

Tanglin Junior School

British Schools Overseas Inspection Report

Inspection Dates: Monday 28 – Wednesday 30 January 2019

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Age Group: 7-11

Report Published: 5 March 2019

Report Reference Number: 1053



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 Trust Junior School is an independent, non-selective school situated in Portsdown Road, Singapore. The Junior School forms part of a large, international school for pupils aged 3 to 18. It is run as a not-for-profit charity status school that offers an enhanced and rigorous English National Curriculum, although this is modified to reflect its international setting. This enables families to leave and return to the UK without disruption to their children's education. There are 769 pupils in the Junior School. These are divided into classes with a maximum size of 24 pupils across the school. In the Junior School 51% of pupils hold British passports and 39 nationalities are represented among the student body. The school is non-selective but proficiency in English is a prerequisite for entry. There are 36 pupils with an identified special educational need or disability. Pupil turnover is lower than in most international schools and the majority of pupils move on to Tanglin Senior School after Year 6.

The school states that it is in the process of 'significantly developing and enhancing world class facilities across campus to be achieved by 2021'.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by three Education Development Trust inspectors. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to a wide range of information about the school prior to the inspection. Over three days, the team visited 50 lessons, observing teachers in a wide range of subjects. Inspectors held 22 meetings to interview senior leaders, staff, pupils, parents and governing body members. Inspectors also observed break times, assemblies and other aspects of the school's work. The team scrutinised pupils' work, including that recorded

electronically. They also looked at school documents including: the school's self-evaluation, development plans, policies, assessment systems, data analysis, behaviour incidents, complaints and safeguarding procedures. They observed the school at work and followed up on any issues raised.

Evaluation of the school

Tanglin Junior school remains an outstanding school. It provides an outstanding quality of education for pupils across the 7-11 age range and meets the standards for British Schools Overseas.

Since the last BSO inspection in 2016, the school has gone from strength to strength with standards higher than ever. Pupils enter Year 3 with attainment levels that are typically well above those found in the UK. By the time they leave the Junior school a very high proportion of pupils meet and exceed the standards found in the UK. In 2018, 87% of pupils in Year 6 met the expected standard in reading, writing and mathematics. Twenty-six per cent of pupils reached the greater depth standard. This compares to figures of 64% meeting the expected combined standard and 10% exceeding the expected standard in UK schools. The progress they make in these subjects from individual starting points is also outstanding.

Pupils make outstanding progress in **English**. By the end of Year 6 pupils typically attain standards that are well above the UK national averages for reading and writing.

Attainment has risen since 2016. In 2018, 95% of pupils attained expected standards. The proportions attaining a higher standard in reading and greater depth in writing were 43% and 35% respectively, which were well above the UK averages. In the current Year 6, 50% of pupils are already attaining higher standards in reading and over 40% are attaining greater depth in writing.

Pupils develop excellent speaking and listening skills across the curriculum in each year group. Pupils grow in confidence and become adept at speaking and performing to an audience. They listen to each other attentively and show respect for views that differ from their own. Pupils develop a wide and varied vocabulary that supports deeper learning and thinking. Their excellent vocabulary underpins their success in reading and writing.

By the end of Year 6, pupils are imaginative and enthusiastic writers. They know the features of different types of writing and adapt their style skilfully to appeal to different audiences. They use punctuation and grammar very effectively to add interest and impact to their writing. For some pupils, their knowledge of spelling patterns lags behind their other writing skills and does not reflect their wide vocabulary. Pupils' attainment in standardised assessments of grammar, punctuation and spelling at the end of Year 6 in 2018 was above the UK average, but was not as strong as attainment in the reading and writing assessments. Leaders have introduced a systematic approach to developing and enriching spelling in English and this is beginning to have a positive impact. However, spelling is weaker in some subject areas.

Pupils develop and deepen their love of reading from Year 3 onwards. Pupils who initially struggle with reading, develop effective reading skills with expert support. Pupils of all abilities, including pupils who have specific learning difficulties, read with confidence. They experience a wide range of good quality literature and interesting factual texts that capture their interest. Pupils' ability to analyse text is extremely well developed. In Year 6 for example, pupils analysed the poetry of World War 1 poets with skill, showing a good understanding of the use of irony and empathy for the soldiers.

Pupils' attainment and progress in **mathematics** are outstanding.

