

## SCHOOL VISIT REPORT & SELF-REVIEW DATA

### Visit Details

<b>Name of Aspirant School</b>	Sri KDU® International School
<b>Address / location of campus(es)</b>	No.3 Jalan Teknologi 2/1, Kota Damansara, 47810 Daerah Petaling, Selangor Darul Eshan, Malaysia.
<b>4.3.1.1 Confirmation that aspirant school is located within FOBISIA's designated geographical region</b>	The school is located in Malaysia.
<b>Names and job titles of visiting FOBISIA Heads/Senior Leaders</b>	<b>Graeme Salt</b> , Head of School, Dulwich College Seoul and Treasurer on the Executive Committee (GS) <b>John Moore</b> , Principal, The British School Kathmandu and Head's Liaison for Events on the Executive Committee (JM)
<b>Dates of visit</b>	<b>17<sup>th</sup> and 18<sup>th</sup> October 2016</b>

### Headteacher Details

<b>Name of Head of School</b>	Mrs Margaret Rafee
<b>Date of appointment</b>	Appointed: August 6th 2013
<b>Qualifications</b>	
<b>Brief career background</b>	
<b>Previous Heads of school (if any) and length of tenure</b>	Mr Mark Curnane – Founding Principal Appointed – January 2011

### School Details

<b>Date of establishment of aspirant school</b>	September 2011
<b>4.3.1.5 Confirmation that aspirant school has provided education for a minimum of 3 consecutive years</b>	Yes - founded in September 2011
<b>How and why was the aspirant school founded?</b>	The school has provided education for its students for a minimum of three (3) consecutive years prior to the application. The school was founded in September 2011 for secondary Y7-10. In 2012 a Primary section was opened Y1-6. The IBDP transferred from the KDU National School which had been providing the course since 2005. IGCSE and IBDP results are available for 2013, 2014, 2015 and 2016.

<b>Details of legal constitution, governance, ownership</b>	Chair of Governors: Datin Teh Geok Lian Paramount Corporation Berhad Level 8, Uptown 1, 1 Jalan SS21/58, Damansara Uptown, 47400, Petaling Jaya, Selangor Darul Eshan, Malaysia
<b>4.3.1.2 Confirmation that the school has an appropriate licence or other such legal permission to operate in the host country</b>	MOE license valid until 31st December 2018. License No. BUB J002

**1. Educational Objectives and Philosophy (JM)**

<b>CRITERIA</b>	<b>SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE</b>	<b>VISITORS VALIDATION &amp;/OR COMMENT</b>
<b>4.3.1.3 The aspirant school has a clearly formulated set of objectives and educational philosophy set out in writing.</b>	<i>To what extent are the vision/aims/objectives of the school apparent in its daily life? Provide brief examples to illustrate.</i>	<i>Yes</i>
<b>4.3.1.4 There is evidence that the school is committed to educational excellence rather than profit. Although it is accepted that all schools should be run on a business-like basis, and some schools create a surplus, the quality of education should not be sacrificed as a</b>	<p>The school has a clearly formulated set of objectives and educational philosophy set out in writing which is common to all KDU® schools:</p> <p>Vision To be the leading school for teaching and nurturing young individuals in our society.</p> <p>Mission We will</p> <ul style="list-style-type: none"> <li>- Teach and coach students to think and learn independently</li> <li>- Prepare students for responsible decision-making about their own lives and the lives of others</li> <li>- Guide students to assume general responsibilities in our rapidly changing global marketplace</li> </ul> <p>The over-arching strap-line for the KDU® schools, which reflects our aims and values, is “Malaysian Hearts, Global Minds”</p> <p>The Sri KDU® International School, in addition, has the following vision: “To be the best international school in the world.”</p> <p>This is a qualitative aspiration rather than a quantitative target and reflects that we expect everyone in the school to aim high and have high expectations.</p> <p>The strap-line specifically for SKIS is “Tomorrow’s Leaders, Here and Now”. This reflects that the students in SKIS will be the future</p>	

<p><b>result of pure profit taking.</b></p>	<p>leaders of Malaysia and globally, so from Year 1 to Year 13, in daily routines and through the curriculum, we emphasise developing students' leadership skills.</p> <p>The key factors that give the school its character and strength are the highly motivated, school positive, student body who have a thirst for learning and a desire to get involved in as much as possible in school; the high expectations and involvement of the parents; the high quality of the teaching faculty who consistently deliver good or outstanding lessons and contribute wholeheartedly to the development of the students beyond the classroom.</p> <p>We teach and coach students to think independently through the pedagogy used in SKIS which is based on BLP (Building Learning Power) and through the use of "flipped learning" which encourages students to take responsibility for their own learning. The development of leadership skills, including responsible decision-making, is threaded throughout the curriculum, co-curricular learning and the structures of the school, which provide opportunities for students to take ownership, lead others, work collaboratively and make decisions about their learning.</p> <p>The school meets all of its aims well; there is not one which is weaker than others, however, with regard to the development of leadership skills, the challenge is to encourage a wider range of students to take up all of the opportunities on offer rather than a core of students trying to do everything. With regard to the pedagogy, the challenge is to ensure that BLP is deeply embedded across all subjects and applied consistently by all teachers.</p>	
	<p><i>Do the vision/aims/objectives include reference to the pursuit of high standards and achievement? Record where the references can be found.</i></p>	
	<p>Sri KDU® International School follows the best practices of a British International education in a caring and individualized learning environment. The teaching &amp; learning methodologies adopted promote independent and self-directed learning, emphasizing each student's different levels of creativity &amp; potential.</p>	

