Education Development Trust

Transforming lives by improving education around the world

Sri KDU International School

ISQM Accreditation Report

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Sri KDU International School

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

Sri KDU International School is a private, co-educational day school. The school was founded in 2011 as a 11 to 18 school with 500 students. The primary classes were added in 2012. The school has now doubled in size. There are 14 nationalities represented in the school. However, the majority of students are Malaysian (95% in secondary and 80% in primary) with the greatest number being of Chinese Malaysian heritage. The majority of students speak English as an additional language, and are competent bilinguals. The sixth form is very small with only 23 students. The school follows the English national curriculum. In Year 11, students sit International General Certificate of Secondary Education (IGCSE). In the sixth form, students study the International Baccalaureate Diploma Programme (IBDP). The school has a selective admissions policy.

The school is one of a number of educational institutions in Paramount Education (a specialist section of Paramount, the propriety development company). The school has been purpose built and includes extensive sports facilities. The school also provides well-equipped science laboratories, art rooms and dance, drama and music studios.

Report summary

Accreditation status

Sri KDU International School 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 24th February 2017 to 24th February 2020.

Overview of main strengths and areas for development

Report headlines

Sri KDU International School is an outstanding school and has continued to improve year on year since opening in 2011. The school's curriculum is outstanding and provides exceptionally well for all students, particularly for the large number of students who speak English as an additional language. A significant strength within the curriculum is the provision for students to gain success in a wide range of subjects such as music, design technology, modern foreign languages, geography, history and sports. Students are understandably very proud of their success in local, national and international sporting events. The students' personal development is also outstanding. Students are exceptionally respectful of their teachers and of one another. Students have very well-developed skills of working together and regularly encourage each other to try their best. Students' attitudes to their work in lessons and behaviour around the school campus are exceptionally positive and play a significant role in the outstanding progress they make. The

school's care and support for the students are remarkably strong, helping them to grow into well-rounded young people by the time they leave school. On leaving school, the overwhelming majority go on to study at university. The school's partnership with parents and the community is outstanding and parents speak very highly of the leadership of the principal and senior staff. Students have a keen sense of social justice and take part in many charitable events to help those less fortunate than themselves.

The leadership and management of the school are outstanding and much is being achieved to improve still further this highly successful school. The very effective senior leadership team, in partnership with the well-informed chief executive officer, who is a member of the governing body and reports to the board of directors of Paramount Education Group, have led improvements with determination since the time the school opened. Leaders are exceptionally committed to provide high quality training and development opportunities for their staff. For example, teachers in the secondary year groups work together in groups of three to provide one another with coaching and mentoring opportunities. Systems to monitor the work of the school are robust and finely tuned. As a result, self-evaluation is carefully considered and accurate. Leaders have correctly identified the school's strengths and also the correct priorities for improvement. Leaders acknowledge that the next step in the school's journey of development is to improve further the strategic overview between the primary and secondary key stages.

The quality of teaching and learning throughout the school is also outstanding. Throughout the school, teachers' subject knowledge is very strong as is their understanding of how students learn. Teaching is confident, stimulating and challenging. As a result, students enjoy their lessons and are keen to learn. A key strength within the quality of teaching and learning in lessons is the respect between teachers, support staff and students. The quality of teaching and learning in almost all lessons is good or better and the majority is outstanding. Teachers are very skilled at assessing students' understanding and the progress made during lessons, using a wide range of high quality questions to extend students' thinking. Lessons move along at a fast pace and students only spend time tackling work which offers them challenge, so their time is used most productively. Highly experienced and very effective support staff are deployed exceptionally well and all staff are clear about what is expected of them in lessons.

From starting points which can vary considerably when students start school in Year 1, progress is outstanding in English, mathematics, science and information and communication technology (ICT). A large proportion of students also start the school in Years 7 and 8 and in the sixth form. These students are supported exceptionally well and settle into school life very quickly. As a result, they too soon make the same outstanding progress as others in the school. Standards reached by the end of primary, secondary and sixth form are exceptionally high and improve each year.

