

Tanglin Trust School

British Schools Overseas Inspection Report

Inspection Dates: 7 – 11 November 2022

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Age Group: 3–18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by five inspectors from Education Development Trust who spent five 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 added to the register, 'Get information about schools' (GIAS).

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 DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

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. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of British Schools Overseas (BSO) 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 School is a well-established British international school with a long tradition of serving Singapore's English-speaking expatriate community since 1925. It is larger than other schools of its type. The school caters for the full three to 18 age range and is on a single campus, with separate buildings for infant, junior and senior pupils. It is a fee-paying school with charitable status. All fees generated go back into the running of the organisation and the fabric of the school.

Tanglin's Mission statement is: 'Tanglin Trust School in Singapore has a long tradition of providing British-based learning with an international perspective. At Tanglin staff strive to make every individual feel valued, happy and successful. Responsibility, enthusiasm and participation are actively encouraged, and integrity is prized. Working together in a safe, caring yet stimulating environment, the school aims to set high expectations while offering strong support, resulting in a community of lifelong learners who can contribute with confidence to our world.'

There are 2,803 pupils on roll (717 infant; 766 junior; 1,320 senior) with pupils from over 50 different nationalities. Tanglin's admissions criteria includes a range of factors to ensure that pupils have the capacity to thrive within, and benefit from, all that Tanglin has to offer.

The Tanglin curriculum in the infant, junior and middle schools is closely aligned with the English national curriculum and prepares pupils for IGCSE/GCSE courses in Years 10 and 11 (Upper School). Tanglin offers a dual pathway in the sixth form (Years 12 and 13) with approximately two thirds of students taking A levels and one third choosing to follow the IB Diploma programme. The British-based curriculum aims to provide smooth transitions between Tanglin and UK schools, as well as other BSO schools across the world.

Tanglin organises its strategic plan around the following themes, which are reflected in the development plans of each school and business-support departments:

- Flourishing Individuals
- Inspired Learners
- Personal Best
- Our People

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by five EDT inspectors who visited the school for five days. The BSO registration and self-review documents were completed in September 2022 and the final inspection dates were confirmed on receipt of this information. This provided 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school six weeks before the inspection.

Inspectors visited 116 lessons. Many were jointly observed by an inspector and a senior member of staff. There were 54 meetings which took place with leaders, teachers, pupils, parents and carers and members of the school's governing body.

Inspectors scrutinised pupils' work in books and produced digitally. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were inspected. Inspectors also considered the views of parents, pupils and staff.

Evaluation of the school

Tanglin School is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

- 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 8 below).

As a result of this inspection, undertaken during November 2022, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent-school system. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Pupils make outstanding progress in **English**. The standards pupils reach in tests and external examinations are well above UK and international averages in all sections of the school.

Children begin in early years with communication and language skills which are a little below those typical for their age. They make excellent progress in English as a result of creative and imaginative teaching, using a structured story-telling approach, to develop children's speaking and listening skills. The school's rigorous and systematic approach to teaching phonics has a demonstrable impact on the development of pupils' reading, writing and spelling skills as they progress through the infant school. As a result, the vast majority meet or exceed the early learning goals for English by the end of the Reception Year and by the end of Year 2 over 50% of pupils exceed age-related expectations in standardised tests.

In the primary phase all pupils make rapid progress in reading and writing and reach standards well above the average for UK schools by the end of Year 6. They develop an extensive and increasingly complex command of vocabulary and grammar, which they use to write creatively for a range of audiences.

Pupils' progress in English language and literature accelerates as they move through the senior school. By the time they reach Year 9 all pupils achieve at least at the expected level for their age and the majority exceed expectations. This outstanding attainment continues through to IGCSE, A level and International Baccalaureate (IB),

where pupils' results in both English language and literature consistently place them among the highest performing worldwide, with a very large majority achieving the highest grades. Pupils' work in their exercise books, in lessons and using their electronic devices, demonstrates this outstanding attainment. Pupils have exceptionally high levels of critical analysis, whether faced with a complex literary text, unseen poetry or examining the linguistic structure of tweets.

