



**British School
Overseas**
Inspected by Penta International

Inspection report

**Charterhouse
International
Secondary School**

**Kuala Lumpur
Malaysia**

Date **28th – 30th May 2024**
Inspection number **20240528**

Contents		Page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	5
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	12
7	Standard 3 The welfare, health and safety of pupils	14
8	Standard 4 The suitability of the proprietor and staff	15
9	Standard 5 The premises and accommodation	17
10	Standard 6 The provision of information for parents, carers and others	19
11	Standard 7 The school's procedures for handling complaints	20
12	Standard 8 Leadership and management of the school	21
13	Standard 9 Boarding	22

1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom. The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for British schools overseas.

During the inspection visit, over 40 lesson observations took place. School documentation and policies were analysed, and data reviewed. Students' work samples were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team member was Andy Smyllie.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school.

This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

The school offers a high standard of education which prepares students exceptionally well for the next stage of their education and attainment is consistently high. The offer of a broad, dynamic and inspiring future ready curriculum ensures students are well equipped with the knowledge and skills to excel in whatever they choose to do. Staff at the school promote an ethos of personal responsibility and self-reliance which creates a bridge between the world of conventional schooling and university life.

3.1 What the school does well

There are many strengths at the school, including the:

- leaders and governors who have articulated an ambitious vision for the school which enables students to flourish, fulfil their potential and enjoy their education;
- an inspiring curriculum that ensures students are future ready;
- a strong careers programme that ignites students' aspirations and ensures that they are very well prepared for life beyond the school;
- teachers' high expectations of students to take the initiative, act as entrepreneurs and as leaders in an ever-changing world;
- a very high standard of student achievement;
- the dynamic and creative design of the school's accommodation;
- students who are aspirational, articulate and enjoy the challenge of learning;
- exemplary relationships across the school.

3.2 Points for improvement

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

- i. continue to embed approaches that stimulate interest and further promote creativity, drawing upon strengths from within the school;
- ii. standardise formal systems around the recording and managing all aspects of health and safety, including risk assessments.

4. The context of the school

Full name of school	Charterhouse International Secondary School		
Address	62, Jalan Sri Hartamas 1, Taman Sri Hartamas, 50480 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia		
Main telephone #	03-2702 5270		
Website	www.charterhouse-htms.edu.my		
Email	info@charterhouse-htms.edu.my		
Principal	Richard Davidson		
Chair of board of governors/ proprietor	<p><i>Owner:</i> Sabrina Chao</p> <p><i>Managing Director:</i> Nigel Hadfield</p> <p><i>Chair of Board of Governors:</i> YM Dato Syed Haizam Hishamuddin Putra Jamalullail</p>		
Age range	11-18 years		
Number of pupils	Total = 189	Boys = 86	Girls = 103
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 0	(6-11 years) 0
	(12-16 years) 94	(17-18 years) 91	(18+ years) 4
Total number of part-time pupils	0		
Total number of boarders	4		

4.1 British nature of the school

- The school delivers a modified version of the English national curriculum (ENC) to students in year 9.
- Standardised assessments, including IGCSEs, AS and A levels, are sourced from the UK and results benchmarked against standards in schools in England and Wales.
- The school promotes British values through the school's mission, vision, curriculum and extracurricular activities.
- The school's board of governors is like that of a UK independent school.
- There are well established links with Charterhouse school in the UK.
- The senior leadership team are all British.
- Staffing at the school replicates a British school structure.
- Policies mirror those required by UK schools.
- The school is very well resourced in materials that are in use in British schools.
- Libraries are well stocked with British literature, reflecting the modern multicultural character of the UK.
- The school's house system is well used.
- The opportunities for students to take on roles of leadership, responsibility and to act democratically.
- The school takes every opportunity to celebrate aspects of British culture.
- Displays of the late Queen Elizabeth and artefacts from Charterhouse UK are on display in the reception area.
- A large majority of teaching staff are either British or hold UK recognised qualifications.
- Most students leave the school to attend UK universities.

5. Standard 1

The quality of education provided by the school.

The quality of education provided by the school meets the standard required for BSO and is excellent.

5.1 Curriculum

The quality of the curriculum is excellent; the school meets the standards within the context of Malaysia law.