	<p><i>From the school's performance data over the last 3 years provide brief evidence, particularly at the end of Key Stages, to illustrate students' achievement. Comment on how well students have made progress from their different starting points and achieve or exceed standards expected for their age.</i></p>	
	<p>Students are assessed at the end of Year 9 in Maths, English and Science through the INSIGHT examinations from the Centre for Evaluation and Monitoring at Durham University. The students can reach a maximum level of 7a in English and Science and 8a in Maths. Students at SKIS perform exceptionally well in Maths with 39.2% of the cohort achieving level 8c and above. 48.3% of students achieve level 6 and above in English, 85.2% in Maths and 67.6% in Science. The majority of students at SKIS speak English as an additional language and therefore this is an area for continual development. In 2015-16 the results for the INSIGHT examinations remained consistent with previous years despite a new tutor group joining in Year 9 who had therefore not covered the full NC curriculum. The majority of students make excellent progress from Year 7 to Year 9 as measured by achievement of end of Key Stage targets set from their entry CAT scores. Students are assessed at the end of Year 9 in Maths, English and Science through the INSIGHT examinations from the Centre for Evaluation and Monitoring at Durham University. The students can reach a maximum level of 7a in English and Science and 8a in Maths. Students at SKIS perform exceptionally well in Maths with 39.2% of the cohort achieving level 8c and above. 48.3% of students achieve level 6 and above in English, 85.2% in Maths and 67.6% in Science. The majority of students at SKIS speak English as an additional language and therefore this is an area for continual development. In 2015-16 the results for the INSIGHT examinations remained consistent with previous years despite a new tutor group joining in Year 9 who had therefore not covered the full NC curriculum. The majority of students make excellent progress from Year 7 to Year 9 as measured by achievement of end of Key Stage targets set from their entry CAT scores.</p> <p>The IBDP results are excellent with a 36.5</p>	

average (world average 30.0) that is built upon outstanding teaching and learning. The subject range we offer is focused on the most challenging subjects with small group teaching ensuring students have a very personalized learning experience. Our Creativity, Activity and Service (CAS) programme is one of our key strengths as it builds outstanding leadership skills and resilience. IBDP is an extremely challenging programme and resilience is a key skill in completing the diploma. We have a highly successful record of placing students at University with significantly lower than typical published offers. Example of these include Computer Engineering at Imperial College 36, Civil Engineering at Bristol 35, Engineering at Edinburgh (34), History at Kings College London (33) and Architecture at De Montfort University UK (24). In the USA and Canada the majority of offers are unconditional. Our students have a good track record of gaining scholarships with one winning a prestigious Gamuda full scholarship to the UK in May 2015. This is due to the strength of the CAS programme building exceptionally strong personal statements and references combined with our PHSLE programme. The CAS programme is highly evolved with students managing whole school events such as the prestigious TEDx Youth event the students run every year. Students are leaders for their houses managing House leadership events and many of our students initiate a CCLs (under staff guidance). IB stresses international mindedness and many of our IB students teach at refugee schools and are leaders in the Eco Schools project. We strongly focus on the development of the whole students with reference to the IB Learner Profile.

All students study Mathematics, Science English Language and Literature at Higher or Standard Level. We offer Physics, Chemistry and Biology at Higher or Standard Level. All these subjects score significantly above the world averages and we have a very high proportion of 7s (the maximum score). In May 2016 our English and Physics students gained 55% and 50% 7s respectively (world averages of 6% and 13%). Variations in year to year for individual subjects is expected due to the individual strengths of the students and our relatively low number of students

	<p>(one form entry). No other subject last year was below the world average. We have steadily improved our provision of Theory of Knowledge (TOK) and Extended Essay resulting in an outstanding 2.0 additional points average on May 2016. These build essential study skills for success at university and beyond.</p>	
	<p><i>From the school's performance data, provide brief evidence to illustrate the progress being made by students at the time of the visit, noting how this compares with previous years. Comment on the extent to which students are set challenging targets, given their starting points, and are making good progress towards meeting or exceeding these.</i></p>	
	<p>Although the company is profit-making adequate resources are invested into the school to ensure the provision of an excellent all round education. Some examples of this:  The company invested in a state-of-the-art laser cutter for Design Technology in order to enable the students to produce high quality coursework. As a result of this IGCSE results in the subject improved significantly and in 2015 a student from SKIS gained the Top in Malaysia award from CIE. There has been a lot of investment in Music over the last three years including a suite of IMAC computers and as a result Music IGCSE outcomes are among the best in the world with 89% of students gaining A*/A in Music IGCSE in 2015. In all subjects any resources, human or physical, which are required to improve standards and support excellence are provided if a sound case for the impact to be made is given.  The school was founded in September 2011 for secondary Y7-10. In 2012 a Primary section was opened Y1-6. The IBDP transferred from the KDU National School which had been providing the course since 2005. IGCSE and IBDP results are available for 2013, 2014 and 2015. They will soon be available for 2016.</p>	
	<p><i>Consider and comment on the achievement of any vulnerable groups of students, such as those with SEN/D or EAL. To what extent are they making the progress they are capable of? How successfully is the school closing any gaps in progress and attainment?</i></p>	