Teachers' excellent subject knowledge, high expectations, clarity of delivery, imaginative teaching methods and effective use of resources all contribute to pupils' exceptionally high levels of attainment and progress throughout the school in English.

In **mathematics**, pupils in all key stages make outstanding progress and reach standards which are well above UK and world averages. Throughout the school, teachers have consistently high expectations of reasoning, and choice and explanation of method. They expect pupils to use a wide range of resources to work independently. From the outset, teachers' infectious enthusiasm inspires high endeavour and nurtures pupils' natural curiosity about mathematics. Pupils become increasingly skilled at solving problems and they approach investigation with confidence. They apply mathematical skills to real-life situations, from shopping in the early years to analysis of complex data about sports performance in the sixth form. As a result, they become true mathematicians with deep, lasting and adaptable mathematical skills and knowledge.

Children make a flying start to mathematics in the early years. They begin Nursery with skills in number which are above what is typical for their age and make outstanding progress from this high starting point. Teachers and teaching and learning assistants creatively use every opportunity to develop children's understanding of shape, measurement and number through a wide variety of activities and the daily routine of the classroom. Throughout key stage 1, pupils' progress is equally strong and leads to standards well above UK and world averages for their age. As they move through key stages 1 and 2 they increase in independence, mathematical fluency and confidence. They routinely demonstrate and explain their working to others. They are very well prepared for the demands of mathematics at key stage 3, where they continue to deepen their mathematical skills and knowledge. They build on their skills, for example by solving equations and plotting and interpreting graphs. From the starting point of the highest GCSE grades, students in the sixth form make outstanding progress and achieve very high standards in relation to UK and world averages in the IB, A-level mathematics and further mathematics.

Attainment and progress in **science** are outstanding across all phases of the school. The standards reached in science across the school are above UK averages..

In the early years, almost all children make significant progress in relation to their starting points. Staff encourage curiosity and provide a wealth of opportunities for children to 'discover a change', or place body parts in the correct place, for example.

By the end of Year 2, almost all pupils continue to achieve above expected levels and make excellent progress. Much of their science work is linked to key texts which are chosen specially to ensure cross-curricular links. Children continue to investigate, care for and explore their environment.

By the end of Year 6, assessments show that almost all pupils are working at expected levels or at greater depth. These results have been maintained over a three-year period which included COVID-19 restrictions on practical science investigations. Pupils make progress throughout the phase beyond expectations in relation to their individual starting points. For example, pupils in Year 6 were able to investigate how refraction changes the direction in which light travels.

IGCSE results are outstanding with most pupils achieving grades 8 or 9 in biology, physics and chemistry. The majority of pupils who sat the double award achieved grades 7 to 9. On average, pupils achieve almost one grade higher than predicted. The three-year trend in attainment is upwards.

A-level results are similarly outstanding with the large majority of students achieving A*/A grades. Results in biology were even better, where, on average, students achieved one grade higher than predicted despite their high results at IGCSE. IB results were well above world averages with the majority achieving a grade 7, half a grade higher than predicted.

Young children's open access to integrated **technology** in the early years enhances their fine motor skills and enables them to engage in early coding and robotics.

As they progress through infant and junior school, pupils learn new skills in coding and can create characters and animations in a virtual world. Using integrated technology in lessons, augmented reality connects learning across the curriculum. For example, Year 3 pupils view Viking ships and can explore the structure of the hull from multiple perspectives. Enthusiastic and technology-proficient pupils are inspired by dynamic teaching and are assigned leadership roles. As 'tech influencers', they create and

share authentic and interesting media content that is displayed on TV screens across the junior school.

Technology is a popular co-curricular choice and pupils benefit from opportunities to extend their knowledge about artificial intelligence and blockchain technology.

In senior school, pupils learn **computer science** as part of the technology curriculum. They gain a deeper understanding of coding, computational thinking, robotics and digital media across multiple platforms in a diverse computing ecosystem.

All groups of pupils make outstanding progress in technology and computer science and their progress is tracked toward the milestones of the Tanglin 3-to-14 curriculum.