The school provides a considered and innovative curriculum that meets the requirements of the English national curriculum, ministry requirements and the demands of the exam syllabus in Key stages 4 and 5. Students needs are very well met.

The curriculum prepares students well for the rigors of the examination syllabus and life beyond school. Specific links in curriculum plans ensure students have opportunities to develop 'future ready' skills that have been identified as skills for life by the world economic forum. A broad offer of subjects at years 10, 11, 12 and 13 ensure that students' individual aspirations are very well met. The curriculum is highly personalised and individual option choices are provided where possible. For example, in a design and technology course of 2 students, one chose to study graphics and the other design and technology.

The curriculum focuses on academic excellence but also includes opportunities for students to think critically and independently. A 'design thinking' approach facilitates opportunities for students to empathise, define, ideate, develop, test and launch their ideas, and are included where possible. Research skills including opportunities for literature reviews are developed through 'project-based learning' in year 9, as a foundation year for IGCSE and A level. The cross curricular project approach engages students in real world problems linked to the UN sustainable development goals, the World Economic Future Job Skills, and the school's *Spectra Smarts* framework.. Relevant links between humanities, psychology and geography are evident in course work with year 9 students considering the UN sustainable development goal of health and well-being. Students enjoyed investigating the practicality of their water saving devices, created by applying scientific and technological knowledge and understanding of the world. Students are encouraged to develop research skills and consider literature reviews before embarking on a practical task.

Curriculum planning is ambitious. Where the demands of the exam syllabus are less rigid curriculum planners have blended traditional subject teaching with innovative

approaches to include the design thinking approach, future ready skills and project-based learning. However, as the curriculum is emerging, innovative and complex, it is important that curriculum leaders regularly audit the views of all stakeholders. Schemes of work are detailed, and teachers plans include different levels of challenge, using the terms bronze, silver and gold and these are routinely shared with students in lessons.

A strong feature of the curriculum is the promotion of the arts. High quality music, art and drama enhance students' enjoyment of school and develop students' self-esteem and presentation skills. Physical education is mandatory for all students and is bespoke to students sporting interests, such as Zumba, horse riding and tennis. Groups of students choose an activity, and the school ensures a suitable venue is provided. This approach ensures students remain active, enjoy the benefits of physical fitness as part of a well-rounded curriculum offer.

The breadth of provision of languages ensures students are well equipped in communication language and literacy skills and understand the different perspectives language and culture can bring. A language choice is mandatory along with other course subjects of science English and maths. Modern foreign languages at first or second language are offered in English, Spanish, Bahasa Melayu and Mandarin. Where students find that English as an additional language may restrict their understanding of the curriculum, specialist support is provided.

Students personal social emotional and economic education is delivered through tutor time, the student led Forum and in the wide range of extra-curricular activities offered. The school has a published scheme in place linked to the UNIFROG careers guidance and university applications tool. The plans are adapted for each year group and the school actively seeks feedback on this from parents and reflections from students.

Every student attends clubs and societies, and these play a vital role in fostering a strong sense of community and passion in a subject or area of interest. An exceptionally wide range of academic, arts, culture, and sports enable students to pursue their interests and are inspired by students' requests. Rubiks cube club, chess club, MUN, politics society and economics society are a sample of the diverse offer. Recently a crochet club was set up following an expressed interest. All clubs and societies are offered after school and students are expected to attend at least one.

Careers guidance and support for students in university applications and life beyond the school very effectively supports students. The school's programme 'Ignite' provides students with personalised and high-quality support that deepens students understanding of their unique potential and how this is matched to their aspirations. Links with Charterhouse alumni and opportunities for work experience ensures

students are well informed. Guest speakers are invited into school and visits overseas to UK universities enable students to be well informed before moving overseas at the end of their schooling. A recently organised Future Ready Festival led by students facilitated discussions about learning pathways, university applications and drew upon the support of staff guest speakers and alum of Charterhouse UK.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Teachers across the school plan lessons that inspire students to think deeply and consider carefully. Teachers constantly check and guide students in their understanding. This was observed in year 10 maths lesson. Students worked at their own pace through a set of problems but handed post-its notes to the teacher to give instant feedback on understanding and areas where they might need more support. Teachers' use of the gold, silver and bronze differentiated outcomes enables students to self-assess and know where they are in their learning. This was observed in biology practical task where year 10 students were dissecting a heart and worked through the different levels to identify parts of the heart. Teachers possess strong subject knowledge that lends confidence to their teaching. In a year 12 physics practical students were presented with a riddle to solve whilst investigating resistance in a circuit. This highly motivated and engaged students.