In 2018, 95% of pupils achieved the expected standard, of which 48% reached greater depth. These results exceed the UK figures and have risen steadily since 2015.

As they move through the school progress is equally impressive and continues to improve year on year. Planned repetition of previous learning at the beginning of every lesson ensures that rapid recall and accuracy in computation is strong.

In Year 3 pupils confidently use formal written methods to multiply two and three-digit numbers by a single digit, explain their method and use results to solve a problem. The use of Cuisenaire Rods supports pupils' understanding of fractions in Year 4. Pupils can add and subtract fractions and through discussion and collaboration demonstrate their understanding of the relevance of factors, equivalence and connections.

Evaluating varying methods for adding fractions is a skill Year 5 can use when problem solving. They can distinguish between relevant and redundant information and techniques to be more efficient and accurate. By Year 6 pupils confidently solve problems using their knowledge of common multiples and factors to multiply fractions. Their use of arithmagons that become increasingly complex adds to the challenge which pupils relish.

Whole-school action taken to further improve reasoning skills means pupils can follow a line of enquiry, look for clues, patterns and relationships, ask questions and explain methods. Pupils of different ability groups are observed using these techniques. Confident, resilient, self-assured learners characterise pupils' attitudes to learning in mathematics, leading one pupil to advise peers, 'Just don't give up' and another, 'I like to think outside the box'.

When opportunities arise, pupils apply their mathematical knowledge competently to other subjects, for example measurement in science using thermometers and data loggers.

Attainment and progress in **science** are outstanding throughout the school. Pupils make excellent progress in the development of their scientific knowledge and skills. In 2018, 97% of pupils in Year 6 were assessed to be meeting the age-related expectations in the subject with 42% of pupils working at greater depth. These figures are significantly above the UK picture and are consistent with an improving trend in science throughout the school. Pupils confidently plan experiments, make predictions and work collaboratively as they organise fair tests to check out their hypothesis. Through this approach, pupils develop a growing understanding of how science works and how scientific evidence can be used to help understand the world around them.

By the end of Year 6, pupils make causal relationships with many talking about scientific facts and knowledge that would typically be taught in secondary school. For example, older pupils understand the differences between acidic and alkali solutions and how they must plan and record the experiments that prove their theories. Another group was able to describe the link between velocity, mass and momentum as they calculated the impact of a meteorite on a 'lunar surface' that they had constructed in a sand tray.

Pupils' attainment and progress in **technology** are outstanding. Pupils' knowledge, skills and understanding in this area are developed well throughout the school. Pupils are skilled at using a

wide range of exciting applications, including those that introduce them to the language of programming. By the time they leave in Year 6, almost all pupils can create mathematical games using a multimedia programming tool. They often link their work in technology to topics and themes that are cross-curricular. For example, design challenges lead to solutions to the solving of real-life problems. Consequently, pupils successfully engage in film production, image editing, podcasts and producing play-scripted narratives. This work demonstrates high levels of expertise, subject knowledge and creativity as they make excellent use of the facilities and resources available. These include the 'future learning space' and media suite which are dedicated to encouraging pupils to be innovative.

Pupils reach similarly high standards and produce impressive rates of progress in other subjects of the curriculum. Specialist provision leads to exceptional standards and provides a skills-based curriculum which develops pupils' passion for learning in a wide variety of areas. Through competitive sport and 'Sport for All' activities, pupils learn about themselves and others demonstrating high levels of respect and good sportsmanship. The innovative arts programme includes a high-quality music curriculum that inspires pupils to play instruments as varied as violins, harps, oboes and bassoons and leads to outstanding performance opportunities. Specialist drama engages pupils and stimulates creative writing while the ceramics programme leads to pupils producing high quality pieces of work across the Junior School. Pupils reach high standards in Chinese across the four skills of speaking, listening, reading and writing and careful differentiation with the use of Pinyin and Chinese characters enables all pupils to make outstanding progress from their respective starting points.

Throughout the school, **pupils who have special educational needs and/or disabilities** are very well supported and make excellent progress. They increase their reading age and improve their writing and mathematical skills significantly following small group or individual tuition. Accurate diagnostic assessment ensures that support and intervention is provided early and meets pupils' specific needs. Provision is planned carefully to ensure pupils benefit from personalised support while still accessing the school's broad and enriching curriculum.