Those pupils who opt to study IGCSE computer science attain outstanding results. Outcomes for those students who study A-level computer science or computing as part of the IB Programme (IBDP) achieve similarly high academic standards. Their ability to apply Dijkstra's algorithm to find the shortest path between nodes in a network reflects their deep understanding.

Tanglin prides itself on being an inclusive school and this is reflected in the outstanding support provided for pupils with special educational needs and/or disabilities (SEND). The commitment to meeting the needs of all its pupils is seen in the wide range of help provided. This includes specialist learning-support teachers, specialist learning and support assistants, an educational psychologist, and counselling. There is dedicated provision to extend most-able pupils. Careful analysis of attainment and progress data and teachers' in-depth knowledge of their pupils helps to identify those in need of additional support and challenge. The learning support department ensures that teachers have the knowledge, skills and understanding to recognise and address pupils' needs. As a result, pupils with SEND follow the same ambitious curriculum and progress as well as their peers.

Assessment information to measure pupils' attainment and track their progress, including the results from external examinations, indicates that all groups of pupils achieve exceptionally well in a broad range of **other subjects**.

IGCSE results indicate that most pupils exceed predicted grades. Results in the IBDP exceed international averages and are reflective of students' high level of attainment. Outcomes for students who study A levels are equally strong.

Young children make rapid progress toward milestone 1 in the Tanglin 3-to-14 curriculum. Pupils' rapid progress is evident in each of the 13 subject disciplines as they progress through the infant, junior and senior schools toward milestone 5.

Inspectors noted particular strengths in design technology, physical education, art and music.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the school's **curriculum** is outstanding.

The curriculum is broad, ambitious and progressive. It promotes the Tanglin values of respect, responsibility and purpose. In meeting the needs of an increasingly diverse pupil population, the school has maximised the freedoms of the national curriculum for England with a full review of current arrangements to ensure that opportunities for pupils' deeper learning and conceptual understanding are prioritised.

The Tanglin 3-to-14 curriculum is closely aligned to the English early years foundation stage and the English national curriculum in key stages 1 to 3 and offers 13 subjects. Five milestone checkpoints assess pupils' knowledge, skills and fluency.

The Tanglin 3-to-14 curriculum prepares senior pupils to study a broad range of IGCSE subjects. Thereafter students specialise in A-level subjects together with the Extended Project Qualification (EPQ). They can opt for a broader subject choice in the IBDP. All students participate in the Creative, Activity and Service (CAS) programme.

The Britishness within the curriculum is unmistakable. Pupils recount memories of the late Queen Elizabeth II. The senior and junior choir perform at Singapore remembrance commemorations.

Through the lens of protected characteristics including race, disability, gender and religion, pupils explore diversity, equality, inclusion and justice. Respect and tolerance are promoted through initiatives such as Respecting Race Week.

The curriculum offers exciting learning opportunities enabling all groups of pupils to make outstanding progress in a broad range of subjects. Teachers connect the curriculum to real life in purposeful learning that reflects the rich culture and heritage of Singapore and beyond. Teachers and pupils maximise the benefits offered by integrated technologies to enhance learning across the curriculum.

The curriculum is adapted with personalised modifications for pupils who need additional help to overcome barriers to learning. This ensures that pupils with SEND achieve well in relation to their individual goals. Those who are improving their English language proficiency make similarly rapid progress to that of their peers.

The co-curricular programme offers many rich learning opportunities for pupils in the creative, visual and performing arts, in music and technology, sports and outdoor education. The high-quality provision beyond lessons ensures that pupils' personal development, innate talents and natural interests are nurtured.

The impact of the curriculum contributes towards pupils' growth as flourishing individuals and inspired learners, able to pursue their interests and talents and realise their personal best.

Pupils value the outstanding quality of careers advice and guidance. Most pupils are successful in gaining entry to their first choice of university. Age-appropriate career guidance, including setting the highest aspirations, begins in the Nursery Year and is evident across the school.

The curriculum is arranged so that pupils of all ages and all attainment levels are well prepared to enter or re-enter the British education system. Similarly, older pupils are well prepared for their next phase, tertiary education and/or employment.

The swift and robust response to the interruption of learning during the COVID-19 global pandemic resulted in minimal negative impact on pupils' academic progress.