Recommended areas for development

Improve further the strategic overview between the primary and secondary key stages.

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 exceptionally high standards compared with international expectations by the time they leave school.
- Students who speak English as an additional language are supported exceptionally well, so they too make outstanding progress from their starting points.

- A large proportion of students start school in Years 7 and 8 and in the sixth form. These students are helped to settle very quickly and soon make the same outstanding progress as their peers.

Students' progress in **English** is outstanding. When students enter Year 1, their English skills vary and, for many, they are below the curriculum expectations for their age. However, work in students' books and in lessons clearly demonstrates the outstanding progress which students make across the primary phase. A focus on writing for different purposes, exciting themes and opportunities to write independently are established well. This makes sure students make secure improvements in their technical and creative language skills. For example, in Year 5, students write sentences of different lengths, using subordinate clauses and 'brilliant words', to mimic the author's style in the book 'Skellig', adding depth and interest to their creative writing. By the time students reach Year 6, the complexity of their language is impressive. They demonstrate a very strong grasp of key structures, such as the use of fronted adverbials, which enables them to write more complex sentences. Standards by the end of Year 6 are above curriculum expectations.

Students' progress in English accelerates through key stage 3. Students develop well their literary appreciation and analytical skills from Year 7. In Year 8, students discuss with authority the characterisation of Ariel and Prospero and the impact of their servant-master relationship. This approach prepares students well for the rigour of their IGCSE, while maintaining their love of English reading and writing. As a result of this outstanding progress, standards are well above curriculum expectations by the end of Year 9. Strong progress continues across Years 10 and 11 where the level of students' discursive and written skills demonstrates how deeply they understand a range of genres. By Year 10, the detail and accuracy with which students annotate authors' works are outstanding. Challenging discussions demand that students refer to evidence to substantiate their views; for example, in Year 10 lessons, students discussed the language used by Shakespeare to convey Macbeth's emotional state as he considered the murder of Duncan. In 2016, students' attainment in IGCSE English language and English literature was well above international averages, with 65% of students gaining A* and 78% of students gaining the A grade.

Students in Years 12 and 13 write with maturity and conviction. Their research skills enable them to create logical and fluent arguments with a broad and accurate range of linguistic approaches. Literary criticism skills are developed very well and students compare the portrayal of catharsis in a range of ancient and modern literature across the ages from 'Oedipus' to 'Macbeth' to 'Kafka on the Shore'. Their progress is outstanding and the standards they reach are exceptionally high. This prepares them well for the rigour of study in higher education.

Students' progress in **mathematics** is outstanding. Most students in Year 1 can estimate confidently how many objects they can see, order them in repeating sequences and then check them by counting. A large majority of students are showing an interest in shapes and playing with shape resources; they can talk about some of the similarities and shapes in everyday life, and a minority of students are beginning to use mathematical names to describe shapes. By the middle of key stage 2, most students know when and how to use addition, subtraction, multiplication and division. Students in Year 4 enjoy testing out their multiplication skills, using grid and column formats, and most succeed well; their level of achievement is above curricular expectations. Students in Year 6 enjoy working in groups as they tackle high level questions about averages. Most students can explain the mean, mode, median and range for numbers provided by the teacher. The overall level of achievement in mathematics in Year 6 is above expected curriculum standards. In terms of their knowledge, understanding and skills, results for 2016 show that 96% of students are reaching, or are above the curriculum expectations, well above standards in the UK. Overall, progress is outstanding in the primary year groups. Recent data indicates that 58% of students are making better-than-expected progress by Year 6.