Across the school the quality of teaching is imaginative, creative and appropriately allows the students to learn both knowledge of the subjects and the skills necessary for their futures. In a year 9 Spanish lesson, the teacher encouraged students to draw upon their knowledge of other languages to resolve a challenging vocabulary task. Teachers care passionately, not only about the subjects they teach, but the students they are teaching. High quality outcomes in art are developed through the teachers' high expectations and enthusiasm for the subject. This was evident in student outcomes and in talking to students. Learning is at the heart of all lessons with students guided to utilise all resources, physical, electronic and human resources to make the best progress for themselves. Students respond positively to the teaching and all teachers. One student commented, "the teachers at the school have given me back my passion to learn".

As a result of a high quality of teaching across the school, students thrive and make exceptionally good progress. Teachers' use of assessment is rigorous and ongoing. Closing the gap tasks were a feature of lessons observed and were helpful in ensuring students had time to understand and eradicate misconceptions, both in practical tasks and in application of theory. Summative assessments take place regularly and these inform teachers plans. As the ratio of teachers to students remains low relationships are strong. Such that teachers know students' areas of strength and areas for improvement and ensure that students are well equipped with the knowledge and skills required to excel in external examinations. Teachers are extremely supportive and will take time out of the normal routines to ensure students are supported with the information that they need to make progress.

5.3 Standards achieved by pupils.

The standards achieved by students are outstanding.

Students are exceptionally well prepared for the next stage of their education, not only in the outcomes in external examinations but in the well-rounded holistic approach that the school promotes. As a result, students are confident, articulate and enjoy learning. They take on positions of leadership and act as young adults taking responsibility for themselves, for others and for learning.

Standards in academic attainment are high. At the end of year 9 students attain above curriculum expectations across all subjects. In advanced level results at the end of 2023 62% of students were awarded A and A* grades and over a fifth of students awarded A*. At AS level 56% of students attained A grades, with one third of students working above their predicted grades, indicating the strength of progress. IGCSE results in 2023 were equally strong, students studying subjects such as Malay, Mandarin and mathematics received a high number of awards at A and A*. Predictions for 2024 are high in that the school expects 72% of students to attain A*-A grades based on current performance at A level.

Students make substantial and sustained progress from varied starting points as students enter the school at different times of the school year and from a variety of backgrounds. Students from low starting points make strong progress due to the dedicated support and commitment from well qualified staff.

6. Standard 2 Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students meets the standard and is excellent.

The opportunities for students to take on leadership roles and influence decisions in the school are exceptional. The Forum empowers students to become future leaders. Students are elected to the executive committee to represent the views of their peers, run regular meetings and lead on whole school events and initiatives. Leadership roles are offered across the Forum in running clubs and societies and leading on house competitions and events. Students learn practical business skills in managing the school café, taking different roles and responsibilities.

Students are encouraged to become entrepreneurs and take risks through activities in the forum that benefit themselves and others less fortunate than themselves. Through these activities students' personal, social, health and economic education is promoted. Students support charitable events such as supporting a soup kitchen at the weekend in the centre of the city and a school for refugees based in Kuala Lumpur.

Students' self-awareness and confidence is actively promoted through the *Spectra Smarts* Framework. This encourages students to be aware of the 7 strands of intelligence (academic, social, meta-knowing, meta-cognitive, meta-subjective, meta-contextual, and perceived self efficacy). This intelligence-based framework develops students' lifelong learning skills across all aspects of their development and is actively promoted in the curriculum and in tutor time.

Students are encouraged to plot their own future by drawing upon the *Spectra Smarts* and recording personal achievements in a portfolio. This is developed in tutor time and students can achieve badges offered by the school as recognition of their achievements.

Moral guidance is supported by an effective behaviour policy and positive reinforcement. Celebrations take place regularly in assemblies of students' achievements. However, the school is designing a certification using badging and a micro-credential system to compliment the house point system and be better suited to the age and maturity of students. The support of parents is encouraged, and staff are proactive in contacting parents when required.

