

# The International School @ ParkCity

## ISQM Accreditation Report

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# The International School @ ParkCity

## 1. Introduction

### 1.1 Education Development Trust accreditation

The purpose of accreditation is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the school self-evaluation activities in which schools engage are of equal importance. In this sense, accreditation serves two goals:

- To provide a means by which parents and students are assured that the school has been judged by independent evaluators to meet rigorous quality standards;
- To support the school's development through moderation of its own self-evaluation.

The school improvement plan is crucial in ensuring ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

#### Principles underpinning the accreditation model

- Accreditation criteria are rooted in high standards; they relate to international standards and benchmarks, and to other inspection regimes (for example, Ofsted (England) and, in the case of Thailand, ONESQA from the Thai ministry)
- It is a cost effective means of providing quality assurance
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance

#### Grades awarded

Judgements are made on a four-point scale as:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

#### Accreditation status

Gold accredited status is awarded when the school is given Grade 1 meaning **Outstanding judgements in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Silver accredited status is awarded when the school is given at least Grade 2 or higher meaning **Good judgements or higher in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Bronze accredited status is awarded when the school is given at least Grade 3 or higher meaning **Satisfactory judgements or higher in all** of the following sections:

Standards and achievement  
Teaching and learning  
Leadership and management

## Evidence base

### Introduction

This ISQM verification inspection was carried out by a team of three Education Development Trust inspectors.

### 2. School context

The International School @ ParkCity is a non-selective private co-educational day school. It was founded in September 2011, initially to provide education for children in the early years to students in Year 8. The early years phase was developed further in 2016, when it moved to a new site 400 metres from the main school. In the same year, the school extended provision to become an all-through school from nursery to sixth form. The school is a larger-than-average-sized school with 1030 students on roll. The school accepts students from a wide range of backgrounds, cultures and religions. There are 57 nationalities represented across the school, with 51% of the school's population having a Malaysian heritage. The majority of students speak English as an additional language and are competent bilinguals.

The school follows the English national curriculum which is further enhanced, for example, by the International Primary Curriculum (IPC). In Year 11, students sit International General Certificate of Secondary Education (IGCSE). In the relatively recently introduced sixth form, students study A levels. On leaving the school, almost all students attend universities in the United Kingdom.

The school is located within the Desa ParkCity development, Kuala Lumpur. The school is set within a very green and pleasant environment.

## Report summary

### Accreditation status

The International School @ ParkCity is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust International School Quality Mark at **Gold level** which reflects the **Outstanding judgements** described within this report.

This accreditation is valid from 12 October 2017 to 12 October 2020.

## Overview of main strengths and areas for development

### Report headlines

- The International School @ ParkCity is an outstanding school which has improved year-on-year since it opened in 2011. The school provides an outstanding quality of education which prepares students exceptionally well for the next stage of their education. The school caters successfully for all students, particularly for the large proportion who speak English as an additional language.
- From starting points which vary when children start school in Nursery, progress is outstanding in English, mathematics, science and information and communication technology (ICT). A number of students also start at various times during the school year. These students are supported well and settle quickly into school life. As a result, they very soon make the same outstanding progress as others in the school. Standards reached by the end of primary are typically above curriculum expectations. Standards reached in secondary and sixth form are also high and continue to improve each year.
- Students are understandably very proud of their happy and friendly school. The great respect students have for one another and the staff is the hallmark of this highly effective school. Students encourage one another to strive for excellence in all they do.
- The quality of teaching and learning throughout the school is outstanding and teachers use their exceptionally strong subject knowledge to inspire students to achieve outstandingly well. Teaching is confident and lessons are planned very carefully. As a result, students love learning and are very keen to arrive at school and to lessons. Attendance is high.
- There are many strengths within the outstanding curriculum, not least of which is an exceptionally wide range of extra-curricular activities.
- The school's care and support for the students is also exceptionally strong; students grow into well-rounded young people by the time they leave school. On leaving school, the overwhelming majority go on to study at university within the United Kingdom.
- The school's partnership with parents and the community is outstanding and parents speak exceptionally highly of the leadership of the principal and senior staff. Students have a keen sense of social responsibility and take an active role in school life.
- The leadership and management of the school are outstanding. The highly effective senior leadership team, in partnership with the very well-informed governing body, have led improvements with clarity of vision and relentless determination. Leaders are fully committed to provide outstanding coaching, support and training opportunities for their staff. Highly effective performance management procedures are key to the ongoing improvements to the quality of teaching, learning and assessment.
- Systems to monitor the work of the school are also well considered and firmly embedded into the day-to-day running of school life. As a result, self-evaluation is robust and accurate. Leaders have identified correctly the school's strengths and also appropriate priorities for improvement. Leaders acknowledge that the next step on the journey of development is to refine further the use of assessment information to measure students' progress and attainment in line with the requirements of the school's curriculum.

