress.

The school environment supports learning exceptionally well. The buildings, equipment and resources are excellent and fully suited to the educational needs of the pupils, including those who have special educational needs. The indoor and outdoor accommodation provides pupils with a stimulating range of activities that contribute significantly to their academic and personal development.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this Standard. The chief executive officer and board of governors have exceptionally high expectations of senior leaders, who are rigorous in carrying out all required checks on current and new staff members. These ensure staff are suitable to work with children. Locally recruited staff are subject to similarly thorough checks. All aspects of staff recruitment and vetting are subject to robust quality assurance checks by senior staff.

The 'Blue Sky' staff appraisal procedures are well established and work exceptionally well. Staff speak very highly of the support they receive to improve all aspects of their work. Leaders have invested a considerable amount of time and energy to ensure only the very best teachers are appointed. This has made a significant contribution to the strengthening of already outstanding teaching since the last inspection. Leaders also have a very clear vision that all staff should have access to high quality professional development to ensure that pupils receive the best possible education and care. Appropriate and well-established performance management procedures are in place to support and challenge staff who may be at risk of underperforming.

Standard 5. The premises and accommodation

The school meets the requirements of this Standard and the authorities of Singapore. The premises, resources and accommodation are of a high standard. Pupils are proud of the school environment and treat their surroundings with great care and respect.

Support staff ensure that the buildings and classrooms are hygienic and maintained to a high specification. Facilities for the preparation, serving and consumption of meals are hygienic. The appropriate authorities carry out regular checks of the premises and accommodation, and the school has all of the certificates needed to operate. Classrooms are of a good size and, together with communal areas shared by each year group, provide attractive and inspiring environments for learning. Specialist teaching areas for music, drama, dance, technology, swimming, gymnastics, physical education and food technology are exceedingly well equipped and make a significant contribution to the outstanding progress made by pupils in these subjects. At the heart of the school is the well-resourced library to support learning, satiate curiosity and delight avid readers. Highly effective use is made of the wide range of technology in lessons across all subjects and throughout the school. All the available space is utilised creatively to support the delivery of the rich and broad curriculum and enable pupils to flourish. High quality displays, artwork and photographs demonstrate that the school is a stimulating learning environment in which pupils thoroughly enjoy learning and reach exceptionally high standards.

The swimming, sports facilities and climbing wall are well maintained and used very effectively to provide pupils with a wide range of physical activities, both in and out of school time. There are climbing frames and shaded areas for pupils to use in non-contact time and an appropriate

number of washrooms for staff and pupils. The school buildings allow safe access and, should the need arise, evacuation for all pupils including disabled pupils and those who have special educational needs. There are high quality medical facilities for pupils who are or who become ill. The school is well decorated and maintained. The director of operations and his team carry out regular reviews and work tirelessly to ensure that the premises are thoroughly maintained in a safe condition. This enhances the quality of learning for all pupils.

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

The school meets the requirements of this Standard. Since the last inspection the school has further significantly improved its provision of information for parents and regularly seeks their views, formally and informally. The school also provides parents with an excellent range of information on the school's website, which is attractive and easily navigated. It provides parents with a wealth of information about the school and includes all the documents that are required by this BSO standard. The school also uses a bespoke virtual learning environment effectively, which enables parents to become actively engaged in their children's education. Reports are distributed to parents twice a year on their child's achievements. These reports also include cohort information, so that parents are able to understand their child's attainment in relation to the year group as a whole. Parents say that the written reports they receive have improved and are appreciated.

Parents who have been elected as Class representatives and Year group representatives meet regularly and this provides a platform for parents to communicate their ideas and concerns. Parents say that the school listens to their views and there are many examples when these have been acted upon. An increasing number of workshops and 'parent working parties' have enabled school and parents to collaborate on developing key areas of school life.