Social events such as the yoga and tea evening, the school prom, and weekend activities such as the steam fair where students and teachers met to create slime, are enjoyed and bring different groups within the school community together and extend learning beyond the curriculum. Tutor time is used for team games and often tutor groups are mixed to broaden students social contacts within the school. Cultural events such as Chinese New Year, Deepavali and Christmas are all celebrated in school to broaden students cultural

understanding of the world. Off-site trips and visits further support the breadth of the school's offer such as a residential to an outlying village in Malaysia.

Students are provided with opportunities to understand modern Britain is created with strong links to Charterhouse school UK. Students are provided with opportunities to visit the UK and tour UK universities before deciding to apply. The British values of equality, diversity and respect underpin the ethos of the school and modelled by staff. A female geography teacher who noticed that girls were not making use of the school's gym facilities invited girls to attend a girls only gym training session to increase participation.

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

The provision for welfare, health and safety meets the standard for BSO and is excellent.

Policies are in place, implemented effectively across all areas of welfare health and safety and reviewed regularly. Standards in safeguarding are robust. All staff, including proprietors, administrative and ancillary staff have completed safeguarding training, either online or provided face-to-face in their home language. The designated safeguarding leader (DSL) and deputy DSLs are trained to Level 3 and their details are posted around the school. Staff and students are clear about procedures should they have any concerns for themselves or others. Records are maintained confidentially but the school are improving the system next year. Students know they can talk to anyone for help, but recognized the effective work of the school counsellor who was “very easy to talk to.” If they have concerns or need support; teachers, senior leaders and the school nurses all play a role in supporting students in respect of pastoral matters.

The school’s behaviour policy is implemented effectively, and staff, parents and students commented that the anti-bullying cyber-bullying message is promoted well, and bullying is rare. The school has had no instances of cyber-bullying and students were confident that any issues of misbehaviour are dealt with promptly.

Students are encouraged to take responsibility for their own health, safety and welfare, but this is overseen and monitored by the school. All students, staff and visitors wear identification lanyards and are required to sign-in with their pass as they enter through electronic gates on entry in reception. Entry and exit points are managed by security staff. However, a separate exit door into the adjacent shopping centre has a wall mounted electronic sensor where students at lunchtime sign in and out: this is done meticulously. For staff, the school is working on a more effective tapping in and out system. Older students are allowed access to the shopping centre at lunchtimes, and parents and students commented that students enjoy this level of independence and view it as a privilege. To further ensure safety of the students off-site the school maintains very close relationships with the security staff in the shopping centre and the practice is risk assessed.

Pick up and drop off at the start and end of the school day is very smooth. There are a variety of exit points. Entrance into the adjacent shopping centre car park is managed by security and also risk assessed. Fire doors are in place.

Practical lessons such as science, design, and technology are risk assessed and students know what to do. In science lessons students were observed wearing the lab coats, goggles and gloves in a practical task. Preparation rooms are situated at the back of science laboratories such that access is restricted, they are locked when not in use and all chemicals are stored

appropriately and safely disposed of. Posters reminding all users of safe working practice in high-risk areas such as the science laboratories and the school gym.

Risk assessments are in place for activities, both on and off campus. Off site facilities such as those used by students for PE are all checked for suitability and safety by staff and to ensure that standards in maintenance health and security are high. Parents appreciated the high-quality of sporting venues selected. Specific areas of the school where the risk to users is increased are all risk assessed, such as the school's escalator which provides access to the shopping centre exit door.

Students' health is promoted through a healthy lifestyle programmes the school run and that there is a "no junk food" policy in school that they are all aware of. Students set up and manage a coffee shop in conjunction with a local coffee shop, which attempts to offer healthier snacks. The proximity of the adjacent shopping centre with a wider range of food and beverage provides strong competition. The school nurse oversees students' health needs and works closely with the school counsellor. First aid boxes were readily available on each floor and a defibrillator is available on all three floors with staff trained in its use. A clinic on the ground floor is well equipped and the nurse maintains records of visits to the clinic and details of students with specific health needs.