Students continue to gain in confidence in the secondary phase; progress is outstanding and standards are high. Year 7 students use ratio notation and understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. In Year 9, students use their mathematical skills to

help them solve problems of calculating the area of regular and composite two-dimensional shapes, referring to the relevant formulae. Of the 2016 cohort of Year 9 students, over 85% reached above the expected standard. By Year 11, students in additional mathematics interpret graphs in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. The school's most recent IGCSE mathematics results show standards which are exceptionally high compared with the UK averages. For example, 97% of Year 11 students gained grade A* to C for additional mathematics. In general mathematics, 62% of students achieve grade A* or A. The UK average is 27%.

Students' progress in **science** is outstanding and, by the time they leave school, standards reached are exceptionally high compared with those typically seen in UK schools and the world average. At the start of Year 1, students' skills and knowledge of the world are typically below the level expected for their age. Students make outstanding progress in key stage 1, building scientific skills through observing, carrying out simple tests, classifying, framing questions to form hypotheses and recording information. This outstanding progress is sustained throughout key stage 2 so that, by the end of the primary phase, students use a wider range of methods and scientific skills across topics on living and non-living things, states of matter, earth, space and forces. In Year 6, students use scientific language accurately to explain cause and effect, to hypothesise and to make predictions. They also use scientific symbols correctly when recording experiments.

In key stage 3, students acquire the skills to work scientifically, carry out experiments, analyse and evaluate results. They make exceptionally strong progress and attain very high standards. In key stage 4, students make equally rapid progress in physics, chemistry and biology, because teachers' expectations are high and subject knowledge is excellent. Very effective use is made of the laboratories and there is a careful balance between theory and scientific investigation; students excel in both.

In the sixth form, students apply their mathematical knowledge when interpreting scientific results, for example, how exposure to varying temperatures affects the rates of anaerobic respiration in yeast. Students in the sixth form make similarly outstanding progress in science as they do in the other subjects they study.

Students' progress in **ICT** is outstanding. Students' knowledge, skills and understanding in ICT are developed well in the primary phase. Most students make at least good progress across the phase. Standards in secondary ICT are high and the numbers of students attaining A* and A grades has risen year on year. In 2016, 62% of students achieved this grade, well above international standards.

Students in Year 3 are confident to use tablets to take photographs of models and then use these in word processing to create posters, programs and tickets for events such as a fashion show. Students know how to complete functions such as search, copy and insert. In Year 4, students display a good understanding of using presentation programs and are able to research and précis the material to form clear presentation slides with high quality images.

Throughout the secondary phase, students make outstanding progress and their command of ICT supports well their wider learning. They are confident to make presentations and research topics in English; for example, in Year 10, students use ICT to develop thematic resources based on 'Macbeth' and share these with other students. Students use multifunction scientific calculators confidently in mathematics. In Year 9, students can demonstrate their knowledge and understanding of binary systems. For example, they can describe characters and convert binary numbers to denary in both 4bit and 8bit denominations. Students in Year 10 have a deeper understanding of coding, which enables them to create websites confidently using HTML format. Sixth-form students use ICT skilfully throughout their studies to present information in projects, communicate with their teachers and track their learning via the assessment sheets.

Standard 2: Students' personal development

Highlights and recommendations

- Students' attitudes to learning are exemplary. High levels of motivation, resilience and independence characterise their approach to school life in all year groups.
- Students immerse themselves wholeheartedly into the wealth of opportunities to develop their leadership, learning and social skills.
- Students' commitment to all aspects of school life demonstrates their desire to do their best for themselves, their school and the wider world.
- Students display a pride in the achievements of all students and staff at the school; spontaneous shows of appreciation and celebration are typical.

Students' personal development is outstanding in all phases of the school. Behaviour in lessons and around the school is courteous and respectful at all times. Students are mature in the way in which they conduct themselves, respecting the views of others and also sufficiently confident to challenge politely if they do not agree. They respect the rules, regulations and rewards that maintain the orderly and empowering environment in which they thrive. Relationships are positive at all levels and students speak highly of the support they receive from teachers and other staff. Instances of poor behaviour are very rare. A high proportion of students attain 100% attendance each term and this is celebrated. Overall, whole-school attendance is well above average and students are encouraged to attend regularly.