The quality of teaching, learning and assessment is outstanding across the whole school and contributes to pupils of all ages and abilities making rapid progress and achieving consistently high standards in all subjects. Ongoing assessment and tracking of pupils' progress are used very effectively to inform teachers' planning and to ensure that all pupils are appropriately supported and challenged to achieve their aspirational targets. This leads to the majority exceeding age-related expectations at the end of every phase and achieving grades in IGCSE, A level and IB examinations which are significantly above UK and international averages. As a result, the school is consistently placed among the strongest performers worldwide, with pupils achieving Top in the World awards for their examination performance in a number of subjects.

Tanglin's mission to be a dynamic community of lifelong learners is epitomised by the passion which teachers show for their subject and by their desire constantly to improve

their practice to provide the best possible learning environment for their pupils. The school's leaders encourage teachers to engage in worldwide research-based practice and to share their learning with their peers. There are excellent examples of the positive impact this is having in areas such as questioning techniques, development of pupils' study skills and understanding neurodiversity.

Teachers have excellent subject knowledge which they share confidently and with clarity. They use a wide range of imaginative and creative strategies and resources to motivate and engage their pupils. They organise educational visits to extend pupils' understanding. For example, during the inspection Year 6 pupils drew on their experience of a visit to the Kranji war cemetery and used their imagination and the knowledge from their research to describe the experience of soldiers during the Second World War. Teachers use technology extremely effectively in all subjects to develop pupils' note-taking skills and to extend their learning. Robust systems are in place for monitoring the quality of teaching and learning across most subjects and phases. However, they are not consistently implemented across the whole school.

Teachers' high expectations lead to pupils throughout the school developing outstanding attitudes to their learning. Pupils respond positively to the school's ethos of academic challenge, whether working independently or in collaboration with others. Inspectors saw this in the after-school Scholars' Society, where pupils from Years eight to 13 engaged in lively debate. Encouraged by their teachers, pupils of all ages work with focus and commitment, demonstrating natural enthusiasm and a spirit of enquiry in everything they do. Pupils' analytical skills are exceptional, as a result of teaching which requires them to think for themselves and use their initiative

Teachers have a very strong understanding of the interests, strengths and areas for development of every pupil and are committed to ensuring that all pupils achieve the best they possibly can. This is seen in lessons, curriculum plans and in the very detailed feedback provided on pupils' work, carefully targeted to their needs. The support pupils receive throughout the school from teaching and learning assistants, specialist learning support and enrichment teachers contributes to the excellent progress they make. Pupils have trust and confidence in their teachers and these supportive relationships underpin the outstanding quality of teaching and learning. The inspection team is in full agreement with a faculty leader who concludes that the school's exceptionally high quality of teaching, learning and attainment is as a result of 'collegiality, collaboration and community which is triangulated across staff, students and parents'.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The spiritual, moral, social and cultural development of pupils is outstanding.

The school is a highly inclusive community where pupils and staff embrace and celebrate diversity of every kind. Its policies, ethos, curriculum content and teaching promote respect for the protected characteristics outlined in the UK Equality Act (2010) in relation to age, disability, pregnancy and maternity, gender reassignment, marriage and civil partnership, sex, race, religion and belief. However, the school is unable to meet fully the requirements in respect of sexual orientation due to the current laws of Singapore.

Leaders have ensured that development of pupils beyond the academic permeates the whole of school life. They are committed to developing the whole child. This aspect of pupils' education is based on the Tanglin core values of respect, responsibility and purpose. It is well led and mapped, and very wide ranging. Pupils' experiences at Tanglin prepare them exceptionally well for making the most of life beyond school with integrity and a well-developed sense of social responsibility.

Pupils can compare and contrast public institutions in the UK and Singapore with increasing insight as they move up the school. They know about current and past British politicians and mark events such as Queen Elizabeth's Platinum Jubilee and Armistice Day.

Staff generate excellent relationships with and among pupils. They model trust, praise, humour and the dignity of the individual. This contributes to pupils having the confidence and self-esteem to take risks, learn from mistakes, express their views and listen to others with respect. Leaders gather pupils' views regularly and take them into account when making decisions about school life.