### Recommended areas for development

- School leaders have rightly identified the need to press on with changes to the way students' progress and attainment are measured in line with requirements of the school's

curriculum.

## **Standard 1: The standards reached by students in their work and the progress they make in the core subjects of English, mathematics, science and ICT**

### **Highlights and recommendations**

- Progress in English, mathematics, science and ICT is outstanding.
- Students reach standards which are well above international expectations by the time they leave school.
- Standards are high and continue to improve each year.
- Students who speak English as an additional language are supported exceptionally well.

Students' progress in **English** is outstanding. Children in the early years are supported to speak English with increased fluency. The phonics programme helps children to make excellent progress in reading and writing, particularly those who speak English as an additional language. Reception children are able to write accurately in full sentences, using a range of interesting vocabulary and punctuation.

By the end of Year 1, the proportion of students who reach the expected standard in phonics is in line with expectations for their age, representing outstanding progress from their starting points. By the end of key stage 1, the proportion of students who reach the expected standard in their reading and writing is well above the national expectation in England and a very large proportion is working at a higher standard.

Students make outstanding progress as they move through key stage 2. By the end of Year 6, standards in reading and writing far exceed expectations for their age. The increased focus on grammar and spelling is further improving outcomes. Students write exceptionally well, using a wide vocabulary, accurate punctuation, complex sentences and imaginative ideas. They enjoy reading for pleasure and choose from a wide range of fiction and non-fiction texts from the very well-stocked library, including e-books.

Outstanding progress continues through key stages 3 and 4. Students benefit from their teachers' passion for the subject, their excellent subject knowledge and their clear communication of the assessment criteria for IGCSE. Standards reached in 2017 place the school among the best internationally and they compare very favourably with the top independent schools in the UK. Almost triple the number of students achieved A\*-A grades compared with those in international schools worldwide; 97% of students achieved A\*-C grades in English Language and 100% in English Literature. Students in the recently introduced A-level English classes also make outstanding progress.

Students' progress in **mathematics** is outstanding. Students reach very high standards as a result of the quality of teaching. Students who have special educational needs and/or disabilities and those who speak English as an additional language make excellent progress as a result of high quality teachers' planning and specialist additional support. In the early years, the overwhelmingly majority of children meet the expectations for their age and a large proportion exceeds them. By the end of their time in the Nursery class, most can count to 10 and identify

the written form of the number. Children in the Reception class know number sequences up to 20 and can complete simple formal sums.

This outstanding progress continues through the primary classes so that, by the time they reach the end of key stage 2, students perform well above the national expectation in England and a large proportion reach a higher standard. Students are highly competent in all basic calculations using whole numbers, decimals and fractions and are adept at problem-solving. They use mathematical language well and understand the reasoning behind their calculations and most can support peers in understanding any errors they make.