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## 2. Learning and Teaching (GS & JM)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
<b>4.3.1.4 There is evidence that the school is committed to educational excellence rather than profit. Although it is accepted that all schools should be run on a business-like basis, and some schools create a surplus, the quality of education should not be sacrificed as a result of pure profit taking.</b>	<i>Provide brief evidence to demonstrate that expectations for all groups of students are high.</i>	
	<p>All students are set aspirational targets on entry to the school each academic year. These targets are based on previous data (where possible) or the CAT (Cognitive Abilities Test) results. The targets are high, in KS3 we expect students to make one level progress each year and as such the targets are one level higher than their previous year's level. At KS4 we provide students with minimum targets (based on Year 9 INSIGHT results or CAT results for new students) and aspirational targets. All teachers have these targets and include them in subject tracking documents for continual comparisons throughout the year. After mock exams, student progress against targets is analysed to look for areas of weakness and how to help the students improve.</p> <p>Each year we select students to be mentored by SLT, HOY, tutors. The students mentored by SLT have aspirational targets of A*/A and are working at B/C grades.</p>	
	<i>Comment on &amp; share evidence that demonstrates the extent to which assessment information is used to plan teaching and learning that challenges students to reach the standards they are capable of.</i>	
	<p>We have an Assessment and Marking policy which is followed by all teachers and monitored through Heads of Subject and a systematic book scrutiny.</p> <p>Students' work is marked using a structured WOW, NOW, HOW system which encourages the students to reflect on teacher comments and how to improve in addition to half termly summative assessments which are recorded in the student tracker.</p>	
	<i>Comment on &amp; share evidence that demonstrates the extent to which oral and written feedback is used to ensure students know what they can do to improve.</i>	
	<p>Students are given written feedback in their exercise books and on exams/assessments. In lessons teachers will give use reflection time to allow students to consider ways to improve further. Students have tracking documents in their exercise books which they complete after assessments considering what went well and how they can improve next time.</p>	
<b>4.3.1.6 The school is able to demonstrate</b>	<i>Provide brief evidence that demonstrates that the environment is safe, welcoming and conducive to learning and teaching for all ages of students and their differing</i>	

<p>that:</p> <p><b>(b) It provides a suitable learning and working environment in terms of its provision of its grounds, buildings, installations, furnishings, support equipment, and the continued professional development of its staff.</b></p> <p><b>4.3.2.1 The medium of instruction is predominantly English with the majority of the students accessing the entire curriculum at an age appropriate level.</b></p>	<p><i>needs, including SEN/D and EAL, across the curriculum.</i></p>	
	<p>The school building has been designed to cater for students with differing needs; there is a ramp that links each level and a lift in the central area. Classrooms have large windows so it is easily possible to see students at work. New students are provided with a buddy and they are inducted into the school by the Key Stage Director.</p> <p>We work hard to ensure that all students make progress from entry to the school. Students who have a low level of English are put into EAL lessons instead of learning Malay. This year we also provided 3 days of intensive EAL lessons for KS3 students. There are very few students who are considered to have SEN because of the strict entry requirements for the school however as and when individual difficulties arise, we provide an adapted and amended curriculum. We are proud to have helped one student achieve 5 A*-C grades across the 2015 and 2016 exam series.</p>	
	<p><i>Also comment on and share evidence that demonstrates the extent to which the environment supports play, recreation, physical activity and sport.</i></p>	
	<p>The school campus provides an astro-turf football pitch used for a variety of purposes, a swimming pool with changing facilities, extensive courts for basketball and netball, a futsal and badminton sports hall, tennis courts and a large multi-purpose hall equipped for sports, visual and performing arts. There are 2 additional smaller school halls which can be used for sporting and creative arts events.</p>	
	<p><i>Use the school's performance data over the last 3 years (see 4.3.1.4) along with any other formative data drawn from recorded observations, marking of student's work, or any other normal-in-school procedure to best evidence and confirm that the majority of students reach the standards normally expected for their age.</i></p>	
	<p>Students are assessed at the end of Year 9 in Maths, English and Science through the INSIGHT examinations from the Centre for Evaluation and Monitoring at Durham University. The students can reach a maximum level of 7a in English and Science and 8a in Maths. Students at SKIS perform exceptionally well in Maths with 39.2% of the cohort achieving level 8c and above. 48.3% of students achieve level 6 and above in English, 85.2% in Maths and 67.6% in Science. The majority of students at SKIS speak English as an additional language and therefore this is an area for continual development. In 2015-16 the results for the INSIGHT examinations</p>	

remained consistent with previous years despite a new tutor group joining in Year 9 who had therefore not covered the full NC curriculum. The majority of students make excellent progress from Year 7 to Year 9 as measured by achievement of end of Key Stage targets set from their entry CAT scores. Students are assessed at the end of Year 9 in Maths, English and Science through the INSIGHT examinations from the Centre for Evaluation and Monitoring at Durham University. The students can reach a maximum level of 7a in English and Science and 8a in Maths. Students at SKIS perform exceptionally well in Maths with 39.2% of the cohort achieving level 8c and above. 48.3% of students achieve level 6 and above in English, 85.2% in Maths and 67.6% in Science. The majority of students at SKIS speak English as an additional language and therefore this is an area for continual development. In 2015-16 the results for the INSIGHT examinations remained consistent with previous years despite a new tutor group joining in Year 9 who had therefore not covered the full NC curriculum. The majority of students make excellent progress from Year 7 to Year 9 as measured by achievement of end of Key Stage targets set from their entry CAT scores.