The themes covered in the life-skills programme prepare children and young people for the challenges they are likely to face at their current stage of development and

later in life. For example, they learn about positive physical relationships, healthy eating, body image, consent and managing a budget. The life-skills programme fosters pupils' emotional resilience.

Pupils have a strong sense of social and environmental responsibility. They understand what it is to behave ethically. For example, from the early years children learn how to care for the planet in the school's forest environment. Pupils work with local and global charities and in the sixth form some help pupils with severe and complex needs as part of the compulsory CAS programme. This extensive programme allows students in the sixth form to enhance their personal and interpersonal development by learning through experience. It builds on opportunities throughout the school for self-determination and collaboration.

There are many and varied opportunities for leadership, including being heads of the cross-phase houses, school council members representing their class, and being 'tech influencers'. Older pupils help younger ones in academic subjects and lead co-curricular activities.

Staff encourage pupils to contemplate the world with awe and wonder. They teach them to look beyond the mundane, for example in appreciating beauty in nature, art, music, science and literature.

There is a planned programme of positive character development which begins in the Nursery Year. It includes learning to be caring, open-minded, inquiring and having academic integrity. Pupils learn to reflect on their own feelings and those of other people. They develop emotional resilience and analyse their own behaviour and its impact.

Leaders have ensured that a remarkable quantity and range of co-curricular activities enhances pupils' development. There are many opportunities for pupils to benefit from educational visits to other countries, including for competitive sport. All these activities are very well attended and valued by pupils.

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

Welfare, health and safety of pupils are outstanding across the school.

Leaders have established a very strong culture of safeguarding. They have devised a range of policies to keep the whole school community safe from harm. Procedures take into account UK and Singapore requirements. Considerable investment in the staffing of safeguarding allows specialists to implement policies well. Staff undertake regular training in safeguarding requirements and emerging issues.

Collaboration and communication between teams are efficiently planned and highly effective. The nursing team, life-skills team, outdoor-education co-ordinator, counselling team, pastoral team, educational psychologist, family-liaison officer, health-and-safety team and emergency- response team form wrap-around care for all, including those they have identified as at most risk from harm.

Safeguarding is seen as everyone's responsibility. Pupils understand that they should 'be an upstander, not a bystander'. They know who to go to if they have concerns about themselves or others, including reporting concerns anonymously by using the SOS QR code.

Parents who responded to the EDT survey said that they have confidence that their children are safe in school. All pupils who spoke to inspectors said that they feel safe.

Staff teach pupils about safety, including on the internet, in water and when approached by strangers, face to face or online. Sixth formers learn how to live safely when they move independently to another country. Much of this teaching is mapped across the life-skills programme but also happens in subject lessons such as physical education (PE) and in assemblies.

Health-and-safety leaders make sure that pupils and staff work in a healthy and safe environment. There are written risk assessments for relevant activities. Regular fire and lock-down drills are well recorded. Staff take local risks into account, such as using a lightning detector outdoors. Governors scrutinise monthly risk and compliance data.

A health centre in each school and the school's many qualified first aiders make sure that medical needs are dealt with well. The counselling, pastoral and nursing teams help those pupils who are emotionally vulnerable. They also contribute to the school's overall development of emotional well-being, including during the COVID-19 pandemic.

There is a positive-behaviour policy based on respect. Pupils' behaviour is impeccable in lessons and at social times. They know that bullying is 'several times on purpose'. The school's leaders do not tolerate bullying. Pupils and parents who spoke to inspectors and/or responded to the EDT survey agreed that bullying is rare. They said that they are confident that if it did occur leaders and staff would deal with it swiftly and effectively.

Pupils' attendance is in line with UK averages. Pupils arrive at school and at lessons on time.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the standard.

Arrangements to ensure the suitability of all staff are robust. All required checks on current and new staff members are carried out to ensure that staff are suitable to work with children. The school keeps a comprehensive record of all staff working in the school including which checks have been made. No staff or cover staff are allowed to start work in the school until all the relevant checks have been completed. Suitable checks are carried out on all leaders. Visitors to the school wear badges to indicate this and are escorted when on the school premises. All aspects of staff recruitment and vetting are led by a highly qualified and effective team in the school. These are subject to quality-assurance checks by senior staff and audits conducted by the board.