High levels of collaboration in lessons make a positive contribution to students' ability to explore and learn. Students are reflective and resilient learners who relish the opportunity to improve their work following their teachers' feedback. They organise themselves well into groups and allocate roles through mature negotiation. They enjoy sharing their ideas or working independently to produce meticulously detailed notes. Students' pride in, and ambition for, their learning is evident through the high quality of presentation in their books.

The principal and school staff work assiduously to create an environment where students contribute actively to the school's positive culture. Students seize opportunities to enrich their experiences and assume leadership responsibilities at all ages. They value greatly the breadth of education they receive and appreciate the importance of developing a wide range of skills alongside internationally recognised qualifications. Students regularly take part in national and international conferences, such as the World Health Organisation symposium in Singapore. Older students play an active role in shaping enrichment activities for other students in and beyond the school. For example, they take on roles such as secretary and chairperson for in-school organisations such as the LEO Charity Club; they have organised an external United Nations Conference for schools in Malaysia and South-East Asia; and they take sole charge of the Paramount Championships, a set of 30 competitive performance and creative activities. Older students mentor younger students in developing leadership skills such as minute taking in meetings and developing programmes. Sixth-form students lead enrichment sessions for other students and there is much respect for the expertise of older peers.

All students feel safe in school and are confident to be able to approach an adult in school with any personal or academic worries. Students have a strong sense of social responsibility. They care deeply about the environment and the plight of those less fortunate than themselves. They give much thought to their charity and community work and organise events such as the Workers' Appreciation Day and Kindness Days. A new student council has been established over the past year and students feel increasingly consulted about their views.

Standard 3: Teaching and learning

Highlights and recommendations

- Across the school, a positive, purposeful atmosphere permeates all aspects of learning and behaviour.
- Almost all teachers have secure subject knowledge appropriate to the age groups they teach and this enables them to teach confidently and to develop students' learning.
- Teachers have a very strong understanding of how students learn and adapt effectively their teaching to meet the needs, interests and aptitudes of students.

In the overwhelming majority of lessons, careful planning ensures that the work is pitched at just the right level for different abilities. Teachers use well their very strong subject knowledge to provide clear explanations and structured activities; they adjust skilfully their teaching to support students who need help and stretch those who need further challenge. Specific learning objectives for lessons and associated success criteria are consistently shared and made clear to students in all lessons. In many lessons, plenaries summarise the learning and share examples of students' own work in order to re-inforce the learning objectives and success criteria. Skilfully differentiated open and closed questioning techniques encourage students' curiosity and challenge their learning across the ability range. Teachers are confident in their delivery of lessons and skilfully draw upon relevant aspects of the world beyond school to help students make meaningful connections between their learning and the real world.

Relationships are a strength throughout the school and underpin the high quality teaching and learning. Teachers make effective use of time so that learning progresses at an excellent pace with high expectations of success. Students of all ages are not afraid to 'have a go' in this positive learning environment. Students throughout the school are keen to ask and answer questions, and most have a very good awareness of how well they are doing and what they need to do next. Enthusiastic and knowledgeable teaching assistants make an excellent contribution to lessons; they skilfully encourage and support students so that they can successfully complete learning tasks on their own. Accurate assessment systems are in place to track students' progress against their own aspirational targets and against relevant curriculum standards. This information is used well in the core subjects to plan interventions, for instance to support when students begin to fall behind. The principal and senior leaders also each have a small group of students whom they support and mentor. This helps all students to stay on track to reach their ambitious targets. Effective self and peer-assessment opportunities in lessons enable students to gain a greater understanding of their own performance and academic achievement.

Students across the age ranges have extremely positive attitudes to learning; when opportunities arise they cooperate well and enjoy paired and grouped activities. The development of students' learning skills is enhanced by the mutual respect present between adults and students. This enables students to improve their interpersonal, teamwork, leadership and communication skills. In an age-appropriate manner, students are actively encouraged to learn independently, to take more responsibility for their own learning and to manage the resulting consequences.