The IBDP results are excellent with a 36.5 average (world average 30.0) that is built upon outstanding teaching and learning. The subject range we offer is focused on the most challenging subjects with small group teaching ensuring students have a very personalized learning experience. Our Creativity, Activity and Service (CAS) programme is one of our key strengths as it builds outstanding leadership skills and resilience. IBDP is an extremely challenging programme and resilience is a key skill in completing the diploma. We have a highly successful record of placing students at University with significantly lower than typical published offers. Example of these include Computer Engineering at Imperial College 36, Civil Engineering at Bristol 35, Engineering at Edinburgh (34), History at Kings College London (33) and Architecture at De Montfort University UK (24). In the USA and Canada the majority of offers are unconditional. Our students have a good track record of gaining scholarships with one winning a prestigious Gamuda full scholarship to the UK in May 2015. This is due to the strength of the CAS

	<p>programme building exceptionally strong personal statements and references combined with our PHSLE programme. The CAS programme is highly evolved with students managing whole school events such as the prestigious TEDx Youth event the students run every year. Students are leaders for their houses managing House leadership events and many of our students initiate a CCLs (under staff guidance). IB stresses international mindedness and many of our IB students teach at refugee schools and are leaders in the Eco Schools project. We strongly focus on the development of the whole students with reference to the IB Learner Profile.</p> <p>All students study Mathematics, Science English Language and Literature at Higher or Standard Level. We offer Physics, Chemistry and Biology at Higher or Standard Level. All these subjects score significantly above the world averages and we have a very high proportion of 7s (the maximum score). In May 2016 our English and Physics students gained 55% and 50% 7s respectively (world averages of 6% and 13%). Variations in year to year for individual subjects is expected due to the individual strengths of the students and our relatively low number of students (one form entry). No other subject last year was below the world average. We have steadily improved our provision of Theory of Knowledge (TOK) and Extended Essay resulting in an outstanding 2.0 additional points average on May 2016. These build essential study skills for success at university and beyond.</p>	
<p><b>4.3.2.2 The school delivers a British-type broad-based curriculum (as determined by the Executive Committee of FOBISIA) for all or a significant majority of its students. These programmes may include: (a) the National Curriculum for England at Key Stages 1, 2 and</b></p>	<p><i>Provide evidence to show that the school delivers a British-type broad-based curriculum. In addition to references made to data provided on Form A5 you may wish to include a review of the school's curriculum map/programmes of study</i></p> <p>The medium of instruction is predominantly English with the majority of the students accessing the entire curriculum at an age appropriate level.  All instruction is in English apart from subjects delivered by the Modern foreign languages faculty. This includes Bahasa Malaysia, Spanish, French and Mandarin.  All students are in the appropriate age placement according to the UK year levels.  The school offers the following:  - the National Curriculum of England and Wales for Years 1-6</p>	

<p><b>3; (b) the Common Entrance Curriculum; (c) GCSE; (d) IGCSE programmes; (e) GCE 'A' Levels; (f) GNVQ.</b></p>	<p>- the National Curriculum of England and Wales for Years 7-9  - the CIE IGCSE for Years 10-11  - the International Baccalaureate Diploma Programme for Years 12-13</p>	
	<p><i>Provide evidence to show the extent of the contribution made by sport and music to the curriculum:</i></p> <ul style="list-style-type: none"> <li>• <i>What facilities are provided by the school to support Sport &amp; Music in particular?</i></li> <li>• <i>To what extent is the school is involved in sporting competitions &amp; music events?</i></li> </ul>	
	<p>The school campus provides an astro-turf football pitch used for a variety of purposes, a swimming pool with changing facilities, extensive courts for basketball and netball, a futsal and badminton sports hall, tennis courts and a large multi-purpose hall equipped for sports, visual and performing arts. There are 2 additional smaller school halls which can be used for sporting and creative arts events.</p> <p>The school has one state of the art music classroom with a class set of keyboards and Macbook laptops.</p> <p>Each year the school has one musical production for the SKIS and two smaller musical productions for SKIPS (one for KS1 and one for KS2). This year the SKIS production is Buggy Malone on Wednesday 19<sup>th</sup> and Thursday 20<sup>th</sup> October.</p> <p>Students have performed at the AIMS (Association of International Malaysian Schools) musical concerts and students will also perform at annual event such as our Awards Day.</p> <p>Selected students participate in the Majlis Sukan Sekolah Daerah/Selangor/Malaysia (Event School Sport District/State/Malaysia) competition in athletics, football, netball, swimming, basketball, chess and handball. In addition, some students participate in individual events such as rhythmic gymnastics and tennis. The first round of</p>	