The school meets all local regulations regarding health and safety and fire standards. These are checked regularly by the ministry. Fire equipment is sited strategically around the school with fire extinguishers and fire blankets in place in high-risk areas. Evacuation drills are carried out termly. The school's fire siren system is linked to the residential accommodation on upper floors, which causes challenges in ensuring drills to evacuate are regular. However, the school is creative and ensures that all staff and students know what to do in the event of a real evacuation occurring. Challenges are also posed by the lack of outdoor space for assembly in the occurrence of a real evacuation, but the school has a variety of contingency plans to address this. These need to be rehearsed via drills regularly.

It is clear that the wellbeing of students is at the forefront of the school's planning and operations. The wellbeing of staff has also been a key priority following the pandemic, leaders have made a point of listening to staff concerns. The school is well-maintained, with a large team of cleaning staff ensuring cleanliness of the campus throughout the day.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

Charterhouse is a school governed by board of governors and the proprietors (in the form of Charterhouse Asia). The governors and the managing director bring a range of skills and knowledge about education and business. They have a strong working knowledge of the school. All governors and the managing director undergo safeguarding training and are checked for their suitability for the school. They maintain an oversight of the work of the school's HR department in ensuring all staff employed at the school are suitable for their role.

Robust and rigorous procedures around recruitment ensure all staff are appropriately qualified and experienced for their role. All staff are checked to ensure they are appropriate to work with students. The school requests an international child protection certificate in place for staff who have worked in the UK, and police checks for all other staff. This along with other details regarding identity, visa, qualifications and medical records are stored on a single central record which is compliant with what is expected in UK schools. Dates when certificates are obtained, and the date of the check is also recorded on the single central record.

Recruitment and induction procedures are in place. All vacancies advertised include a tag line that shows the school's commitment to keeping students safe. Staff involved in recruitment have completed safer recruitment training and implement practices. Applicants are interviewed and are checked before and during the interview for suitability. References are taken from organisational email contacts, and the school is proactive where any concerns are raised, including unexplained aspects of a candidate's career.

Induction processes are well established, all staff new to the school receive orientation and induction training. Staff new to the school are expected to complete online safeguarding training before arrival and then again on arrival. Staff are given on arrival a staff handbook, job description and made aware of policies relating to safeguarding, health and safety and staff codes of conduct. A probationary period and the use of a buddy system for new members of staff further ensures that checks on a person's suitability to work with students is appropriate and ongoing.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standards required for BSO and are excellent.

The inspirational design qualities of the school's accommodation, located within a building that provides a shopping centre, car park and residential accommodation, is highly effective and well suited to the needs of students. Internal areas including classrooms have a high standard in cleanliness, lighting, cooling and ventilation.

Careful consideration has been given to the design of different learning spaces. Classrooms are enclosed but learning is visible through large windows. Classroom sizes are flexible as adjustable walls can be moved to create different sizes of shape and space. All enclosed learning spaces are referred to as pods, and include interactive white boards, working walls, and white boards for whole class and group work. Display boards in classes and throughout the school celebrate learning and promote subject knowledge. Teachers and students use the window areas in pods to work collaboratively to brainstorm ideas and present their findings in creative ways.

Other learning areas are well resourced and furnished with age and height appropriate furniture. Areas specific to practical tasks are named 'The Incubator' and include the school's well-equipped science laboratories. These include a high quality of furniture and resources appropriate to meet the needs of the external exam syllabus and curriculum at key stage 3. Performing art areas enable students to work at different heights and angles, with a variety of mediums and are very well resourced. The art room has large windows which provide natural light and a view over surrounding areas. Other working spaces are appropriate to the age of the students and enable a mix of independent and collaborative study. The use of the well-appointed and designed auditorium and the Dimpleby hall for collective work for larger groups enable the students to gather for whole school events.

Communal areas are thoughtfully resourced to provide areas conducive to the purpose, such that quieter study areas are located adjacent to the library and social areas close to the cafeteria and equipped with pool tables and table tennis tables and appropriate seating. Collective spaces around the school allow for the mix of formal and informal gatherings which have the feel of a university style design to aid their students in their transitions to their next levels of learning. Students were observed making sensible use of study periods in the library and a well-equipped gym. This enables students and staff to be physically active once they have been trained in safe use of the equipment.

Outdoor space is at a premium and students did comment upon this. However, the school's accommodation is well cooled and where possible the small outdoor area at the front to the

school is used, such as in a year 9 lesson on plant watering. The selection of separate venues for specific sport activities off site is well suited to meeting students' aspirations and independence.