Standard 4: The curriculum

Highlights and recommendations

- The quality of the curriculum is outstanding. It is broad and balanced and is very successful in offering wider opportunities for all students to develop their particular talents.

- The outstanding secondary phase co-curricular learning (CCL) activities programme enriches the broader curriculum, enabling all students to select from academic and non-academic sessions which they attend for the term.

The curriculum is built around the national curriculum for England in key stages 1 to 3, the Cambridge IGCSE in key stage 4 and IBDP in Years 12 and 13. Teachers enhance the basic curriculum through imaginative and well-planned activities in lessons as well as beyond the classroom environment. The curriculum is modified as necessary to ensure engagement and challenge for all and students' skills across a range of subjects are developed in meaningful and interesting contexts.

The school has a selective admissions policy; it also has a strong commitment to inclusion, meeting students' additional needs including those who speak English as an additional language. Following regular and ongoing assessments, teachers provide a range of different tasks to meet the needs and interests of students in their classes. Students are prepared well for periods of transition in their education, whether through the different school phases, or the world of further study or work.

From the primary years, students are highly motivated by an excellent educational visits programme that enriches their learning experiences. Age-appropriate residential field and international trips enhance further students' social and personal development. The dedicated personal, social, health and leadership education (PSHLE) curriculum promotes outstanding personal development as well as students' appreciation and awareness of different cultures, environmental issues, community links and charitable work.

Regular review and evaluation of the curriculum have had a positive impact on students' learning and on meeting their needs. For example, the secondary teachers' peer lesson observation activities promote reflective discussions among staff regarding the exchange of skills, ideas, and strategies for monitoring and delivering the curriculum. Recent in-school professional development activities and externally provided training sessions enhance curriculum reviews and development.

There is a clear and robust organisation of curriculum planning. At the heart are three guiding principles: firstly, helping students to understanding what it means to be a good learner; secondly, developing students' learning habits; and thirdly, preparing students for a lifetime of learning.

In the primary phase, core leaders for English, mathematics and science ensure the expectation of the curriculum is implemented. Fortnightly meetings are used to monitor the impact of middle leaders in all curriculum areas. This has resulted in consistency in the management and leadership of all primary subjects. In the secondary phase, there are clear key stage curriculum statements, year group curriculum maps, schemes of learning and lesson plans. There is a focus on providing a wider variety of cross-curricular projects that help primary students to transfer skills and knowledge from one subject to another.

Practical learning opportunities form an integral and challenging part of the primary curriculum. In the secondary phase, the development of leadership skills is evident throughout the curriculum and the discrete key stage 4 leadership development programme. Approximately 70 students each year benefit greatly from participation in the Duke of Edinburgh International Award.

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

Highlights and recommendations

- Recruitment and vetting procedures are robust.
- Leaders have recruited a high quality teaching and learning workforce. Strong subject knowledge and the creative use of pedagogy are inspiring students and adding depth to students'

understanding. Recent staffing changes have added greater capacity to bring about even more improvement.
- Students have access to a broad range of sporting and cultural resources and facilities which develop their artistic, physical, practical and performance skills.
- Primary staff make good use of the more limited space in their key stages.
- The school has established a well-qualified workforce which is up to date with developments in the English national curriculum as well as to changes to external qualifications.

Recruitment and vetting procedures are well organised and rigorous. Continuing professional development is tailored to staff needs and the school uses external links to further develop skills. For example, a member of the human resources team, the vice principal and head of primary attended a safer recruitment course to ensure a robust and consistent approach to safeguarding students.