	<p>competitions is completed at a district level with schools in the local area competing against each other and then students/teams can progress to state competitions and finally national competitions.</p> <p>We are part of the ISAKL (International Schools Athletics Kuala Lumpur) sports association with a group of schools in the greater KL area. Teams compete in competitions and tournaments in a variety of sports including football, netball, handball, basketball etc. In 2016 we are hosting football and netball competitions with other international schools at both under 14 and under 16 level.</p> <p>We have a strong inter-house competition schedule throughout the year including Inter-house competitions in January where students play against each other in football, handball, netball and basketball, Sports Day in May which is held in a local athletics stadium and the Swimming Gala in March.</p>	
	<p><i>Provide evidence to show the extent of the contribution made by extra curricular activities.</i></p>	
	<p>Students are offered a wide range of extra-curricular activities. The programme of co-curricular learning (CCL) on a Wednesday afternoon enables students to select from sporting, active, service and academic sessions which they will attend for the term. Over the academic year students will have attended 6 different CCLs.</p> <p>Many students join graded co-curricular activities (CCA) after school including football, basketball, volleyball, table tennis, fitness, swimming, tennis, badminton and cheerleading. The school cheerleading team have been the winners of the SE Asian competition held in Singapore for the last 2 years.</p> <p>In addition, approximately 70 students per year are working towards their bronze or silver Duke of Edinburgh International Awards, the school has an Eco-Council of 10 students with many more who are working towards achieving the Green Flag status, a Leo Club and a People to People International group. Each year the students raise money and awareness of social and environmental issues. In the last academic year some examples of the work completed include: the students put on an appreciation ‘pot-luck’ event for the support staff at the school, raised over RM65,000 for the Dignity Foundation and collected over 5kg worth of aluminium can ring pulls which can be used to create prosthetic limbs for animals and people.</p>	
<p><b>4.3.2.3 (a) The school has an educational programme such that should their</b></p>	<p><i>What evidence exists to demonstrate the extent to which the breadth, depth and balance of the curriculum supports all students to reach age appropriate standards in the range of subjects and courses normally found in UK schools?</i></p>	

<p><b>students seek entry to UK state schools they would be able to do so without any great difficulty.</b></p>	<p>The school has an educational programme such that should their students seek entry to UK state schools they would be able to do so without any great difficulty.</p> <p>Students also have gained entry to range of other British schools, colleges and universities based on their educational pathway choices.</p> <p>Students would be able to transfer directly to any UK state school as the full national curriculum is taught.</p>	
<p><b>4.3.1.6 The school is able to demonstrate that:</b> <b>(c) Its curriculum resources are adequate to fulfil the needs of the instructional programmes.</b></p>	<p><i>Provide brief evidence across the curriculum (specifically mentioning ICT), to confirm that the range and quality of curriculum resources support teachers to match their teaching to meet the different ages and needs of students, including those with SEN/D and EAL.</i></p> <p>The majority of the teaching staff of the school are on full time basis and are professionally qualified by holding UK Qualified Teacher Status, or an equivalent, and the majority are fully acquainted with British educational systems by being UK trained and experienced or by having gained experience in British International schools. (There may be exceptions with local language teachers, peripatetic staff or teaching support staff in, for example EAL or SEN).</p> <p>Our school has a 50:50 split of teachers trained and qualified in the UK and highly qualified local teachers. We believe in supporting local teachers, through working with ex-patriate staff qualified in a British curriculum school system, to deliver using the pedagogy required in the UK to a high standard. We have a robust mentoring system and in-house CPD that ensures the highest quality of teaching and learning regardless of a teacher's nationality. We have two dedicated EAL teachers who are fully up to date with EAL standard practice in student support.</p>	
<p><b>4.3.2.3 (c) The school utilises appropriate teaching</b></p>	<p><i>Provide brief exemplar evidence to demonstrate the extent to which learning and teaching of the British-style curriculum is supported by sufficient and well-chosen equipment, materials and resources.</i></p>	

<b>materials and resources, as determined by the Executive Committee of FOBISIA, to support a British-style curriculum, both technically and culturally.</b>	<p>The international secondary school is housed in a five storey block connected to other parts of the school campus by a covered walkway. There are 32 general classrooms, zoned by subject area, six Science laboratories fully equipped for all three sciences, two Design Technology rooms equipped for Graphics, Resistant Materials and Textiles, two Art Rooms, three dedicated ICT labs with mobile technology to turn any classroom into an ICT space, excellent library facilities, study pods, rooms equipped with IWBs, staffrooms/offices with desk space for all teachers. Please see our website: <a href="http://www.srikdu.edu.my">www.srikdu.edu.my</a> for more details on facilities.</p> <p>The school utilises appropriate teaching materials and resources to support a British- style curriculum, both technically and culturally.</p> <p>All of the relevant textbooks, teaching materials and resources are used to deliver a high quality curriculum and to meet all of the requirements of the National Curriculum.</p>	
	<p><i>What checks and balances exist to ensure that the use of equipment, materials and resources (including ICT), are used to best motivate students and contribute to their achievements in different subjects and courses.</i></p>	
	<p>The company operates a zero-based budget system for curriculum resources. Heads of Subjects draw up annual proposals for these based on need as outlined in the curriculum maps. All reasonable requests for resources are approved and the resources are adequate for delivery of a broad and balanced curriculum.</p> <p>All requisitions are scrutinised on a bottom-up approach from teacher to Vice Principal to Principal to the Higher Management at Board Level. All requests must exhibit how they contribute to the student's learning.</p>	

### 3. Finance (GS)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
<b>4.3.1.6 The school is able to demonstrate that: (a) Its financial resources are</b>	<p><i>By reference to the budget for the current academic year, School leaders and governors need to be able to demonstrate the soundness and coherence of their financial planning in order to ensure an appropriate investment in staff, buildings/accommodation and resources which supports the school's stated philosophy and objectives.</i></p>	<p><i>Do leaders and governors know and understand the school's financial position and can they explain the major financial decisions which have been made?</i></p> <p><b>Yes</b></p>

capable of sustaining its educational programme consistent with its stated philosophy and objectives		
	<i>Demonstrate or exemplify how financial planning is linked to improving the outcomes for students, regardless of the school's level of funding, and that foreseen costs are identified in the school improvement plan</i>	<i>The focus should be on the school's efficient use of its available financial resources. Yes</i>
	<i>Show the proportion of annual expenditure that is spent on: staff; buildings/accommodation; resources and demonstrate that this is sufficient.</i>	<i>Does the school accurately allocate financial resources so that it responds appropriately to the competing priorities to bring about improvement? Yes</i>
	<i>Demonstrate the adequacy of the school's' financial planning undertaken for the current academic year and beyond. If so, show how this reflects the long-term aims and improvement priorities of the school. Also; that there is an appropriate contingency fund that ensures the needs of current students are not neglected at the expense of the needs of future students.</i>	<i>Is there adequate financial planning, including contingencies &amp; ability to sustain this investment? Yes</i>