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 are 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) and are of an excellent quality. At a rate to be agreed by the Board, the school should continue the programme of classroom improvements so that the success of the future learning room and other specialist facilities for older pupils is replicated in other parts of the school).
- 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)

Brief references to any key strengths and weaknesses

As a result of this inspection, undertaken during January 2019 the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets the requirements of this standard.

The curriculum is outstanding.

Pupils access a broad, rich and meaningful curriculum that prepares them extremely well for the next phase of their education. The curriculum is based on the English national curriculum, and skilfully adapted to reflect the international context of the school. Pupils attain high standards in a range of subjects so they are well equipped to enter or re-enter the UK education system with ease.

The curriculum is broad and rich. It is planned effectively to ensure progression in skills. Units of work are sequenced to build systematically on pupils' knowledge and develop their skills. There is a clear focus on depth in learning and mastery of key knowledge and skills in all subjects. Topics are planned carefully to be relevant and meaningful to pupils. For example, pupils conduct a study of Ancient China instead of the Romans in history. They learn about Singapore in depth and complete a project comparing London to Singapore. All pupils learn Chinese as an additional language.

Cross-curricular links are maximised to enable pupils to deepen their understanding and apply their skills in different subjects. Progression in knowledge and skills is very clearly planned in art, drama, music and PE. Skilled, specialist teaching supports pupils to make outstanding progress in these subjects and enriches their experiences. For example, drama enriches pupils' understanding of history topics, inspires their writing and helps them develop confidence in speaking and performing. All pupils are encouraged to learn an instrument, wind and brass in Year 5 and strings in Year 4. Pupils learn a range of techniques in art and produce wonderful art work that is displayed around the school and inspires others. Pupils become proficient in swimming and a broad range of sports and physical activity.

The curriculum fully develops pupils' understanding of British values, which are consistent with Tanglin Trust values. Pupils learn about democracy, the rule of law, individual liberty and mutual respect explicitly in history and PSHE. They practise such values in their behaviour, for example in school elections, and in celebrating the diversity within their school. Their understanding of their own rights and responsibilities is promoted through the school's work as a 'Rights Respecting School'.

The development of pupils' spiritual, moral, social and cultural understanding is woven through all subjects and is at the heart of the school's work. Pupils have a broad understanding of and show great respect for faiths and cultures different to their own. They discuss moral and global issues maturely and knowledgeably.

The enrichments to the curriculum are exceptional. Many additional, exciting activities enthral pupils and deepen their knowledge and extend their skills. Pupils benefit from an impressive range of after-school activities and sports, themed days, trips and visits. Budding scientists are challenged in their thinking in the science enrichment days. Pupils are immersed in experiences on explorer days or as 'Global Guardians' where they learn more about the sustainability of the planet. Many visiting authors have inspired pupils to read and write their own compositions. The school makes the most of the immediate community and experiences available further afield. Residential at Singapore zoo, Sentosa and in a log house in Sarawak provide pupils with unique and memorable experiences.

The curriculum is adapted successfully to meet pupils' individual learning needs and build on their knowledge and skills systematically. Pupils who have special educational needs and/or disabilities receive highly effective support in class and in small groups or individual tuition. Pupils who need some extra help to catch-up because they are not making the progress expected are provided with targeted precision teaching to help them fill gaps in their learning. The most able pupils access enrichment interventions to ensure they make are appropriately challenged and reach the high standards that are within their capability. All interventions are planned carefully with class teachers to ensure learning is joined up and extra support extends learning in class.

The quality of teaching, learning and assessment is outstanding. The school meets the requirements of this standard. Highly effective teaching meets pupils' needs precisely and ensures that pupils of all abilities make excellent progress across the curriculum.

Teachers have excellent subject knowledge and an in-depth understanding of the English primary school curriculum. They have a clear understanding of how children learn and use a range of strategies to motivate them. Pupils' prior learning is thoroughly assessed when they enter the school. Ongoing assessment of pupils' learning is used skilfully to inform teaching from day to day. Consequently, teaching meets the needs of pupils of all abilities and builds on their knowledge and skills successfully over time. Pupils receive excellent feedback on their written work and their verbal contributions in lessons. This helps them to improve their work and deepens their understanding.