Areas used for administration of the school's business are separate to the main learning areas and close to the reception area of the school. The school is a very well ordered and stimulating environment, signage is clear, and areas are demarcated for specific use. However, access is restricted for people with disabilities and the school may consider an accessibility plan that indicates which area can be accessed by people with restricted mobility.

The school has designed the accommodation to make the best use of the premises to meet student demands. The approach to providing accommodation that is a bridge between university and school life contributes significantly to student's enjoyment of their education and is conducive to high achievement.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others.

Parents reported that the wealth of information that the school provides is purposeful and timely. Staff are very approachable and parents commented that any concern is dealt with promptly. Most communication with the school is via email and currently due to the small numbers of students on roll parents felt that this approach worked very effectively. All staff know the students well and relationships are strong across the school.

A Charterhouse parent committee is establishing and to date has organised open door coffee mornings and supported students with volunteering events.

Parents are updated with school events via a weekly newsletter from the school. Events are also communicated through a Charterhouse community partnership social media group. Parents felt that this was sufficient in keeping them updated about the many events at the school.

Parents are updated in their child's progress regarding academic achievements by termly progression tests, termly parent teacher meetings and the outcome of weekly unit tests which students can report verbally to parents. An end of year report is emailed, and parents commented that this contained sufficient information for them to be updated on their child's learning in school.

Parents agreed that the amount of homework is appropriate, and their children learn to manage this. The school's 'no tuition' policy ensures that staff are very proactive in providing work that extends and embeds learning beyond school. Parents commented that support from staff ensures that their children make good progress.

The school's website contains the required regarding policies and the details regarding the ownership of the school. There is also a wealth of information regarding the breadth of the curriculum offered extra-curricular activities and events hosted by the school.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

A complaints policy is in place and is available in writing and reviewed annually. This includes clear time scales for the management of a complaint, defines the difference between a complaint and concern, and indicates the procedures to be followed in 2 stages. The roles and responsibilities of different parties involved in the management of a complaint are clearly detailed as an appendix to the policy.

Both stages are formal and considered by an independent investigator appointed by the governing body. Stage 2 allows the complainant to raise the matter not resolved in stage 1 with a complaints committee consisting of 3 governors who have no prior knowledge of the matter raised. At this meeting, the complainant is allowed to be accompanied by a friend or relative.

The school recognises the importance of confidentiality. Written records of formal complaints are stored securely and findings as a result of the investigation are shared with the complainant. The policies states that anonymous complaints will not be considered unless the school's leaders decide that there are good reasons to investigate the matter further.

Complaints are logged via email, although to date there have been no formal complaints raised. It is suggested that as the school grows a formal log of complaints is recorded centrally so that the school can identify where patterns may emerge and use these to inform school improvement plans.

Parents and students commented that teaching staff and the school leadership team are very approachable and that any concerns that they have raised have been dealt with quickly and investigated thoroughly.

Complaints raised by staff are dealt with through the procedures in the staff grievance policy or code of conduct and this is shared with staff at induction. Staff felt that the school is very proactive in ensuring their views are heard and that their well being is monitored.

12. Standard 8

Leadership and management of the school

The leadership and management of the school meet the standard required and are excellent. Leaders and managers at the school have established in a short space of time an ethos that is commensurate with the aims and values of the school. As the school has grown, from setting up online to an established school within the community, changes to the school's size have been handled well with no loss to quality or outcomes.

The senior leadership team, managing director and board of governors meet regularly so that the high-quality vision and strategic plan are effectively communicated, and staff know what they are working towards achieving.

Longer term strategic plans are in place to sustain the school's vision and mission. Senior leaders have an accurate understanding of the school's strengths and areas to develop. Plans and policies are in place and continually being revised to meet the need of the school. To ensure self-evaluation processes are fully informed, the leaders may consider seeking the views of all stakeholders through annual questionnaires.

Relationships across the school are exemplary, leaders have high expectations so that respect courtesy and good manners are the norm. Leaders have promoted an ethos that counters any form of direct or indirect discriminatory behaviour. Fundamental human values are at the heart of the school's work and the attention paid to the UN sustainable development goals ensures that students understand broader world issues. Spectra smarts, a measure of social and emotional intelligence strengthens students' personal development along with a wide opportunity for taking on responsibility. As such the school prepares students very well for life beyond the school.