#### 4. Leadership and Governance (GS)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
<b>4.3.4.1 The school has clear lines of management and authority and there is</b>	<i>Is it clear from minutes of the governing body's meetings, that governors have an effective oversight of the school and that they discharge their responsibilities appropriately to the Head for securing the best possible outcomes for students? Provide brief evidence to support the assessment.</i>	<i>Do your discussions with the Head &amp; governors support this? Yes</i>

<p><b>appropriate delegation to the Head.</b></p>	<p>There is an Academic Director/Chief Operating Officer of the campus and a CEO for the Education division of the company to whom the Principal reports.</p>	
<p><b>4.3.4.2 There is a culture of effective professional relationships between the Head of the school and the Governors, owner, or controlling company, and positive relationships within the school community of students, parents and teachers.</b></p>	<p><i>Is the partnership between Head and Governors/owner/controlling company successful in sustaining positive relationships in the school community &amp; maintaining an accurate understanding of the school's effectiveness? Supply brief evidence.</i></p>	<p><i>Does discussion with key stakeholders in the community compliment this commentary?</i> <b>Yes</b></p>
	<p>There is a very positive relationship between the Principal and the management of the school/company at all levels. There is Parent focus groups for both Primary and Secondary which enables the parents to have a voice and fosters good relationships. The same applies to the Student Council. Morale amongst teachers is very high and they feel valued and listened to by the management of the company and the Principal.</p>	
<p><b>4.3.4.3 There is full commitment by the Head and Governors, owner or controlling company of the school, to the mission and constitution of FOBISIA, including its Code of Professional Conduct and guidelines of ethical practice contained therein.</b></p>	<p><i>Can the Head and Governors/owner/controlling company confirm that they have read and understood the Constitution and By-laws of FOBISIA, including its Code of Professional Conduct.</i></p>	<p><i>In discussion with the Head and Governors / owner / controlling company confirm that if the school is granted membership of FOBISIA they will be willing to sign adherence to its Code of Professional Conduct and the guidelines of ethical practice contained therein.</i> <b>Yes</b></p>
	<p><b>Yes</b></p>	<p>Sri KDU is very willing to sign adherence to the Code of Professional conduct.</p>
	<p><i>What do each of the school's main stakeholder groups (pupils, parents, staff, governors....) see as the benefits of membership of FOBISIA and any disadvantages. Briefly record the most significant opinions.</i></p>	<p><i>Do your discussions with the main stakeholders support these claims?</i> <b>Yes</b></p>

	<p>The company, governors and Head have read the mission and constitution of FOBISEA; all are fully committed to meeting all expectations contained within the Code of Conduct and guidelines for ethical practice. We have persevered with the application for membership over the last 18 months as we feel our membership of FOBISEA would be of great mutual benefit to our school and students as well as those of the wider membership.</p>	
<p><b>4.3.2.3 (e) The school shows a commitment to the formal monitoring and evaluation of teaching and learning according to, or similar to, British norms and undergoes regular reviews or inspections by external agents acquainted with British practice at least once every six (6) years. If a school cannot commit to an inspection team at regular intervals, it is a requirement for a follow-up school visit by a small team of FOBISIA Heads, at the school's expense, in order to assure continuing compliance with the membership criteria.</b></p>	<p><i>Report briefly on what actions the Head, senior leaders and governors undertake to secure and sustain constant improvements to teaching and learning? Provide brief exemplar evidence.</i></p>	<p>Yes</p>
	<p>We ensure that teachers have the necessary training through online resources and through input from teachers newly arrived from the UK to keep up to date with educational developments in Britain and elsewhere. We have used the AIMS conference and AIMS network to enhance this. Teachers go to training and conferences organized by CIE and IBO. We have used an external training company Dragonfly to support our Malaysian teachers in particular. The Principal is seen as the lead learner and visits the UK twice a year and keeps up networks with UK Head Teachers in order to pass on the most up-to-date developments in pedagogy. However, we make our own decisions about whether we implement all changes to policy and practice which are imposed on schools in England and Wales.</p> <p>The Principal is an accredited Ofsted Inspector and applies these standards in the quality assurance programme of the school.</p> <p>There is a robust appraisal procedure which includes at least three lesson observations for every teacher with feedback; in addition, there are learning walks with a focus, termly book scrutiny as well as planning and schemes of work checks by heads of subject and heads of faculty.</p> <p>Heads of year are responsible for providing an interesting, relevant PSHLE programme and checking the quality of delivery of that programme during form time.</p>	
	<p><i>Briefly describe what systems and structures are in place to track the progress of students and ensure that all groups achieve well.</i></p>	<p>Yes</p>

	<input type="checkbox"/>	
	<i>Referring to information from Form A5 and any other available evidence, report on the school's arrangements for external review/inspection and the perceived adequacy of these.</i>	<i>Claims consistent with practice? Yes</i>