Progress continues to be outstanding throughout the secondary classes, leading to exceptional results in public examinations. In Cambridge IGCSE examinations at the end of key stage 4, standards are high and rising year on year. In 2017, all students achieved a minimum grade C; a superb 45% obtained the highest possible grade of A\*. Of these, half also took the additional mathematics examination in which all attained passes at B grade and above. Students are determined learners and most deal competently with advanced problem-solving that would be expected of older, more skilled students. Progress and standards continue to flourish in the sixth form with the first set of A-level results showing outstanding levels of achievement in both mathematics and further mathematics.

Students' progress in **science** is outstanding. At the start of early years, children's skills and knowledge of the world are typical for their age. They make outstanding progress, for example, in understanding solids can change to liquids when making fruit smoothies. Children are exceptionally well prepared to start Year 1. Students make outstanding progress in key stage 1, for example in understanding how different foods are grouped and how a good diet helps our bodies to work well. As a result, all students reach standards expected for their age and many are working at a higher standard. This outstanding progress is sustained throughout key stage 2 so that, by the end of the primary phase, students reach standards which are far above curriculum expectations. Year 6 students are able to pose scientific lines of inquiry and pose suitable questions, such as, 'am I able to identify changes that are reversible and irreversible?'

In key stage 3, students also make outstanding progress and acquire the skills to work scientifically, carry out experiments, analyse and evaluate results. In key stage 4, students make equally outstanding progress in physics, chemistry and biology, because teachers' expectations are high and their subject knowledge is very secure. Students who may need more individual support or encouragement benefit from highly skilled staff and small tutor groups. Effective use is made of the exceptionally well-equipped laboratories and there is a careful balance between theory and scientific investigation, making learning enjoyable and instructive.

In the sixth form, students make similarly outstanding progress in science as they do in the other subjects they study. There are also strong links made with the mathematics and English curricula within science lessons. In 2017, students' attainment in IGCSE biology, chemistry and physics A\*-C was above international averages. For those students who continued their study into sixth form, all passed their A-level examinations.

Students' progress in **ICT** is outstanding. Technology has a high profile and is integrated seamlessly in lessons throughout the school with access to a wide range of different technology. All students from Year 3 upwards have use of their own electronic device and an extensive

range of educational applications to support their learning. Across the school, students' attainment in ICT is high and students regard it as an essential tool for learning.

## **Standard 2: Students' personal development**

### **Highlights and recommendations**

- The behaviour of students in lessons and around school is exemplary.
- Students interact very positively and respectfully with each other and demonstrate a great pride in being part of their highly successful school.
- Exceptionally warm and supportive relationships between students and teachers are very noticeable throughout the school and are clearly valued by the students.
- Attendance is high and punctuality is outstanding, reflecting the students' enjoyment of all the opportunities that the school offers and the strong support of parents.

Students' personal development is outstanding. In all phases of the school, students display enthusiasm and joy in learning; they are clearly very happy in school. This is reflected in high levels of attendance, as acknowledged in a weekly celebration of the class with the highest attendance and the award of the Attendance Cup.

Behaviour is exemplary and reflects the students' commitment to the school's core values and learning habits, which are integral to all aspects of school life. The atmosphere around school is calm and described by students as, 'supportive, not pressured, where everyone wants you to do your best.' Students demonstrate strong self-discipline and maturity, working collaboratively to support each other in lessons from a very young age. They are respectful and considerate of each other during lessons, at play and when moving around the school. The warm, friendly and caring atmosphere is very evident in relationships between students, their teachers and other adults who support them in school.

The school's community, outreach and life skills (COALS) programme is welcomed by the students; they see the school's cultural diversity and sense of community as major strengths. Students enjoy celebrating each other's religious and cultural festivals. They are keen to point out that incidents of bullying and harassment are extremely rare and feel confident that any issues are dealt with swiftly. The 'friendship and respect' week is an initiative which has been introduced in response to students' suggestions, with cross-phase activities led by students themselves.