The recent experience teachers have of the English national curriculum as well as the external examination expectations ensures that the significant changes to key areas, such as assessments in Year 6, are embedded fully into learning across the school. As a result, students are challenged, particularly in Years 5 and 6, where the demands of the new curriculum are met. IGCSE modifications are also given careful consideration and embedded fully. Classroom assistants are skilled and deployed well by teachers; they support and extend students' learning exceptionally well across the school.

The quality of the school's accommodation in the secondary phase of the school is outstanding. The school has a broad range of facilities to ensure that students' artistic, physical, practical and performance talents are maximised. A swimming pool, dance studio, large artificial turf playing field and well-equipped gymnasium support students' physical achievements well. This results in strong performances in external and internal sporting competitions.

Resources in secondary design technology workshops and science laboratories enable students to investigate and create. Resources and facilities in music, with its computer suite and performance areas, are outstanding. Accommodation and facilities in primary are good, but more limited by space. Teachers use a wide range of resources in most lessons. Plans are already in place to increase the number of computers and tablets for primary-age students to use.

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

Highlights and recommendations

- Leaders have established a culture of safeguarding which permeates all aspects of school life.
- Child protection procedures are robust and communicated well to all staff and contractors through systematic, up-to-date training.
- Health and safety procedures are rigorous and extensive systems ensure students keep safe. Twenty security guards, an extensive CCTV system and 24-hour patrols keep the buildings safe and secure.
- A broad range of professionals are in place to support students' personal, emotional and physical development, including the school counsellor and the school nurses.

A strong commitment from school leaders ensures that the school provides care and support of the highest quality. Clear and robust systems protect students of all ages from harm. Leaders have implemented a detailed child protection policy for the school, based on the Child Act 611 for Malaysia. All staff sign a contract to confirm that they understand and agree with the guidance on their conduct in all safeguarding matters. Two well-trained and highly effective designated safeguarding leaders for the school manage the process. Annual child protection training is in place for all employed staff to refresh understanding of the procedures for reporting any concerns about a child's safety. In addition, all contractors receive training on child protection through training materials translated into Malay.

Confidential student records are kept securely and communication on a need-to-know basis is managed by the safeguarding leaders.

A broad range of professionals are in place to support students' personal, emotional and physical development. Parents speak warmly of the way in which the school places an 'invisible bubble' around students when there is a particular need. Students value the school counsellor and they can access support during the school day on a range of matters. The full-time nurses run well-equipped, comfortable infirmaries. Students are cared for well when they are ill and parents are contacted when accidents occur. Signed agreements from parents ensure the safe administration of medicines, if required.

Bullying incidents are exceptionally rare and, when they occur, are dealt with promptly and effectively. Robust follow-up actions check that the issues remain resolved for all involved. Anti-bullying week is valued by students and is a key factor in them feeling safe. Students new to the school settle quickly due to the care and guidance afforded them.

Arrangements for educational visits are rigorous. Risk assessment is at the heart of the system, along with ensuring that all steps are completed at every stage of the process. Strategies such as 'contact number cards' and 'emergency phrases to use' add an extra layer of security. Scheduled fire and intruder drills are effective and taken seriously by both students and staff. Chemicals are stored securely in the science preparatory room.

Food preparation, serving and eating areas are clean and orderly, with an excellent choice of healthy food for students, staff and visitors. External certification and regular specialist maintenance ensure the cleanliness and safety of all areas of the school. External professionals test regularly all the fire and electrical equipment and all health and safety checks are scheduled and monitored tightly. Authorised dealers maintain regularly the four school vehicles and school drivers undergo rigorous annual licence and medical checks.

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

Highlights and recommendations

- Parents speak exceptionally highly of the school.
- The information parents receive regarding their children's achievements is of a high quality.

The school's partnerships with parents and the community are outstanding. The school provides extensive information for parents in a variety of forms. Parents say that they are able to communicate quickly and effectively with the school, and that the staff are very responsive and provide many opportunities for them to support their child's learning. For instance, the school regularly holds theme breakfasts for parents to share in their children's success, such as in art and reading. These are attended well and much appreciated by parents. Regular and informative newsletters enhance further the opportunities for parents to understand and celebrate the life and activities of the school.