### 5. Health and Safety (JM)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
<b>4.3.1.7 The school has adequate provision for the health, safety, security and comfort of its students and staff.</b>	<i>Does the school's Health and Safety Policy and consider whether all laws and guidance are comprehensively addressed in order to secure the welfare, health and safety of students, staff and visitors? Provide sufficient evidence to support the evaluation.</i>	<i>Yes</i>
	The school has a robust Health and Safety policy and employs a qualified Health and Safety Officer in compliance with Malaysian OSHA legislation. There is a Health and Safety Committee which regularly reviews all aspects of health, safety and security on the campus.	
	<i>How thorough and frequent are the monitoring and evaluation of health and safety practice, including: clearly defined roles and responsibilities; risk-assessments; maintenance and testing of plant and equipment; security; first-aid; emergency procedures etc. Provide a brief comment and evidence that demonstrates procedure for each of the above.</i>	<i>Yes</i>
	A full-time team of security guards ensures the safety of students and staff at all times. The Health and Safety policy and procedures include risk assessment for all trips and visits and appropriate staff: student ratios.	Some departments do not have operational risk assessments as far as I am aware. This would need to be addressed.

<b>4.3.1.6 (b) The school provides a suitable learning and working environment.</b>	<i>In the context of the health and safety of students and staff, what features of the grounds; buildings (both for work and recreation); installations; furnishings; resources; toilets / wash / shower facilities, best demonstrate their suitability as being fit for purpose. Within this same context are there any areas which the school recognises as being in need of development or improvement?</i>	

## 6. Safeguarding (JM)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
<b>4.3.1.7 The school has adequate provision for the health, safety, security and comfort of its students and staff.</b>	<p><i>Does the school's Recruitment and Selection Policy demonstrate that all adults with access to students are carefully selected and vetted, prior to employment, according to statutory requirements. As a guide, use the 'British schools overseas: standards for schools', (section 4 - the suitability of the proprietor and staff) to assess whether statutory requirements are met, and in particular:</i></p> <p>4.1 Prior to the confirmation of the appointment of all staff (including volunteers), have appropriate checks been carried out to confirm their identity, medical fitness, right to work in the host country, previous employment history, character references and, where appropriate, qualifications and professional references and has such information been taken into account in determining whether their appointment will be confirmed?</p> <p>4.2 Have appropriate checks on suitability to work with children, including a British enhanced criminal record check (DBS) <u>where applicable</u> been made by the proprietor in respect of any member of staff appointed to a position at the school before, or as soon as was practicable after, his/her appointment (including checks in the host country and any overseas countries where the person may have lived, such as obtaining certificates of good conduct from the relevant embassies or police forces)?</p> <p>4.5 Can each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, demonstrate that he/she has met all local requirements (if there are any), and in addition been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children, (including an enhanced DBS certificate where applicable)? Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided?</p> <p>4.6 Has the chairperson checked the other members of the proprietorial body (where these exist) to confirm they meet all local requirements, their identity, right to work in the host country, and suitability to work with children (including an enhanced DBS certificate where applicable). Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police</p>	<p><i>Review the single central record to check how effectively the Recruitment and Selection Policy is implemented. Provide brief comment.</i></p>

	<p>forces of all countries in which they have resided?  <i>Give exemplar evidence and identify where records are located for a random sample to be confidentially viewed by the visitor(s)</i></p>	
	<p>The school follows all required safeguarding practices; all teachers have to provide a reference which has the questions for ensuring child protection answered by the Principal of the previous school. All ex-patriate teachers provide an up-to-date CRB form the UK or a Letter of Good Conduct from the country in which they have been most recently working.</p>	
	<p><i>Does the safeguarding of students have a high priority that is effectively embedded within the culture of the school?  Provide exemplar evidence to support your own self-evaluation.</i></p>	<p><i>Through discussion with the Head, governors, staff, students and parents, evaluate and report on the extent to which the safeguarding of students has high priority and is embedded within the culture of the school.</i></p>
	<p>Please see sections <b>4.3.1.6</b> and <b>6b</b> above</p>	
	<p><i>How sufficiently are students taught to keep themselves safe, including from: bullying; homophobic behaviour; racism; sexism and other forms of discrimination?  Give exemplar evidence of current practice.</i></p>	<p><i>Through discussion with students report on whether they consider they feel safe and are listened to if they have any concerns.</i></p>

	PSHLE is taught throughout all key stages on a weekly basis and managed by the HOYs. See SOL for more detail.	
	<i>Does the Safeguarding Policy makes statutory roles and responsibilities clear and is this provision sufficient for the size and context of the school? Explain and exemplify:</i>	<i>Through discussion with parents, report on the accessibility and operational effectiveness of the Safeguarding Policy.</i>
	<i>How is the Safeguarding Policy monitored and evaluated? Explain and exemplify:</i>	<i>How effective are these procedures?</i>
	<i>Is adequate training about safeguarding matters available to the Head and staff? Training/courses attended with dates?</i>	<b>Yes</b>
	<i>How are students who are potentially at risk of neglect, abuse or exploitation, identified and how are these concerns reported and the necessary action then taken? Explain and exemplify:</i>	<i>From discussion with the Head and staff - report on their knowledge and understanding of these procedures</i>
	<i>How is positive behaviour consistently promoted throughout the school? Explain and exemplify:</i>	<i>Through discussions with the Head, staff and students report on their collective understanding of these systems.</i>
	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Heads of Subjects and subject meetings through to line management meetings on a generic agenda</li> <li>• Leadership Development Programme</li> <li>• Charity work</li> <li>•</li> </ul>	