Most teachers have British teaching qualifications. All are well qualified and have subject or phase specialisms. Staff benefit from high-quality training and professional development in school. They also have access to an excellent range of external courses to build on their knowledge and skills and to gain further qualifications.

Standard 5. The premises and accommodation

The school meets the requirements for this BSO standard.

The school's purpose-built premises and facilities provide a very safe, spacious and engaging environment where all pupils thrive. Pupils learn in an attractive and stimulating environment. Classrooms are spacious, bright and airy, with numerous 'break-out areas'. These are very positive features that enhance pupils' learning both academically and pastorally.

A continuous programme of campus development on the current site has ensured that facilities remain fit for purpose and are of excellent quality. In January 2023, the latest addition to this programme will open. The Tanglin Centenary Building (TCB) will provide additional facilities including: a 50m pool; music school with recital spaces; infant-school dining space; specialist gymnastics hall. This will add an additional 25% of space with no proposed increased in pupil numbers. It will allow re-purposing of learning spaces in other buildings around the school.

Extensive sporting facilities encourage pupils' participation in PE. Shaded areas protect pupils from excessive heat and exposure to sunlight. Ramps and lifts allow ease of access to all levels of the school for pupils and visitors with physical requirements. Pupils with complex needs have access to dedicated washing, changing and toilet facilities in all three medical clinics as well as accessible toilets located in each building.

Entry points to the school are staffed by security guards who maintain a register of visitors. Site security receives the highest priority and this is acknowledged by parents.

Generous quantities of high-quality resources enhance every subject, ensuring that the curriculum can be delivered in full. Teachers use resources to their best effect so that pupils develop excellent knowledge, understanding and skills.

The three school libraries are very well resourced with carefully selected fiction, non-fiction and books to support learning for the full range of subjects and languages taught in school. They are managed by experienced librarians who carefully select

books and research materials that pupils need. They ensure that the range of books available to pupils reflects diversity of every kind.

The school site is clean, tidy and litter free. Pupils are proud of their school and support the cleaning and maintenance staff in keeping it that way.

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

The school meets the requirements of this BSO standard.

Parents are overwhelmingly positive about the school. This is evident in the BSO and school surveys, meetings with the inspector and during informal conversations. The school has an excellent website with all the necessary information for parents. To streamline communication, a weekly newsletter goes to parents rather than individual emails. SMS is reserved for emergency use only. Information is also available on the parent portal and recently through a podcast. The 'Voice and Reflections' magazines and social media celebrate achievements. Parents know where to find the complaints policy if needed but tend to resolve any minor issues with the form or class teacher. Parents commented on the strong safeguarding culture in the school including a requirement for them to undertake training if in school to support learning.

Parents are fully involved in school life, including attending social events, listening to children read, giving careers talks and work experience opportunities and attending workshops to help their child. They are working hard to pick up involvement after the COVID-19 restrictions when they were not allowed in school at all. Parents commented on the 'amazing job done by teachers' during COVID-19 restrictions and were very impressed by how their children were kept engaged.

Parents support one another through their class representative and through online messaging groups. Each term the class representatives meet with the heads, deputies and heads of year in each of the schools. In addition, the Chief Executive Officer (CEO) regularly holds breakfast meetings to listen to parents' views. They feel that their voice is heard, for example regarding the quality of food, more co-curricular options in the junior school and management of devices. Parents' views on the changing of the times of the school day are currently being considered. Parents' suggestions for improvement indicated in surveys closely align with the school's own views.

Reports to parents have recently changed to give them a better understanding of where their child sits in relation to the milestones for their year group. Personalised comments from the form tutor remain, as well as information regarding attitudes to learning, attendance and co-curricular participation. Each report is closely followed by face-to-face meetings with teachers to discuss children's progress. From Year 10, reports are in a different style with more focus on examinations.

Parents unanimously agree that Tanglin is a welcoming and friendly place, where their child forms lifelong friendships. They praised how well the school cultivates independence and confidence in pupils and how well they are prepared for university or transfer to the UK education system. Evidence from the inspection endorses their views.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this BSO standard.