The whole staff team relentlessly strive to achieve high standards in students' achievement and well-being and continually drive improvement. Subject and curriculum leaders are passionate about their subject areas and enjoy working in a dynamic and ambitious school. Professional development sessions are purposeful and timely. Staff commented on the weekly sessions 'teach, meet, eat' and the range of social functions which bring staff together as a team.

Appraisal systems are in place and enable teaching staff to improve their practices. Staff talked very positively of the opportunities for training linked to the needs of their role and personal interests.

The school is organised in a highly efficient manner such that all staff and students understand the high expectations of them and their role in the school. Parents are involved in supporting their young adults through the work of the school.

13. *Standard 9* Boarding

Boarding meet the standards required for BSO and is good.

The governance, management and leadership of the school's boarding provision enables boarders to feel safe and comfortable. A comprehensive residential handbook is available for parents, carers and staff. An informative booklet about school boarding is available for prospective boarders and to ensure understanding, the school requests that copies are signed before being admitted to the boarding house.

Weekly meetings with boarding parents, and the school's deputy head and designated safeguarding lead are informative, purposeful and ensures boarders daily needs are met and actions taken where required. Training for boarding parents is in place and all staff are trained in safeguarding. Boarding parents are receiving further training to ensure they comply with the British Boarding Association standards and remain updated in the best quality of provision in boarding accommodation. Boarding parents are suitable and checked by the school's HR department to ensure that they are skilled in managing boarders and the boarding house. There are no volunteers working at the boarding house, visitors are closely supervised to ensure access to boarders personal accommodation is restricted.

The boarding house accommodation provides a safe, clean and welcoming environment. Boarders' personal needs are well met through the provision of appropriate areas for relaxation, study and meals. Boarders share a bedroom, but are provided with their own personal spaces, designated and can personalise their space with posters and possessions. Each bedroom has an ensuite washroom. Shared facilities such as a comfortable lounge, kitchen area and study room are provided for boarders' use, this includes a laundry facility. The premises are clean, tidy and well maintained. Good quality food is provided by the staff, and they encourage boarders to assist in meal preparation and clearing away. Staff residential accommodation for boarding house parents is clearly designated and boarders do not have access to these areas.

Boarders' health and wellbeing are met. Medicines are stored securely, and administering of all medications is recorded. Dorm staff are trained in first aid and plans are in place should any boarder need emergency care. A system of reporting for students to the school counsellor or the DSL is in place if they feel they need to report a concern. A suggestion box is in place to seek the views of boarders and the boarding house parents will actively seek the views of boarders in an annual anonymous questionnaire. Posters reminding boarders of contact details of individuals who they

may contact if they have a concern are displayed prominently. School staff are aware of what to do should a boarder raise a concern with them. The boarding house parents along with the school counsellor are actively involved in ensuring boarders well-being and personal needs are met. The school are considering creating links with appropriate advocacy support through the alumnae network and the boarding house master network that exists at Charterhouse UK. The school's complaints policy meets the needs of boarders, and their parents should they wish to raise a complaint.

The school complies with health and safety laws. Fire equipment, signage and drills meet host country requirements. Staff are vigilant in ensuring fire exits are clearly signed, evacuation routes are clear. Drills in the safe evacuation of the boarding houses are recorded and take place regularly at all times of the day and night. Food is stored and labelled appropriately, and waste managed effectively. The kitchen is clean, safe and hygienic. Risk assessments are in place for specific locations in the boarding house that present an increased level of risk, such as the school's small leisure pool in the garden.

The boarding house promotes good behaviour amongst boarders, and they enjoy positive respectful behaviour. Any cases of poor behaviour are dealt with implementing the school's behaviour policy, code of conduct and boarding house handbook. These are based upon mutual trust and respect and students talk about making lasting friendships at the boarding house. The school's anti bullying policy is implemented effectively. Boarding house parents manage boarders use of mobile devices, so that a level of independence is in place but monitored.

Activities are organised for boarders both off site and on site and are risk assessed and there is an expectation that boarders are active and take part in one weekly outdoor activity. Boarders have a range of recreational areas on site and access to information about local facilities appropriate to their age. The leisure pool is appropriately supervised by staff; boarders know that the pool is out of bounds when not in use.