The school's personalised approach ensures teaching is matched precisely to the learning needs of each pupil. The most able pupils deepen their learning in class lessons with well-designed challenge activities. Their learning in English, mathematics and science is extended further in enrichment lessons with a specialist teacher. Pupils who have special educational needs and those who have some gaps in their learning are supported highly effectively in class and with additional support. Teaching assistants make an excellent contribution to teaching and learning. They are well informed and knowledgeable.

Teachers are enthusiastic and ambitious for pupils. They plan topics and lessons that interest and enthuse pupils. Teaching capitalises on cross-curricular links to help pupils make

connections and build on their learning in meaningful ways. Specialist and highly effective teaching in art, music and drama links to pupils' topic work and their learning in mathematics and English. For example, Year 5 pupils performed sensory poems they had written about space, expertly in a drama lesson.

Teachers are skilled at questioning pupils and exemplifying learning. They develop pupils' independence, while providing timely challenge or support to ensure they develop their knowledge and skills effectively. In mathematics for example, pupils grapple with challenging problems, investigations and reasoning activities, while the teachers provide just enough clues to ensure they can succeed. In Year 6 English, excellent prompting and questioning deepen pupils' understanding of poetry written in world war 1. Pupils develop the confidence to have a go and try out ideas across the curriculum. Staff have recognised that, on occasions, pupils' spelling is weaker than their reading and writing, especially in subjects other than English. Their introduction of a systematic approach to developing and enriching spelling is having a positive impact.

Teaching is well organised and planned thoughtfully. Pupils are given purposeful activities that sustain their interest, develop their social skills and promote effective thinking skills. High quality resources are used imaginatively to interest and engage pupils. Technology is used very effectively to support teaching and facilitate learning across the curriculum. In Years 5 and 6, pupils are adept at using their tablets to research, check their work and share their ideas.

Pupils' mathematical skills are developed very effectively in mathematics lessons and across the curriculum. Teachers go to great lengths to stimulate creative and well-informed writing in all subjects. In Year 3, for example, pupils were inspired by the hatching of dragon's eggs, linked to their work on mythology. Older pupils were motivated by the effective use of technology in the 'future learning room' and produced vivid descriptions of planets. Pupils' love of reading is developed through the use of high-quality texts to stimulate learning in English and across the curriculum each term. Pupils also take great joy in browsing in the well-stocked library and choosing their books.

Subject leaders provide highly effective planning and excellent teaching in their subjects. They are passionate about their subject and expertly support developments in teaching and learning across the school.

Pupils are also supported very effectively in class. Teaching and learning is supported by good quality personal learning plans that clearly define specific learning targets and positive teaching strategies. The learning support team liaise closely with class teachers to ensure pupils' learning in intervention groups is extended and reinforced in class and vice versa.

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

The school meets the requirements of this standard.

The school's vision to 'make every individual feel valued, happy and successful' is evident across all year groups. Pupils' attitudes to learning are exemplary; they are confident, self-

assured learners. They enjoy coming to school which is reflected in the good levels of punctuality and attendance. Pupils' display resilience, which allows them to persevere when faced with challenges in learning. They are confident to express their views and think creatively and as a result possess a self-belief to aspire to be 'lifelong learners who can contribute with confidence to our world'.

Personal development is a strength of the school. The personal, health, social and emotional curriculum provides pupils with a broad and balanced pastoral education with a dedicated 'Impact hour' curriculum time. This aims to develop pupils' self-knowledge, self-esteem and well-being. In these lessons, pupils typically discuss mindfulness, reflect on statements such as 'Put a worry into perspective and try to let it go' and often finish with meditation.

Pupils are proud to take on positions of responsibility and, because there are so many opportunities during their time in school, everybody gets a chance to take on a role. The student council, which is one of the groups elected by pupils, meets every week with the headteacher to share the views and opinions of their class mates. This has brought about change and improvements including a change in the creative play area which is popular with all pupils. Their views are regularly sought by adults and they told inspectors that they were confident that they are listened to. Pupils are passionate about their responsibility for their planet in terms of conservation and sustainability. There are many examples of pupils taking a lead in this area, one being the 'global guardians' group who spearheaded an initiative to reduce single-use plastic across the campus.

Pupils' strong sense of moral codes and appreciation of right and wrong has resulted in exemplary behaviour. Additionally, there is a pastoral reward and conduct reporting system which is robust and valued by the pupils who think it is fair. It ensures that any low-level incidents are identified swiftly and dealt with effectively.