Students clearly have a great pride in their school and are keen to be involved in all the opportunities offered to them, from house events to sports, performing arts and residential trips. They enjoy gaining house points, demonstrating the school's core values through their actions around school and in lessons. They are polite and courteous to visitors, following the 'golden manners' rules as a matter of course. Sixth-form students speak with enthusiasm about their role as mentors and also as assistant sports coaches, working with primary classes. Students are proud to take on these leadership roles, working alongside their teachers in organising activities as class helpers, community ambassadors, members of the school council or the charities committee. The school values students' talents just as much as their academic strengths, with all contributions welcomed and celebrated. Students strive to be recognised as 'star of the day' or to have their work included on the 'great wall of learning'. Consequently, high levels of self-

esteem are evident in students of all abilities, including those who have special educational needs and/or disabilities or who speak English as an additional language.

### **Standard 3: Teaching and learning**

#### **Highlights and recommendations**

- The quality of teaching and learning is outstanding across the school.
- Teachers know their students very well and plan their lessons so that all students make outstanding progress, making excellent use of ongoing assessment.
- Lessons are well structured, varied and motivate students very well; no learning time is wasted.
- Teachers have earned a high degree of trust from students who thrive on the challenges they are set.
- Teachers set high expectations for themselves and for their students.

Throughout the school, teachers have excellent subject knowledge and are adept at teaching in a way which motivates students to give of their very best. Teachers have excellent skills in classroom and behaviour management; relationships are strong. Teachers structure lessons well to create a purposeful and supportive environment. They give their students the confidence to take risks and, through their use of sensitive and individually tailored feedback in lessons, inspire them to become confident and independent learners. In Year 1 English, for example, students are encouraged to, 'have a go' at spelling words correctly and respond well as they are praised for their efforts.

In the early years, children are encouraged to work together and to learn from each other. For example, children work together to find table tennis balls with letters printed on them and then build words with the letters. Students' collaborative skills continue to develop throughout their time in school. By the time they reach the end of the primary phase, they are able to reflect on the work of their peers and offer positive feedback. For example, in Year 6 mathematics lessons, students work in groups to identify strengths and errors in each other's work and then provide helpful development points. Students become increasingly self-aware of their own levels of learning and what they need to do to make further progress. This is motivational and helps students to give of their best at all times as they see the improvements they are making to their work.

Teachers know their students very well and plan lessons that are matched carefully to all students' needs including the most able, those who have special educational needs and/or disabilities and those who speak English as an additional language. The latter benefit from excellent support in withdrawal classes, high quality support in class from specialist staff and effective use of technology to help immediate translation into their home language when needed. Class and subject teachers prepare lessons by paying careful attention to the linguistic demands of their subject and frequently prepare additional learning resources. Specialist support for students who have special educational needs and/or disabilities enhances the careful provision made by their subject and class teachers. This is provided in a flexible and sensitive way, which ensures that these students are included in every activity alongside their peers. Well-trained

teaching assistants provide very effective support throughout the school and are proactive in the encouragement they provide; they are valued members of the teaching team.

Teachers' expectations of all students are consistently high. The most able students benefit from challenging activities and the availability of choice allows students to take ownership of their learning. In Year 3 mathematics, for example, students chose whether to tackle problems which were labelled with a chilli, indicating the spice of a high level of challenge. Most succeeded in answering the more demanding questions.

Teachers are adept at asking well-chosen and open-ended questions to support as well as challenge students, prompting deep understanding. This helps students become thoughtful, confident and independent learners. Teachers are concise and clear in their expectations. Students benefit from the extensive use of technology which they use in many sophisticated ways across the curriculum. Students in Year 1, for example, walked around the school to photograph everyday objects of a particular shape. In Year 2, students did the same to identify symmetrical and asymmetrical objects.

Teachers are constantly assessing students' progress and know when to pause a lesson to focus on any emerging difficulties. They give appropriate and helpful feedback when marking work and formally assess students at appropriate times such as at the end of topics as well as at the end of the year. Findings are used to support planning for the future learning of individuals and groups and to track the progress students are making against their individual targets.