### 7. Staffing (JM)

Refer to information given in the Pre-Visit Survey (A5) and the Staff List (A6)

CRITERIA	SCHOOL SELF-REVIEW / DEMONSTRATION OF EVIDENCE	VISITORS VALIDATION &/OR COMMENT
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<b>4.3.2.3 (b) The majority of the teaching staff are full time and are professionally qualified by holding UK QTS or an equivalent (as determined by the Executive Committee of FOBISIA), and the majority are fully acquainted with British educational systems by being UK trained and experienced or by having gained experience in British International Schools (BIS).</b>	<i>How and where are teaching staff recruited? (Code of Professional Conduct)</i>	<b>Yes</b>
	<p>The staff of the school are 50% ex-patriate teachers and 50% Malaysian teachers in the secondary school; 100% of class teachers are ex-patriate in the Primary Section. The ex-patriate teachers are mainly from the UK with QTS and at least three years teaching experience. Malaysian teachers are extremely well qualified in their subjects and some have teaching qualifications from Malaysia. English, History and Geography, French and Spanish are taught entirely by ex-patriate teachers. Malaysian teachers teach Mandarin, Malay and other subjects where they are well-qualified to do so. There is a predominance of Malaysian teachers in Commerce subjects, Mathematics and Science; however, the teachers use an international pedagogy and follow the national curriculum of England and Wales or IGCSE/IBDP syllabi.</p>	
	<i>How and where are non-teaching staff recruited? (Code of Professional Conduct)</i>	<b>Yes</b>
<b>4.3.2.3 (d) The school demonstrates a commitment to keeping teachers up-to-date with current educational developments in the UK by way of in-service training and staff development programmes</b>	<i>Provide details of the main in-service training and staff development programmes over the last 12 months that meet this criterion.</i>	<b>Yes</b>
	<p><i>Current UK educational development</i>      <i>Brief outline of the programme</i>      <i>Internal or external provider</i></p> <p>Regular staff training is provided according to need both through internal sharing of good practice or external courses. We provide a robust CPD programme for staff. We have 6 twilights (in-house training afternoons) per academic year, an annual induction and training programme for new teachers, a focused middle leader’s programme and international pedagogy training for our Malaysian teachers. Training programmes and individual staff CPD records available on request.</p> <p>New staff undergo a thorough induction process which lasts over 2 weeks. They are integrated into their new teams after week one where a programme of INSET is then initiated.</p> <p>Staff are encouraged to attend CPD courses on a constant basis through different external associations including CIE and IB. There is a</p>	

	<p>programme of INSET throughout the year through the Twilight Programme. Staff are asked throughout the year for contributions towards this programme and staff who attend external courses are expected to cascade their experiences accordingly.</p> <p>Staff who do not have UK QTS embark on a year's programme delivered by Dragonfly and based on the DFE Teacher's Standards. The Dragonfly trainer (Indu Bedi) sets homelearning tasks and peer collaboration tasks in between the Twilight sessions to cement learning into their teaching routines.</p>	
<p><b>4.3.1.6 (b)The school is able to demonstrate that: it provides a suitable learning and working environment in terms of it provision of the continued professional development of its staff</b></p>	<p><i>How do the professional development programmes for teachers outlined above support the age ranges of students, the different curriculum areas, career progression and leadership responsibilities?</i></p>	+
	<p>We ensure that teachers have the necessary training through online resources and through input from teachers newly arrived from the UK to keep up to date with educational developments in Britain and elsewhere. We have used the AIMS conference and AIMS network to enhance this. Teachers go to training and conferences organized by CIE and IBO. We have used an external training company Dragonfly to support our Malaysian teachers in particular. The Principal is seen as the lead learner and visits the UK twice a year and keeps up networks with UK Head Teachers in order to pass on the most up-to-date developments in pedagogy. However, we make our own decisions about whether we implement all changes to policy and practice which are imposed on schools in England and Wales.</p>	
	<p><i>Are there professional development programmes for staff other than teachers, including teaching assistants, administrative and financial staff?</i></p>	Yes

**MEMBERSHIP VISIT SUMMARY & RECOMMENDATIONS (To be completed by the visiting FOBISIA Heads)**

<p><i>Do the visiting heads/senior leaders recommend the aspirant school for FOBISIA membership?</i></p>	Yes
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<p><i>If yes:</i></p>	<p><i>Please write summative paragraphs that answer the questions that follow and which are based upon and supported by the evidence collected above. (The intention is that this text should then read as one piece of text that summarises your findings and introduce both your report and the school to the membership).</i></p>
<p><i>How might the aspirant school support the aims and objectives of FOBISIA and its schools, using the identified strengths?</i></p>	
<p><i>What are the significant strengths of the aspirant school as determined by assessment against the membership criteria?</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><i>Comment on any significant weaknesses of the aspirant school as determined by assessment against the membership criteria?</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><i>How might FOBISIA support the school to overcome these weaknesses?</i></p>	
<p><i>If no:</i></p>	<p><i>In these circumstances the wording of any and all statements MUST be supported by clear reference to evidence. It will be important to be aware that these statements will need to be used in feedback to the applicant school and may thus become the subject of appeal. Phrasing should not suggest opinion but must clearly display the judgement(s) that have been made and why.</i></p>
<p><i>Summarise the specific criteria why the school cannot be recommended for membership of FOBISIA and support this judgement by clear referencing to previous evidence.</i></p>	