Pupils' gifts and talents are recognised and nurtured. The 'tall poppies' philosophy has allowed pupils to stand out from the crowd and be celebrated as unique individuals. As well as celebrating pupils' achievement, the school also values selfless acts of kindness, and philanthropic efforts. Thinking about the well-being of others is central to philanthropy in Tanglin, with pupils volunteering in the local Genesis School for Special Education and reacting quickly to the Indonesian earthquake crisis.

Promoting fundamental British Values and school values of mutual respect and tolerance of those with different faiths and lifestyles are strong features of the school. Pupils understand key aspects of Britain, including the parliamentary and legal systems and recognise the many similarities with what is found in Singapore. Equality for all is actively promoted and major world religious festivals are celebrated within the school.

The school's success in achieving the Unicef Rights Respecting Schools Award permeates the whole school. It helps to develop pupils' acceptance of difference and diversity and in conversation with inspectors many pupils talk about always trying to 'do the right thing'. The impact has been to give another dimension to pupil voice, giving pupils the opportunity to discuss and reflect on the well-being of children in their own school and throughout the world and an understanding of how they can make a difference. Tanglin pupils talk with passion about their school because it is special. They say it makes them feel happy and valued, not just for what they can do but for what they are.

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

The school meets the requirements of the standard.

Provision for the welfare and safety of pupils is outstanding. Pupils are confident that they are safe in the school and are well-cared for. Leaders and managers embed safeguarding practice as an integral part of everyday school life and the recent appointment of a campus-wide safeguarding officer has raised the profile still further.

The school has a range of policies, which are subject to ongoing review, that make clear the responsibilities of all staff to the protection of its pupils. Suitable records are kept for admissions and attendance and effective systems are in place to follow up when pupils are absent. Pupils are supported well at transition points and exemplary teamwork develops between teachers and parents. As a result, pupils quickly settle into routines and enjoy their learning.

Parents rightly have every confidence that their children are educated in a very safe environment. There is a detailed behaviour policy, including anti-bullying, and rules are known and followed throughout the school. Pupils understand these and are confident that their views and opinions will always be respected. They also know how to keep themselves safe, including when they are online, and they are taught how to respond to any concerns they might have. Pupils are always well-supervised and the school is secure with excellent control of entrance and exit points. There is a high level of vigilant staffing at periods of arrival and departure to ensure the safety of pupils.

The school keeps a close watch on all matters relating to safety both in school and when pupils are on visits. Health and safety audits are a regular activity of the designated senior staff. Regular and relevant risk assessments are undertaken as a matter of course. These include assessments of regular school activities as well as off-site visits. Where issues arise, they are addressed quickly. All appropriate checks are taken in relation to fire regulations and the quality of water. Fire regulations are fully met, reflecting the standards found in the UK. Fire drills are undertaken regularly, carefully recorded and the school also undertakes lockdown drills. All physical education staff are fully-trained and additional lifeguards ensure that there is safe swimming.

The school follows meticulous procedures for child protection and there is a strong commitment to safeguarding pupils. It is at the heart of the school's commitment to pupils. Senior leaders attend relevant conferences to ensure they are fully updated on the latest requirements. All staff are trained in safeguarding and understand Tanglin's child protection code of conduct.

Very careful attention is given to ensuring that all staff are suitable to work with children and all relevant checks are undertaken as expected in the UK and required in Singapore. In line with the school's principles of equal opportunity, all buildings are accessible to all pupils regardless of physical disability.

Procedures for managing accidents and first aid are excellent. The school has two full-time nurses, and access to a doctor, who ensure that medicines are stored safely and that pupils receive suitable care when needed. Records are kept securely and parents are suitably well informed as needed.

Attendance levels have improved since the last inspection and are now at 96% which is in line with UK averages. This has been as a result of actions taken by school leaders. These include introducing a first-day response system, whereby parents are contacted on the first day of absence and reinforcing the importance of regular attendance by including it as an agenda item at parent-teacher consultations.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

There are rigorous procedures in place, prior to appointment, to check that all staff, including temporary staff, volunteers and governors are suitable to work with children. In addition, the school also has written statements confirming that candidates and new appointments have the right to work in Singapore. This information is kept on a single central record (SCR) which is completed by trained, specialist staff who are fully aware of the UK expectations in this area. It mirrors the expectation found in UK schools and in an increasing number of international schools.