Lessons always proceed at a brisk pace and students respond well throughout lessons as teachers are adept at planning lessons with varied activities. Levels of concentration are high. In Year 7 Spanish, for example, students completed a number of short tasks independently then shared their findings with the whole class, before writing a descriptive phrase about a real or imaginary pet that they owned.

## **Standard 4: The curriculum**

### **Highlights and recommendations**

- The quality of the curriculum is outstanding, offering variety, breadth, balance, interest and challenge.
- The curriculum in the early years provides a wide range of stimulating activities, making use of indoor and outdoor learning opportunities.
- The needs of all students are considered carefully at all stages of lesson planning and delivery.
- Extra-curricular and enrichment activities make a significant contribution to learning opportunities and outcomes for all students.

The school has planned a coherent curriculum for international students, drawing from a number of sources. In the early years, children follow the early years foundation stage programme. In the primary phase, students follow the national curriculum for England in mathematics and English and the International Primary Curriculum for other subjects as well as Bahasa Malay, physical education and music. In key stage 3, students follow the national curriculum for England; in key

stage 4, students prepare for the Cambridge IGCSE in a wide range of subjects and, in the sixth form, follow courses leading to A levels and the Assessment Qualifications Alliance (AQA) Baccalaureate. This extends the curriculum through an assessed extended project and work-related learning and community work.

Lessons and schemes of work are planned well and comply with all requirements. They are underpinned by the school's core values and learning habits. The curriculum is modified as required to ensure that students of all abilities and backgrounds are engaged fully. The school demonstrates a strong commitment to meeting the needs of all of its students whether these arise from learning to speak English as an additional language or from students' other individual needs. Teachers also pay close attention to providing sufficient challenge for the most able students.

Across all subjects, schemes of work and lessons provide opportunities for creative thinking and problem-solving; lessons are often based on actual situations to make them current and relevant such as in Year 8 geography on migration, drawing on the current issues in Myanmar and Syria.

Students are supported well when they move from one stage of the school to another; before students enter the secondary school they meet in workshops with Year 7 students and enjoy sample secondary lessons. There is strong guidance for option choices in Year 9 and for those entering the sixth form. A range of supportive activities prepares students in their applications to universities. The AQA Baccalaureate is a valuable addition, preparing students for the next stage of education.

The curriculum is enhanced by a wide range of visits and exciting residential trips. In Year 3, students visit the Research Institute of Malaysia and in Year 4, they visit Broga Hill. In Year 5, students visit Taman Negara National Park while Year 6 students visit Langkawi Island. These excellent opportunities continue through the secondary phase and sixth-form students benefit from a residential leadership camp on the outskirts of Kuala Lumpur. Special events such as book week, international day and weekly mathematics challenges enrich students' learning experiences. An outstanding range of high quality extra-curricular activities supplements the school's timetabled provision and contributes to students' high achievement in both learning and personal and social development.

Students have regular access to personal and social education through the school's COALS programme, the planned use of class teacher or tutor time and themed assemblies. The school has recently enhanced its primary programme to ensure wider attention to personal and social issues. There are many opportunities for student leadership.

There is ongoing review of the curriculum, led by senior and middle leaders, with class teacher involvement. Teachers are currently in the process of ensuring that assessment of students' learning links fully with new curricular requirements. The IPC curriculum is planned carefully, ensuring that students develop the range of skills needed for secondary education. The range of options available in key stage 4 and the sixth form is particularly impressive.

## Standard 5: The quality and quantity of the school's accommodation and resources

### Highlights and recommendations

- The school is staffed extremely well by experienced and very well-qualified academic and support staff who are committed to improving all the school has to offer.
- Students enjoy an outstanding learning environment with very well-equipped, bright and airy classrooms and impressive facilities for sport, music, play and relaxation.
- The new early years centre provides exceptional indoor and outdoor learning facilities which focus on giving children in Nursery and Reception the best possible start to their education.
- Staff and students have access to outstanding resources, particularly in technology, which have a positive impact on students' learning and achievement.