Parents agree that teachers are approachable and friendly and say that any concerns or queries that they raise are dealt with promptly and efficiently. They said that the school promotes a good knowledge and understanding of modern British life. They were also confident that the education provided prepares their children for an education in the UK independent sector if they chose that route. This positive and improving picture of information sharing on the part of the school was further supported by a recent parent questionnaire. The school has met its aims of providing a constructive channel of communication between home and school which makes a positive impact on the life of the school.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this Standard. The complaints procedures are clear and information is available on the school's website. School leaders have developed an 'open door' policy, which means that concerns or informal complaints are quickly resolved. For example, parents explain that they can email teachers directly. Teachers are expected to respond to these emails within 24 hours, but parents say 'often it is much sooner'. Since the last inspection, the junior school has not received any formal written complaint. At their meeting with inspectors, parents confirmed that any concerns were dealt with fairly and in a timely manner. Parents and staff spoke highly of the headteacher and senior staff, saying 'they always stop what they are doing and give us their undivided attention, so we are not alone with any concern we may have.'

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

The school meets the requirements of this Standard. The leadership and management of the school are outstanding in every regard. The highly effective headteacher, together with the deputy headteacher and assistant headteacher, has a vision for excellence and passion to deliver the highest possible standards. The school's self-evaluation is robust and accurate. As a result, the plans for future improvements are focused on the correct priorities. Senior leaders have dynamically led this school from strength to considerable strength, since the last inspection. There is a clear expectation that everything that is done should be done outstandingly well because the pupils deserve nothing less. There is excellent capacity and determination to improve still further.

The headteacher is also skilled at developing the potential of leaders at all levels, as well as in making highly successful key appointments. The member of staff who is responsible for leading the use of assessment information has developed a highly effective system where pupils' progress is tracked and their attainment measured. This information is used exceptionally well to enable staff to step in quickly and support those pupils who may not be making the best possible progress. Leaders are now planning further improvements to the assessment of pupils' achievement against the demands of the new National Curriculum.

The heads of year and curriculum leaders also play pivotal roles, making sure pupils receive a well-considered and highly effective education. The leaders of the learning support provision have also transformed the provision for those who, for whatever reason, may need more bespoke support because of their special educational needs or disabilities. As a result, all pupils make the same outstanding progress. This is one example of the comprehensive way leaders promote equality of opportunity and tackle discrimination.

As a non-profit charity, Tanglin Trust Junior School is administered by a board of governors. In partnership with the school's visionary chief executive officer, the board is responsible for finance, staffing, premises, admissions and staff appointments. Leaders are highly effective at making sure that all safeguarding procedures meet the highest standards. The separate responsibilities of the board and the school's professional leaders are clearly understood and respected. Board members are exceptionally well informed about the many strengths of the school, but not in the least complacent. Everyone is always looking for new ways of making this outstanding school even better. The board has set exceptionally high standards, but then trains and encourages school leaders so that those standards are realised. Board members also effectively appraise the performance of the headteacher. The chief executive officer has been instrumental in developing a school with a heart of humility, curiosity and community.

School leaders provide an excellent role model for staff and pupils alike. The headteacher and deputy headteacher are a very positive presence around the school and are always available for whoever needs support, guidance or encouragement. The assistant headteacher, who has responsibility for the pastoral care of pupils is also an exceptionally skilled practitioner. As a result, pupils know they are highly valued by every member of staff.

Compliance with regulatory requirements

Tanglin Trust Junior 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 points for development:

1. In the context of this already highly effective school, inspectors agree with leaders on the identified priority of implementing planned actions relating to the further improvement of the assessment of pupils' achievement in line with the new National Curriculum.

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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The quality of provision for boarding

	n/a			
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school	Tanglin Trust Junior School
Type of school	Foreign system school: British curriculum school with an international perspective
Date school opened	1925
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll (full-time pupils)	768
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	Singapore \$32,205
Annual fees (boarders)	n/a
Address of school	95 Portsdown Road Singapore 139299
Telephone number	+656778 9000
Email address	Junior.school@tts.edu.sg
Headteacher	David Ingram
Proprietor	Non-profit company. CEO is Peter Derby-Crook

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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 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. 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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