The complaints policy is readily available on the school's website. It is annually reviewed and updated and provides parents and pupils with clear guidance on how to raise concerns and the procedures that should be followed. School leaders are keen to listen to any concerns and are quick to resolve any issues before they escalate into formal complaints. In their response to surveys and in discussions with inspectors, parents and pupils were highly positive about leaders' rapid response to any concerns.

Since the school's last BSO inspection there have been few formal complaints. All complaints were exceptionally well documented and only a few required the involvement of the governing body, which happens when a complaint reaches stage 3. All complaints are dealt with in a timely manner.

Standard 8. The leadership and management

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

The CEO provides excellent leadership. He is very well supported by his very effective and able senior leadership team. They are highly visible around the school. In the

relatively short time that he has been at Tanglin, the CEO has led the transformation of the school, creating whole-school teams and structures.

Building on the existing strengths found within the individual schools, leaders, including governors, have worked tirelessly to bring the school together as a single entity. The successful introduction of a vertical house system is a good example of this. Ensuring a smooth transition for pupils between classes and phases is at the heart of this approach, which is successful because of the large number of staff working across the phases in whole-school teams. Despite the school's many successes, there is no trace of complacency.

Both in meetings with inspectors and in BSO online surveys, staff were overwhelmingly positive about the support and encouragement that they receive from senior leaders. Typical of the responses are comments such as: 'Tanglin is a genuinely decent place to work and the leadership team has been supportive, inspiring and motivating.'

Leaders at all levels responded rapidly and highly effectively to the challenges of the COVID-19 pandemic. Parents commented positively on how the school seamlessly adapted teaching and learning to provide a highly successful programme of online lessons and support for pupils, staff and parents.

The school's work in establishing its own 3-to-14 curriculum, bespoke to Tanglin, is a good example of the commitment to meeting each pupil's needs. Academic leaders from across the school collaborated to create an exciting and aspirational curriculum with clear milestones agreed in each of the subject areas. Although newly introduced, it is working well. Checks on its implementation and impact are happening at individual subject and phase level. However, the wider 3-to-14 scrutiny of its impact to establish a whole-school overview is not fully embedded.

Throughout the school, leaders ensure that there is equality, diversity, inclusion and respect for all people. Keeping children safe in education and the well-being of pupils and staff are given a suitably high priority.

Governance is outstanding. Board members bring a wealth of expertise to the school in key areas such as finance, human resources and the law. The board has very secure systems of checks and balances to assess the effectiveness of the school.

The board ensures that the school operates legally, has clear financial policies, maintains high standards and manages the school's continuing growth well. It acts as a critical friend, both supporting and challenging the CEO and the leadership team in the right proportions. It holds them to account for fulfilling their responsibilities.

Recent changes to the board's committee structure have improved its effectiveness still further. For example, the introduction of the academic, pastoral and co-curricular committees has enabled whole-school issues to be addressed more easily.

The separate responsibilities of the governors and the school's professional leadership are understood and respected.

Leaders know their school exceptionally well. Self-evaluation is accurate and the analysis of data is thorough. Plans for improvement are shared with all staff and evaluated regularly. For example, the 'Reflections' document, produced by school leaders and the CEO, captures succinctly the aspirations of the school and reports on progress towards achieving its goals. Staff at all levels have a key role in driving these improvements through school-wide project groups.

Rigorous recruitment and retention of staff allow the school to build capacity and maintain high standards. This is especially successful because of the school's commitment to developing existing staff to become future school leaders. Tanglin provides an excellent range of continuing professional development for staff at all levels. For example, strong links with University College London means that it can deliver school-based training for recognised leadership courses.

Performance management and appraisal are a supportive and reflective process, leading to personal development and raised aspirations. The school's approach allows for regular discussion over the year so that performance review becomes an integral part of the improvement calendar.

Standard 9. The quality of provision for boarding

Not applicable

EYFS provision

Early years provision is outstanding.