Students benefit from being taught by highly qualified teaching and support staff who take great care in ensuring the needs of all students are met. All faculties in the secondary subjects and primary classes are supported by teaching assistants, ensuring a very favourable adult-to-student ratio. Specialist departments provide dedicated support for students who have special educational needs and/or disabilities or who speak English as an additional language. This enables them to access fully the outstanding curriculum and to make excellent progress. Staff have access to a comprehensive induction and ongoing professional development programme and there is a strong culture of sharing best practice within the school and also with other high-performing schools.

The school's already outstanding facilities have been further extended and upgraded in 2016 with the addition of a new swimming pool, roof-top sports facilities, an academic block and early years centre. There are very well equipped and well-resourced specialist areas for science, art, music, and performing arts and all subjects have their own bases with vibrant displays to support students' learning. Students' high quality art work displayed around school adds to the vibrant learning environment and the knowledge that all students' contributions are valued. An extremely well-stocked and frequently used library provides a comfortable area for quiet study and relaxation; there is scope to extend this quiet study facility to the upper floor for older students. The availability of, and access to, the most up-to-date technology and other learning resources supports the curriculum and has a positive impact on students' learning and achievement. One-to-one devices are used imaginatively in lessons and help to provide additional support and challenge to meet all learning needs.

## Standard 6: How well the school cares for and supports its students

### Highlights and recommendations

- The school provides a very safe, caring and supportive learning environment for students of all abilities and backgrounds.
- Students' behaviour and respect for others are exemplary and reflect the school's ethos and core values.
- Students value the culture of consultation where their views are listened to and acted upon.
- Students of all ages are encouraged to lead healthy lifestyles with outstanding provision for, and participation in, sport and exercise.

The school's provision for ensuring the welfare, health and safety of its students is outstanding. School leaders and all staff take their role of safeguarding students extremely seriously. Very thorough policies and procedures are in place and annual training for all staff ensures they have the most up-to-date information. Comprehensive student records are kept securely, with essential information available to teaching and support staff through the school's effective management information system. New students are welcomed into the school at any point during the year. Comprehensive induction arrangements are in place for students and their parents, taking into consideration the needs of those who speak English as an additional language, to ensure a seamless transition into the school.

The campus provides a very secure learning environment where students feel safe and very well cared for. Parents are warmly welcomed on site and have designated areas where they can meet socially. Student council members identified one of the school's main strengths as being the warm and trusting relationships between students and their teachers. They said, 'our teachers are very supportive and we would never hesitate to talk to them if we had a problem.' An experienced school counsellor is available to help with more complex social or emotional problems. Primary and secondary students explain that, 'bullying doesn't really happen here but if someone is not treated well it is quickly resolved through talking with a teacher or using our bubble time.' The school's core values set clear expectations for behaviour and these are recognised and respected throughout the school community.

Regular surveys are used to seek the students' views on a wide range of issues including their happiness in school, the range of extra-curricular activities on offer and events such as house activities and fundraising for charities. Students say that their opinions are valued and acted upon. Students' views about school life are overwhelmingly positive and constructive.

Provision for managing illness, accidents and first aid in school, on day visits or residential trips, is excellent. Two highly qualified school nurses are available on site for primary and secondary students and an experienced nurse and medical facility are situated in the early years centre. Systems are in place for the safe storage of medicines, recording incidents and alerting teachers to medical issues. Students are encouraged to lead healthy lifestyles with plenty of opportunities for taking part in sport and exercise within and beyond the school day. Many students either walk or cycle to school and this is encouraged. Spacious and airy dining facilities are available to students with well-equipped and hygienic kitchens which serve a variety of snacks and meals at breakfast and lunch. The arrival and departure of students at the beginning and end of the

school day are monitored very closely by teaching and support staff. Only cars displaying authorised stickers are permitted on site and only designated adults are permitted to collect children. School transport is contracted to a local company whose staff undergo all the necessary checks; students are accompanied by a chaperone and driver.