All those involved in the recruitment of staff are highly trained in safer recruitment. The school recruits high quality teachers, most of whom are British trained.

Standard 5. The premises and accommodation

The requirements of this standard are met. Constant improvements to the school campus in recent years have resulted in pupils enjoying an outstanding learning environment.

The school's accommodation has been developed in a thoughtful and imaginative way. It has been well designed to include an increasing range of specialist areas for learning. Recently, a sensory room and personalised learning team room has been added and this has been partially funded by the Parent Teacher Association (PTA). Plans for future improvements are already in place with the school's stated aim to become, 'A world class academy for music and sport by 2021' already on track.

A 'Future learning room' has been built allowing staff to test out new approaches to pedagogy, especially in relation to the school's increasing use of technology. This room is well used by staff as they research how pupils learn most effectively. It illustrates the way in which staff are always seeking to improve the provision for pupils by testing out alternative approaches to teaching and learning. Pupils are enthusiastic about the changes and improvements in their learning spaces. They talk especially about the changes they have seen in Year 6 and what difference it has made to the work they do. Evidence from the inspection confirms that the increased learning opportunities, access to new technology and more flexible spaces available for older pupils have had a positive impact on pupils' outcomes.

There are specialist areas for subjects such as music, drama, art, technology, physical education, computing and science. The high-quality indoor and outdoor sports facilities and

resources enhance pupils' participation in an exciting range of sports and physical education activities.

Ramps and lifts allowing wheelchair users to access higher levels in the school. Library facilities are excellent and pupils have ready access to an extensive range of fiction and non-fiction books.

The school site is clean, tidy and litter free. Pupils take a great pride in keeping it that way. 'We spend a lot of time here and it's only fair that we try to keep it tidy', commented a Year 5 pupil. Excellent relationships between teaching and support staff reflect the school's expectation that everyone's contribution will be valued. Resources are of high quality, plentiful and well deployed. Food hygiene, in both its preparation and serving, is given a high priority. Pupils talk positively about the facilities available for them to use at lunchtime and breaks. Healthy food options are available across the campus.

Pupils feel safe because the security of pupils is given such a high priority. Systems are well regulated so that access to the site is carefully controlled and monitored. Medical facilities for pupils are comprehensive with well qualified and trained nursing staff available throughout the day to deal with any emergencies.

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

The school meets the requirements of this standard.

Parents are overwhelmingly supportive of the school as seen in the regular parent surveys. These positive views were confirmed at a meeting of parents with a member of the inspection team.

The provision of information for parents, carers or others is of high quality and is available through a number of channels. Parents receive written reports at the end of term 1 and an extremely comprehensive report at the end of the academic year. This includes information on attainment and progress across all areas of the curriculum alongside a section on personal and social development. Parents greatly value consultation meetings which they say gives them a holistic view of their child. As well as the formal meetings, teachers are available to speak to parents about any issues, and parents report that appointments to see teachers or senior staff are made without delay. In line with standard UK practice, the class teacher is the first point of reference for parents with queries or concerns. Parents appreciate this, as they feel that the class teacher is the one who knows their child best, however, they also appreciate the headteacher's approachability and readiness to meet with them if necessary

Parents are aware of the formal complaints policy and where it can be accessed. The school website contains all information required for prospective parents and is easy to navigate. The school portal contains information for parents. A news bulletin, for the week ahead, is published every Tuesday, and the Friday bulletin has a general overview. Parents report that the parent portal has improved following parent feedback and they welcome the fact that all information they need is in one place.

A termly parent forum is an effective way of taking on board and responding to parent views. There are many examples of the school listening and responding, including the inclusion of Mandarin in the curriculum and changes in the way homework is delivered. Following a well-received workshop on bullying, a parent working party was formed, and as a result 'Bullying Prevention Guidance' was produced and shared across the school.

Parents report that their children are happy to come to school because they feel challenged, safe, and enjoy good relationships at all levels. Excellence in academic subjects is a strength parents' value, but equally they point to the numerous opportunities for their children to develop sporting, musical and artistic talents.

Comments from parents who have been part of the school for a number of years describe Tanglin as 'a dynamic environment', 'never complacent' and 'continually improving'.

Standard 7. The school's procedures for handling complaints

The school's procedures for handling complaints meet the requirements of this standard.

The school has a clear and detailed policy that outlines how parents should proceed if they have a complaint. The policy is available on the school's website and sets out relevant timescales and procedures.