The school's information to parents provides excellent information in a very easy to access way. This enables parents to access a wealth of information about their child, including attainment, progress, attendance, timetables and the curriculum. It also has an electronic communication system which provides weekly information about what each child will be enjoying in the coming five days. Parents speak very enthusiastically about how effectively the school communicates with them saying, 'it is everything we had hoped for and more'.

The school has a detailed complaints procedure in place and parents say that the school is very responsive when dealing with any issues. While there have been no formal complaints since the school

opened, 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 concerns quickly and effectively.

Parents' views are also taken into account and acted upon, for example with regard to the end-of-day procedures to collect their children from school. Parents recognise that their views are taken seriously.

The school has very strong links with the community. Students regularly raise funds for a variety of local, national and international charities. For example, students recently organised a Pertiwi soup kitchen. Students also regularly visit local residential and day care centres for senior members of the community. In addition, the school has an extensive programme of sporting links at a local, national Majlis Sukan Sekolah-Sekolah Malaysia (MSSM) and international level: for example in tennis, squash, fencing and cheerleading.

Standard 8: Leadership and management

Highlights and recommendations

- The leadership of the principal and senior leaders is strong. Together, they make a very effective team, leading many improvements since the school opened.
- The school has recently recruited a number of new senior and middle leaders who are wasting no time getting to know their departments or subjects.
- The leadership of provision for students who speak English as an additional language is very strong.
- The passion and commitment of the board's chief executive officer (CEO) is very strong. Ably supported by a highly effective deputy, they have a clear vision for excellence and the drive and determination to improve this outstanding school still further.
- Leaders are highly ambitious and think carefully about how this very successful school can continue to improve.

The overall leadership and management of the school are outstanding. Senior leaders have a clear vision for excellence and a collective drive and determination to make sure this school continues to improve. Leaders at all levels, including those who are very new to the school, have a shared belief that Sri KDU students deserve the very best provision.

Senior leaders are also skilled at developing the potential of leaders at all levels as well as in making successful key appointments. For example, a new head of primary and subject leaders in the primary classes were appointed in September 2016. They have wasted no time getting to know what the primary classes do well and how provision can be improved further. For instance, they have developed plans to ensure that technology is used even more effectively to support teaching and learning across all primary curriculum subjects. They are already monitoring work in students' books, visiting lessons to check on the quality of teaching and providing very helpful guidance about how provision can improve even further.

Leaders use effectively all assessment information to track the progress and measure the attainment of students on an individual basis. Leaders are also developing procedures to assess students' achievement against the higher demands of the new national curriculum without the use of levels.

Heads of year and curriculum leaders also play an important role in ensuring students receive a very well-considered education. Leaders with responsibility of provision for students who speak English as an additional language ensure that these students are supported exceptionally well. As a result, they make outstanding progress in their classes and small-group activities from a wide range of starting points. Leaders who have oversight of provision for students with additional needs in both primary and secondary phases also monitor provision and outcomes, ensuring these students also make the best possible progress.

The school is administered by a board of governors. The school's CEO and deputy CEO are 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; they are not in the least complacent. Everyone is always looking for new ways to make this outstanding school even better. The board set high standards and provide the training and encouragement to school leaders so that these standards are realised. The CEO and principal work together exceptionally well to ensure that all students develop 'Malaysian hearts and global minds'.

School leaders provide a positive role model 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. Arrangements for managing the performance of staff are well established. Staff receive regular training and professional development opportunities. Leaders are also skilled at guiding staff if they need more individual support or encouragement to be highly effective in their role.

The school was initially planned to open as a secondary school, but the board of directors quickly realised provision could also effectively be made for primary-aged students. Recently, these two departments have operated in much closer collaboration. However, leaders recognise that further developing a whole-school strategic overview will provide even greater continuity between these key stages.