Most young children from age three years arrive at the school with the skills and abilities expected for their age but exceed this in understanding of number. Progress is rapid and by the end of the Reception Year, the proportion reaching a Good Level of Development is well above the national average in England. As a result, the young children leaving the Reception Year are very well prepared to start Year 1 and have made significant progress towards milestone 1 in the Tanglin 3-to-14 curriculum.

The early years curriculum is inclusive and carefully planned around the needs and interests of the children in each class. The 'Curiosity Approach' has inspired and influenced innovative adaptations to well-established early years best practices. Young children are immersed in a learning environment that fosters enjoyment in, and respect for, the natural world. The precision, care and attention paid to the layout of learning spaces indoors and beyond the classroom, including the forest school, have a positive impact on all children's behaviour, engagement and enjoyment of learning.

High-quality teaching in the early years promotes the Tanglin core values from the outset. Children take responsibility and show care and consideration. They take pride in learning spaces, which celebrate their achievements. Children share opinions and extend their vocabulary. They show care in handling fragile things. Using carefully selected resources, they learn purposefully through well-thought-out activities that are well matched to their needs in a rich and interwoven curriculum.

Leadership and management of the early years are exemplary and set the highest expectations for teaching, learning and assessment. Leaders have built a strong link with parents and families. Staff are trusted experts, dedicated to ensuring that the youngest children at the school are extremely well supported.

Post-16 provision

Post-16 provision is outstanding.

There are currently 373 students in the sixth form. They can choose either the IB diploma programme or a selection of A levels. This year 24 subjects are offered at A level. All students, whichever pathway they take, follow the Tanglin Core, involving the EPQ or extended essay and the CAS and life-skills programmes, which foster their

personal and social development and prepare them for life beyond school, including at university.

Around 30 to 40 new students join the sixth form from outside Tanglin each year but once they are enrolled, retention is extremely high with fewer than two students leaving each year.

Students told inspectors that they enjoy coming to school and take full advantage of everything it offers. This was particularly evident in the number of co-curricular activities and leadership opportunities they participate in. They feel that they can show initiative and that their opinions are valued, particularly by the CEO, who invites them to meet him termly. Their behaviour and attitudes to learning are exemplary and they are excellent role models for younger pupils, particularly in the house system. They value the support they receive from their teachers, with whom they have excellent professional relationships based on mutual respect. They also think for themselves and help one another in every way. This was very evident in lessons.

Students value the outstanding quality of careers advice they receive from their assigned personalised counsellor. Almost all students went to university last year, the majority to UK universities, including seven to Oxford or Cambridge. Overall, students received offers from 157 different institutions across 10 countries in 2022. Almost all received their first or second choices due to their impressive A-level and IB-diploma results. At A level, almost 70% of grades were A*/A and the average IB diploma score was 41 out of 45 compared to a world average of 31.

Leadership of the sixth form is strong. Leaders have a good understanding of the priorities for development, driven by making the sixth form a transformative experience. They have the well-being of students at the heart of everything they do.

Compliance with regulatory requirements

Tanglin School meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil

partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

The school has devised and recently introduced its own bespoke 3-to-14 curriculum. This is working well. Leaders monitor the implementation and impact of this new curriculum at individual subject and phase level. Whole-school overview of this initiative will be required to check that it is being delivered equally successfully across the phases from 3-to-14. Leaders need to ensure that there is a consistency of approach in the monitoring and evaluation of this curriculum development across the phases. This will make sure that emerging gaps or areas for improvement can be quickly identified and addressed.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	x			
How well the curriculum and other activities meet the range of needs and interests of pupils	x			
How effective teaching and assessment are in meeting the full range of pupils' needs	x			
How well pupils make progress in their learning	x			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	x			
The behaviour of pupils	x			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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Leadership and management

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

	NA			
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School Details

Name of school	Tanglin Trust School
Type of school	International School (Independent)
Date school opened	1925
Age range of pupils	3-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	2803
Annual fees (day pupils)	From S\$29,916 (Nur) to S\$48,126 (Sixth Form)
Address of school	95 Portsdown Road Singapore 139299
Telephone number	+65 6778 0771
Email address	communications@tts.edu.sg
Headteacher	Craig Considine (CEO)
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 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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