## **Standard 7: The school's partnership with parents and the community**

### **Highlights and recommendations**

- Parents speak exceptionally positively about their children's experience of school life.
- The information parents receive regarding their children's achievements is of a very high standard.
- Parents know that their views are valued by school leaders and any concerns are resolved quickly.
- Parents appreciate all the school does to help develop children's self-esteem and confidence to become mature young people.

The school's partnerships with parents and the community are outstanding. Parents say that they are able to communicate quickly and effectively with the school and that staff are, 'always quick to respond'. Parents say that they are delighted their children enjoy school life and are keen to attend.

The school provides parents with a wide range of easily accessible, helpful information. This enables parents to access a range of information about their child, including attainment, attendance, timetables and the curriculum. The school's electronic communication system provides parents with a weekly update about what is happening in school. Parents of children in the early years are delighted to receive regular electronic updates, including photographs of what their children are doing daily in school.

The school has a complaints procedure in place and parents say that leaders are very responsive when dealing with any issues. There have been no formal complaints since the school opened and parents say that the school's open-door policy makes it very easy for them to talk to someone about any concerns they may have and that the school deals with these quickly and effectively.

The school has strong links with the community. Students regularly raise funds for a variety of local, national and international charities. Students are proactive and encouraged to take the initiative for themselves. For example, students in Year 5 have recently started their own charity called 'Backpacks for Kids'. The aims of this charity is to provide practical resources for children within the community who are suddenly taken into care. Each backpack contains a set of pyjamas, a cuddly toy, toiletries and a handwritten caring message of support.

## Standard 8: Leadership and management

### Highlights and recommendations

- The leadership of the principal and senior leaders is outstanding. Leadership responsibility is distributed very effectively among the team. This has resulted in a great many improvements since the school opened in 2011.
- The vice principal makes an exceptionally positive contribution to the way in which the school is managed.
- Highly effective heads of department monitor the subjects for which they are responsible and have clear plans for further improvement.
- The passion and commitment of the board of governors are also outstanding. Governors have a clear vision for excellence and their drive and determination ensure this outstanding school continues to improve.
- The principal and senior staff are exceptionally ambitious and consider carefully how this outstanding school can continue to improve. For example, they have already identified the need to press on with changes to the way in which students' progress and attainment are measured in line with requirements of the school's curriculum.

The leadership and management of the school are outstanding. Led by the inspiration and experience of the principal, senior leaders have a clear vision for excellence. Together, senior leaders have a shared drive and determination to make sure this outstanding school continues to thrive. Leaders at all levels have a shared belief that students should enjoy their time at school and will 'move mountains to make sure students are prepared well for adult life.'

Leaders use assessment information effectively to measure the standards reached by students and the progress made by various groups. They then use this information to analyse trends. Leaders recognise they now need to press on with further improvements to this system to meet the requirements of the school's developing curriculum.

Heads of department play an exceptionally important role in making sure students receive a well-considered education. The vice principal has made sure that arrangements for managing the performance of staff are considered carefully and are established well. Staff receive a wide variety of training and professional development opportunities. While staff turnover is very low, new teachers are made to feel welcome and induction arrangements are good. Support and coaching for staff are highly effective.

School leaders provide exceptionally positive role models for staff and students alike. The principal is a very positive presence around the school and is always available for whoever needs support, guidance or encouragement. One parent explained, 'the reason we brought our children to this school is because we had heard so many wonderful things about the principal, and we have not been disappointed.'

The school is administered expertly by a board of governors. These visionary governors are ambitious and highly effective in the management of finance, staffing, premises, admissions and staff appointments. The separate responsibilities of the board and the school's professional leaders are clearly understood and respected. The principal ensures board members are very well informed about the strengths of the school. Everyone is always looking for new ways to

make this outstanding school even better. Governors have been successful in fulfilling their vision of having an outstanding school at the heart of the community.

The highly effective principal is skilled at developing the potential of leaders at all levels and is determined that all who work in the school, either as student or adult, will reach their full potential.