This includes a number of steps that could eventually lead to a formal complaint being referred to the CEO and governors. Any matters that require resolution through the complaints' procedure are formalised with confidential written records.

The school attaches great importance to maintaining close contact with parents through its teachers and leaders and expects matters to be dealt with informally in most cases. This approach is proving successful and parents speak in positive terms about the responsiveness of school leaders. No formal complaints have been registered since the school's last inspection in 2016.

Standard 8. Leadership and management

The school meets the requirements of the standard. The leadership and management of the school are outstanding.

The inspirational headteacher leads by example. She has an excellent knowledge of the needs of the school and has developed a team of high-quality school leaders and staff who share her vision that 'only the very best will do'. Everyone is expected to carry out his or her role to a very high standard. Consequently, the school has a strong capacity to improve still further.

The headteacher reports to and is well-supported by the newly appointed Chief Education Officer. He brings a wealth of experience to the post after leading high performing schools around the world.

Effective leadership has ensured that past successes have been maintained and built on with the school's core values at the heart of what the school does well. As the current school improvement plan points out, the school's aim is to be, 'Beyond outstanding' while being equally

mindful of the well-being of pupils and staff. In many areas of the school these aims are already embedded.

High-quality training is made available for all staff and the intensive induction programme means that new staff are well equipped when they start working with pupils. 'We were very well supported when we arrived and this has continued throughout our time at the school', is how members of staff described their experiences.

Leaders at all levels are encouraged to develop professionally, with many following accredited routes to further leadership qualifications. The success of the school's professional development can be illustrated by the high proportion of promoted posts that are appointed from existing staff. This is the face of stiff competition from candidates from around the world.

Pupils, staff and parents, in their questionnaires and in meetings with inspectors, overwhelmingly confirm that high-quality leadership that is friendly, approachable and effective has led to a positive ethos that exists throughout the school. 'I'm seen as a valued partner and I'm consulted regularly', is typical of the responses from parents.

Leaders are open to feedback and welcome the challenge and support that they receive from visiting consultants and inspectors. Over time, this has resulted in rigorous systems for monitoring the work of the school and improving the way pupils' progress is tracked and recorded.

The school's self-review document (SEF) and improvement plans provide an accurate evaluation of the school's strengths and weaknesses. They are completed as a 'group effort' by all staff, pulled together by school leaders and regularly shared and updated. The plans identify the right priorities and provide a clear picture of how the school's provision might be improved still further. For example, the successful implementation of 'new facilities and innovative approaches to learning with older children' has paid dividends with very high outcomes for pupils in Year 6. School leaders are hopeful that the 'Classrooms of the future initiative' will be rolled out across the school.

Governance is strong. The board of governors sets an ambitious, strategic vision for the whole school and visit regularly to check what is happening. Financial management of the school is secure and the board takes an active role in providing the necessary checks and balances.

The Board ensures that the school operates legally and they comprise a talented and able group with diverse experience and skills. Individual members work closely with the headteacher and appraise the school's leadership rigorously.

Governors play an important role in ensuring that safeguarding and child protection policies and procedures are thoroughly reviewed and implemented effectively. The recent appointment of a safeguarding officer who coordinates safeguarding across all three schools on the campus illustrates how seriously governors take this aspect of their responsibility.

Board members know the school very well and are ambitious for its future improvement. While valuing pupils' academic success, they do not lose sight of the importance of pupils' well-being and all-round development.

Standard 9. The quality of provision for boarding

There is no boarding provision.

Compliance with regulatory requirements

Tanglin Junior School, Singapore 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. At a rate to be agreed by the Board, continue the programme of classroom improvements so that the success of the future learning room and other specialist facilities for older pupils is replicated in other parts of the school.
2. Ensure that the improvements in pupils' spelling skills are maintained across all the subjects of the 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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Leadership and management

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

	NA			
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School details

Name of school	Tanglin Trust Junior School
Type of school	International School
Date school opened	1925
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll (full-time pupils)	769
Annual fees (day pupils)	\$35,295
Address of school	95 Portsdown Road Singapore 139299
Telephone number	+65 67789000
Email address	junior.school@tts.edu.sg
Headteacher	Clair Harrington-Wilcox
Proprietor	Tanglin Trust School Limited

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 (formerly CfBT Education Trust) has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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Report reference no: 1053